

**T.C.  
MARMARA ÜNİVERSİTESİ  
AVRUPA BİRLİĞİ ENSTİTÜSÜ  
AVRUPA BİRLİĞİ SİYASETİ VE ULUSLAR ARASI İLİŞKİLER  
ANABİLİM DALI**

**IN THE LIGHT OF THE EU'S LANGUAGE POLICY, ENGLISH  
LANGUAGE TEACHING IN THE TURKISH PRIMARY SCHOOLS**

**YÜKSEK LİSANS TEZİ**

**Abdullah Doğan KALKAN**

**İstanbul – 2010**



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**Danışman: Yrd. Doç. Dr. Kamile HAMİLOĐLU**

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ONAY SAYFASI

Enstitümüz AB Siyaseti ve Uluslararası İlişkiler Anabilim Dalı Yüksek Lisans öğrencisi Abdullah Doğan KALKAN'ın "*IN THE LIGHT OF THE EU'S LANGUAGE POLICY, ENGLISH LANGUAGE TEACHING IN THE TURKISH PRIMARY SCHOOLS*" konulu tez çalışması 01 Nisan 2010 tarihinde yapılan tez savunma sınavında aşağıda isimleri yazılı jüri üyeleri tarafından oybirliği/ oyçokluğu ile başarılı bulunmuştur.

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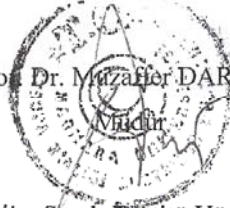
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08.04/2010...tarih ve 2010/41... Sayılı Enstitü Yönetim Kurulu kararı ile onaylanmıştır.

## KISA ÖZET

Bu tezin amacı; öncelikle AB'nin resmi belgelerinden yola çıkarak yabancı dil politikalarını değerlendirerek yürürlükte olan uygulamalarını incelemek, yabancı dil öğretiminde desteklediği çalışmaları ortaya koymaktır. Çalışmanın ikinci amacı, AB üyeliğine aday Türkiye'nin yabancı dil öğretiminde izlemekte olduğu politikalarla, mevcut durumu, yasa ve yönetmelikler çerçevesinde değerlendirmek, ilköğretimde yürürlükteki yabancı dil öğretim programı ve uygulamalarının AB standartlarına uygunluğunu incelemek, MEB'in bu alanda AB'ye uyum sürecinde yaptığı çalışmaları analiz etmektir. Üçüncü amaç ilköğretim okullarında çalışan İngilizce öğretmenlerinin Avrupa'daki dil öğretimi ve uygulamalarında yer alan İçerik ve Dile Bağlı Öğrenme Yaklaşımı (CLIL) ile Avrupa Konseyi'nin Avrupa Ortak Dil Ölçüt Çerçevesi (CEFR) hakkında bilgi sahibi olup olmadıklarını incelemektir.

Çalışma sonucunda; Avrupa Konseyi'nin de üyesi olan AB ülkelerinde günümüzde en sık ve yaygın olarak kullanılmakta olan dil öğretim uygulamasının CLIL olduğu, CLIL'in CEFR'in yol haritasına ve genel ilkelerine bağlı sürdürüldüğü ortaya konmuştur. Türkiye'nin aday ülke olarak AB ortak dil politikası standartlarına - CEFR gibi - belirli ölçüde koşut bir geçiş sağlamakla beraber AB'nin günümüzde uygulamakta olduğu çok dilliliğe (multilingualism) dayalı dil politikasının önemli bir parçası olan Avrupa stili CLIL'in ilköğretim süreçlerine henüz uyarlanmamış olduğu belirlenmiştir; ancak yeni İlköğretim İngilizce Programı ve buna uygun olarak hazırlanan ders kitapları CLIL yaklaşımına uygulamada dil öğretimi açısından kısmen olanak sağlamasına karşın CLIL'le İngilizce dışı derslerde yabancı dilde öğretim yapılması yasal açıdan olanaksızdır. Ayrıca devlet ilköğretim okullarındaki İngilizce öğretmenlerinin CLIL ve CEFR'in içerik, ilke ve uygulamaları hakkında yeterli bilgiye sahip olmadıkları; bu eksikliğin giderilmesine yönelik olarak, süreç içinde yurt çapında tüm İngilizce öğretmenlerine yönelik hizmetiçi eğitim faaliyetleri MEB tarafından istenilen ölçüde gerçekleştirilemediği ortaya çıkmıştır.

## **ABSTRACT**

This study was aimed to evaluate the EU's foreign language policy and basic foreign language teaching implications in terms of official documents and related references. It was targeted to evaluate Turkey's present implications due to the laws and regulations applied by the MoNE and the new EFL curriculum in terms of the EU's standards and implications . Also, it aimed to find out the awareness of EFL teachers about the recent European innovations on foreign language teaching and learning (CLIL and CEFR) in primary education.

The published official and study documents put forward that the most frequently used, and recently applied language teaching implementations in EU member states is the CLIL due to the road-map and the general principles of the CEFR.

Turkey had a kind of access in the standards of the common language policy of the EU like the CEFR; but has not applied the current and situational implementations of EU's CLIL - an important part of the EU's multilingual policy. The new curriculum gives a limited possibility to the EFL teachers for the CLIL. Other school subjects cannot be taught through the medium of a foreign language due to the laws and regulations. The course books are to some extent convenient for the CLIL.

EFL teachers serving in public primary schools do not have enough awareness about CLIL and CEFR. Since the MoNE has not given enough in-service training courses to introduce the new innovations in language teaching efficiently and effectively to EFL teachers in the whole country yet.

## ACKNOWLEDGEMENTS

It is a privilege to be able to affirm my gratitudes to the various people who provided me with useful and helpful assistance throughout this research study.

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I would also express my special thanks to my teachers Armađan Emre akır and Rana İzci for their encouragement .

Furthermore, I would like to express my greatest thanks and gratitudes to my beloved Mother, Fikriye by heart. I am sure that I would not be able to manage without her great support and endless encouragements.

Finally, I would like to dedicate this study in memory of the head teacher and the founder of modern Turkey, Mustafa Kemal Atatürk and my beloved Father, Sami Sabri, and many teachers and colleagues who taught me, and with whom we have worked and those who have shared their knowledge throughout my life.

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## ÖZET

### AB Dil Politikaları Işığında Türk İlköğretim Okullarında İngilizce Dil Öğretimi

Abdullah Doğan KALKAN

Bu tez çalışmasının amacı; öncelikle AB'nin resmi belgelerinden yola çıkarak yabancı dil politikalarını değerlendirmek, bu çerçevede yürürlükte olan uygulamalarını incelemek, yabancı dil öğretiminde desteklediği çalışmaları ortaya koymaktır. Çalışmanın ikinci amacı, AB üyeliğine aday Türkiye'nin yabancı dil öğretiminde izlemekte olduğu politikalarla, mevcut durumu, yasa ve yönetmelikler çerçevesinde değerlendirmek, ilköğretim okullarında uygulamakta olduğu öğretim programı ve uygulamalarının AB standartlarına uygun olup olmadığını incelemek, MEB'in bu alanda AB'ye uyum sürecinde yaptığı çalışmaları analiz etmektir. Üçüncü amaç ilköğretim okullarında görev yapan yabancı dil (İngilizce) öğretmenlerimizin Avrupa'daki dil öğretimi ve uygulamalarında yer alan İçerik ve Dile Bağlı Öğrenme Yaklaşımı (CLIL) ile Avrupa Konseyi'nin Avrupa Ortak Dil Ölçüt Çerçevesi (CEFR) hakkında bilgi sahibi olup olmadıklarını incelemektir.

Bu amaçlar doğrultusunda araştırmacı, tez süreci içinde aşağıdaki araştırma sorularının yanıtlarının bulunmasını amaçlanmıştır :

- 1 . Avrupa Birliği (AB)'nin dil eğitimindeki temel politikaları nelerdir ?
- 2 . AB üye ülkelerinde günümüzde yaygın olarak kullanılan ve yürütülen dil öğretimi uygulaması hangisidir ?
- 3 . Türkiyede ilköğretim okullarında yasalara, yönetmeliklere ve İngilizce Öğretim Programı'na göre varolan durum nedir ?
- 4 . AB'nin uygulamakta olduğu İçerik ve Dile Bağlı Öğrenme Yaklaşımı (CLIL) ile Avrupa Konseyi'nin Avrupa Ortak Dil Ölçüt Çerçevesi (CEFR)'ni göz önüne alarak Milli Eğitim Bakanlığı İlköğretim Okulları İngilizce Öğretim Programı'nda ne gibi düzenlemeler yapmıştır ?

5 . İlköğretim okullarında görev yapan İngilizce ders öğretmenleri Avrupa Birliği'nin uyguladığı CLIL ve Avrupa Konseyi'nin geliştirdiği CEFR'ten haberdar mı ?

Bu çalışmada Avrupa Birliği'nin dil politikası ve etkin öğeleri ile uygulamaları resmi belgeler ve konu ile ilgili yapılmış olan alan çalışmalarıyla yazılı kaynaklar üzerinden incelenip değerlendirilmiştir. Ardından Türkiye'deki durum yasa ve yönetmeliklerle, İlköğretim Okulları Yabancı Dil Öğretim Programı, yeni ders kitapları incelenmiş ve İngilizce Öğretmenlerinin Avrupa'daki uygulamalarla ilgili farkındalıkları anket yolu ile araştırılmıştır.

AB'deki varolan durum açıklandıktan sonra Türkiye'deki ilköğretim okullarında mevcut durum; eğitim yasaları, yönetmelikler ve yabancı dil öğretim programı çerçevesinde incelenmiştir. Çalışma, temel amaç olarak Avrupa Konseyi'nin tam üyesi ve AB aday ülkesi olan Türkiye'nin halihazırda AB'nin CLIL'e odaklı ortak yabancı dil öğretim standartlarını tam uygulamadığını ve ilköğretim okullarında görev yapan İngilizce branş öğretmenlerinin CLIL ve CEFR'in içerik, ilke ve uygulamaları hakkında yeterli bilgiye sahip olmadıklarını ileri sürmektedir.

Bu görüşü ortaya koyabilmek adına; araştırmacı, MEB tarafından 2006 - 2007 Eğitim – Öğretim Yılı'ndan başlayarak uygulamaya koyduğu İlköğretim Okulları Yabancı Dil Öğretim Programı'nın 2. Kademeyle ilişkin bölümlerini; derslerde zorunlu okutulan ve devletçe dağıtılan ders kitaplarından her bir sınıf için örnek olarak seçilmiş iki ünitesini ve ilköğretim okullarında görev yapan öğretmenlere uygulanan kapalı ve açık uçlu soruların yer aldığı görüşme anketini değerlendirmiştir. Değerlendirmenin yapılabilmesi için gerekli veriyi elde edebilmek için uygulanan görüşme anketine katılan on İngilizce öğretmeni Kocaeli'nin Darıca ilçesindeki merkez ve dış mahallerinde bulunan ilköğretim okullarında görev yapmaktadır. Katılımcıların cinsiyetleri, yaşları ve meslekteki hizmet süreleri farklıdır. Katılımcılardan üçü bay, yedisi bayandır. Yaş aralığı 25 - 54 olup bayan yaş ortalaması 35, erkek yaş ortalaması 41 ve genel yaş ortalaması 38'dir. Çalışmadaki veriler 39 soruluk anket yoluyla elde edilmiş olup sorulan soruların 30

tanesi kapalı uçlu, 9 tanesi açık uçludur. Testin değerlendirilmesi nitel ve nicel veri analiz tekniklerine göre elle yapılmıştır.

Yapılan araştırma çalışmaları sonucu ve ulaşılan veriler ışığında elde edilen bulgular, araştırmacı tarafından şu şekilde özetlenmektedir. İlk olarak yayımlanmış olan resmi belgeler ve çalışmalar ışığında Avrupa Konseyi'nin de üyesi olan AB ülkelerinde günümüzde en sık, aynı zamanda yaygın olarak kullanılmakta olan dil öğretim uygulamasının CLIL olduğu, CLIL'inde CEFR'in yol haritasına ve genel ilkelerine bağlı sürdürüldüğü ortaya konmuştur. İkinci olarak, Türkiye'nin aday ülke olarak AB ortak dil politikası standartlarına - CEFR uygulaması gibi - belirli ölçüde koşut bir geçiş sağlamakla beraber AB'nin günümüzde uygulamakta olduğu çok dilliliğe (multilingualism) dayalı dil politikasının önemli bir parçası olan yabancı dil öğretimi ve öğreniminin uygulaması olan Avrupa stili CLIL ilköğretim süreçlerine henüz uyarlanmamış olduğu belirlenmiştir; ancak bununla birlikte gerek yeni ilköğretim İngilizce Programı ve bu programa uygun olarak hazırlanan yeni ders kitapları bir ölçüde CLIL yaklaşımına uygulamada dil öğretimi açısından olanak sağlamaktadır; buna karşın İngilizce dışı derslerde yabancı dille öğretim yapılması olanaklı olmadığından bu sınırlı uygulama yalnızca yabancı dil dersleri için geçerlidir. Üçüncü olarak, devlet ilköğretim okullarında görev yapmakta olan İngilizce öğretmenlerinin CLIL ve CEFR'in içerik, ilke ve uygulamaları hakkında yeterli bilgiye sahip olmadıklarıdır. Bu eksikliğin giderilmesine yönelik olarak, süreç içinde yurt çapında tüm yabancı dil (İngilizce) öğretmenlerine yönelik hizmet içi eğitim faaliyetleri MEB tarafından istenilen ölçüde gerçekleştirilemiştir.

### **Anahtar Sözcükler :**

dil politikası, dil eğitim politikası, yabancı dil eğitimi, yabancı dil öğrenimi, yabancı dil eğitim politikası, ortak iletişim dili (lingua franca), çoğul dillilik (plurilingualism), çok dillilik (multilingualism), dilsel edinç, dilsel çeşitlilik, dilsel dağarcık, dil öğretim izlencesi, Avrupa Ortak Dil Ölçüt Çerçevesi (CEFR), İçerik ve Dile Bağlı Öğrenme Yaklaşımı (CLIL), Avrupa Birliği (AB), Avrupa Konseyi (CoE)

## **SUMMARY**

### **In the Light of EU's Language Policy, English Language Teaching in the Turkish Primary Schools**

**By**  
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This study was primarily aimed to evaluate the EU's foreign language policy and basic foreign language teaching implications in terms of official documents and related references. Secondly, it was targetted to evaluate the Turkey's present implications due to the laws and regulations applied by the MoNE and the new EFL curriculum in terms of the EU's standards and implications . The third aim was to find out the awareness of EFL teachers about the recent European innovations on foreign language teaching and learning such as the CLIL and the CEFR in primary education.

This study intended to find out the answers of the following research questions :

- 1 . What are the basic policies of the European Union (EU) for language education ?
- 2 . What has the most commonly used and applied language teaching implementation been in the EU member states recently ?
- 3 . What is the current situation in Turkey from the point of teaching English as a foreign language in primary education with regard to
  - a ) laws and regulations ?
  - b ) curriculum ?
- 4 . Regarding to the EU's Content and Language Integrated Learning (CLIL) and the Council of Europe's (CoE) Common European Framework of Reference for Languages (CEFR), what kind of adaptations have been made to modify the English Foreign Language (EFL) Curriculum in Primary Education by Ministry of National Education (MoNE) in Turkey ?

5 . Are the Turkish teachers of EFL in the primary education aware of the CoE's CEFR and the EU's CLIL?

As the review part, this research was primarily based on the evaluation of language policy documents of the EU and the CoE. This examination was conducted through a content analysis interpretation section related to the provided content analysis.

Secondly, the study was based on the evaluation of the primary education curriculum of English as a Foreign Language (EFL) in Turkey in terms of its access to European language policies and the CEFR.

As the third dimension the study was based on the evaluation of the Turkish curriculum for EFL in terms of seeing the adaptations made for the EU language policy. Along with this perspective an EFL coursebook series which was published by the MoNE was examined to see whether it included any CLIL applications which were the main EU foreign language teaching syllabuses and methods.

As the last significant point of this research, the perceptions of Turkish teachers of EFL on European foreign language policies and the CLIL were examined through a questionnaire, although limited in number that may not represent a general result. The subjects of the study comprised of 10 teachers from 4 different public primary schools in Darıca, Kocaeli.

The results of the study were presented the current language policy of the EU and its effective factors and applications. As for the first result, the published official and study documents put forward that the most frequently used, and recently applied language teaching implementations in the EU member states is the CLIL due to the road-map and the general principles of the CEFR, since all the EU member states are also the members of the CoE.

The second result of the study was pointed out that Turkey had – to some extent - a kind of access in the standards of the common language policy of the EU like the CEFR; but has not applied the current and situational implementations of EU's CLIL which is important in foreign language teaching and learning as part of the multilingual policy of the EU in her primary education. The new curriculum gave a limited possibility to the EFL teachers for the CLIL, but other school subjects cannot be taught through the medium of a foreign language due to the laws and regulations. The new course books which were published and distributed by the State are to some extent convenient for the CLIL.

Thirdly, the primary education English language teachers serving in public schools do not have enough awareness about the content, principles and implementations of the CLIL and the CEFR. Since the MoNE has not given enough in – service training courses to introduce the new innovations in language teaching – the CLIL and the CEFR in an efficient and effective way to the EFL teachers in the whole country yet.

**Key Terms :**

language policy, language education policy, foreign language teaching, foreign language learning, foreign language policy, lingua franca, plurilingualism, multilingualism, linguistic competence, linguistic diversity, linguistic repertoire, curriculum, Common European Framework of Reference for Languages, CEFR, Content and Integrated Language Learning, CLIL, European Union, EU, Council of Europe, CoE.

## ABBREVIATIONS

- ASEAN : the Association of South East Asian Nations
- BELO : the Brussels-Europe Liaison Office
- BSEC : the Organization of the Black Sea Economic Cooperation
- CDCC : the Council for Cultural Cooperation of the CoE
- CEFR : the Common European Framework Reference for Languages
- CFSP : the Common Foreign and Security Policy of the EU
- CILT : the Center for Innovative Learning Technologies of the UK
- CLIL : the Content and Language Integrated Learning Approach
- CoE : the Council of Europe
- CoR : the Committee of Regions
- DGEC : the Directorate General for Education and Culture of the European  
Commission of the EU
- DLEP : the Department of Language Education and Policy in Europe of the CoE
- EAGGF : the European Agricultural Guidance and Guarantee Fund of the EU
- EC : the European Communities
- ECA : the European Court of Auditors
- ECC : the European Cultural Convention
- ECJR : the European Court of Human Rights
- ECJ : the European Court of Justice
- ECML : the European Centre for Modern Languages of the CoE
- ECO : the Economic Cooperation Organization
- ECSC : the European Coal and Steel Community
- EEC : the European Economic Community
- EESC : the European Economic and Social Committee
- EFL : English as a Foreign Language
- EFTA : the European Free Trade Association
- ELAN : Effects on the European Economy of Shortages of Foreign Language  
Skills in Enterprise
- ELP : the European Language Portfolio
- ELT : English language teaching



ELTP : English Language Teaching Program  
EMU : the European Monetary Unit  
EP : the European Parliament  
ERDF : the European Regional Development Fund of the EU  
ESF : the European Social Fund of the EU  
ESL : English as a second language  
EU : the European Union  
EURATOM : the European Atomic Energy Community  
EUROCLIC : the European Network of Administrators, Researchers and  
Practitioners  
FRA : the Fundamental Rights Agency of the EU  
FRG : the Federal Republic of Germany  
GDLEP : the Guide for the Development of Language Education Policies  
GDR : German Democratic Republic  
IMF : the International Money Fund  
LPD : the Language Policy Division of the CoE  
LEPP : the Language Education Policy Profile  
MCT : (the Turkish) Ministry of Culture and Tourism  
MFA : (the Turkish) Ministry of Foreign Affairs  
MoNE : (the Turkish) Ministry of National Education  
NATO : the North Atlantic Treaty Organization  
OIC : the Organization of Islamic Conference  
OPEC : the Organization of Petroleum Exporting Countries  
RLD : the Reference Level Descriptions of the CEF  
SEA : the Single European Act of the EC  
SECRML : the Secretariat of the European Charter for Regional or Minority  
Languages  
TEB : the Turkish Education Board  
TEFL : teaching English as a foreign language  
TESOL : Teaching English as a Second or Other Language  
TLEP : The Turkish English Language Programme in Primary Education at Grades  
6, 7 & 8

TGNA : the Turkish Grand National Assembly

UK : the United Kingdom of Great Britain and Northern Ireland

UN : the United Nations

UNICEF : the United Nations Children's Emergency Fund

UNESCO : the United Nations Educational, Scientific and Cultural Organization

USA : the United States of America

USSR : the Union of Soviet Socialist Republics

WB : the World Bank

WEU : the Western European Union

WHO : the World Health Organization

WTO : the World Trade Organization

## I. INTRODUCTION

Today, all over the world, languages are important because of the international political, economical and social aspects. Altbach (2005) put forward that “English is the most widely studied foreign language in the world” and moreover, he added that “in many countries, English is the required second language in schools, and is the second language of choice in most places” (p. 4). Furthermore, Altbach (2005) claimed that “English is the medium of most internationally circulated scientific journals, and that universities in many countries stress the importance of their professors’ publishing in internationally circulated scientific journals, almost by definition in English, placing a further premium on the language” (p. 4). Altbach (2005) also emphasized that “internet websites devoted to science and scholarship function predominantly in English” and added that “indeed, English serves as the language of internet academic and scientific transactions, the largest number of international students goes to universities in English-speaking countries” (p. 4). Similarly Kachru (2003) emphasized the same idea saying that “the English language is a tool of power, domination and elitist identity, and of communication across continents” (p. 291). Phillipson (1992) also urged the same idea stating that “the English language is the international language par excellence” (p. 6) .

In accordance with the opinions stated above for giving other rationales for the rise of English language, Crystal (2003) underlined that “the British Empire may be in full retreat with the handover of Hong Kong, but from Bengal to Belize and Las Vegas to Lahore, the language of the sceptred isle is rapidly becoming the first global lingua franca” (p. 1) [Harmer (2001) defined lingua franca “as a language adopted for communication between two speakers whose native languages are different from each other’s and where one or both speakers are using it as a ‘second’ language” (p. 1)] In his work, Crystal (2003) also affirmed that “a language achieves a genuinely global status when it develops a special role that is recognized in every country” (p. 3), and stressed that “similarly, there is great variation in the reasons for choosing a particular language as a favoured foreign

language: they include historical tradition, political expediency, and the desire for commercial, cultural or technological contact” (p. 5). Furthermore, Crystal (2003) asked “Why is English the global language, and not some other?” and responded this question himself saying that “there are two answers to the question: one is geographical and historical; the other is socio-cultural” (p. 29), in addition to this, he emphasized that “the present day world status of English is primarily the result of two factors: the expansion of English colonial power, which peaked towards the end of the 19<sup>th</sup> Century, and the emergence of the United States as the leading economic power of the 20<sup>th</sup> Century” (p. 59).

Crystal expands his claims by interpreting Kachru’s prepositions (Kachru 1988, in Crystal 2003) as the following :

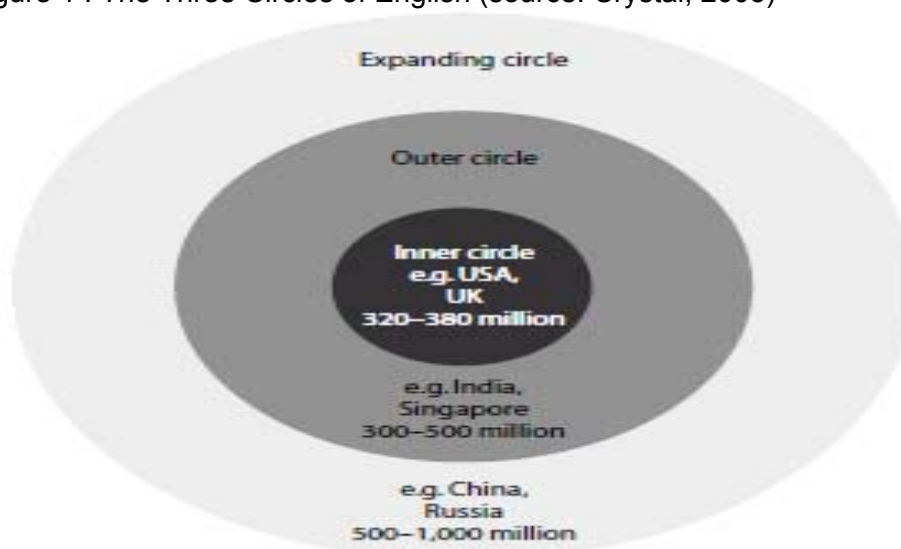
The US linguist Braj Kachru has suggested that we think of the spread of English around the world as three concentric circles, representing different ways in which the language has been acquired and is currently used.

The inner circle refers to the traditional bases of English, where it is the primary language: it includes the USA, the UK, Ireland, Canada, Australia, and New Zealand.

The outer or extended circle involves the earlier phases of the spread of English in non native settings, where the language has become part of a country’s chief institutions, and place an important second language role in a multilingual setting: it includes Singapore, India, Malawi, and over fifty other territories.

The expanding or extending circle involves those nations which recognize the importance of English as an international language, though they do not have a history of colonization by members of the inner circle, nor have they given English any special administrative status. It includes China, Japan, Greece, Poland, and a steadily increasing number of other states. In these areas English is taught as a foreign language. (Crystal 2003, p. 60)

Figure 1 : The Three Circles of English (source: Crystal, 2003)



Crystal (2003) also put forward that “the United Nations (hereafter UN) now consists of over fifty distinct organs, programmes, and specialized agencies, as well as many regional and functional commissions, standing committees, expert bodies, and other organizations, and English is one of the official languages within all of these structures” (p. 87). Moreover, Crystal (2003) urged that “the language plays an official or working role in the proceedings of most other major international political gatherings, in all parts of the world , and added “that examples include the Association of South East Asian Nations (hereafter ASEAN), the Commonwealth, the Council of Europe (hereafter CoE), the European Union (hereafter EU), and the North Atlantic Treaty Organization (hereafter NATO). English is the only official language of the Organization of Petroleum Exporting Countries (hereafter OPEC), for example, and the only working language of the European Free Trade Association (hereafter EFTA)” (p. 87). Crystal (2003) underlined that “in 1995, there were about 12500 international organizations in the world ..... 85 % made official use of English far more than any other language” (p. 87) .

Similar to Crystal’s propositions, Neuner (2002) also contributed to the issue from another perspective as the following :

The leading role which English has attained in our world is the result of past historical developments and present political constellations. As a consequence of British colonialism in the past English has been introduced as a national or official language into a number of countries worldwide. The present dominant position of the United States strengthens its position as the language of international affairs (political, economic, scientific, cultural; etc.). Furthermore, the recent development of the mass communication media (satellite television - radio; internet, etc.) substantially supports the omnipresence of English around the globe. English has thus adopted the function of lingua franca of internationalisation and globalisation and is likely to retain it for the next decades. (Neuner, 2002, p.7)

In addition, Neuner (2007) determined that “with no doubt, in our world at least a basic command of English is essential for private and professional development, intercomprehension and international participation”, and also stressed that “in our world the command of ‘basic English’ has almost attained the status of a cultural technique (like reading and writing)” (p.7). Besides, Neuner (2002) claimed that “it

might therefore appear that it is sufficient to teach English as the only foreign language and to teach it as lingua franca detached from a specific sociocultural context” (p. 7).

Above all, Seidlhofer (2004) clarified that “the demand for English is driven by the globalised market economy” (p. 15) , and emphasised that “the reconceptualization of English as global rather than local means that English has to be uncoupled from the culture(s) of its origins and appropriated for the expression of its international users” and furthermore stressed that “it also means that the British or the Americans no longer regulate the norms governing the use of English as an international language this is legitimate and indeed logically necessary as soon as English is proclaimed to be a global means of communication of unprecedented proportions” (pp. 16-17). Due to the fact, Riaga’in (2004) summarized the current situation very clearly : “English has an enormous communicative functional value worldwide, and has become a kind of Esperanto” (p. 19).

### **1 . 1 . Background of the Study**

In Europe, two organizations deal with language teaching and learning : The EU and the CoE - Turkey is one of the members of the CoE and a candidate country to the EU.

On the official EU’s website (2009), it was announced that the “EU contributes to the development of quality education by promoting citizens’ mobility, designing joint study programmes, establishing networks, exchanging information, and through a commitment to lifelong learning. Languages are a basic building block behind these activities”. In 1995, in the European Commission’s White Paper on Teaching and Learning – Towards the Learning Society, it was announced that :

From the EU perspective, language learning has several functions:  
Proficiency in several Community languages has become a precondition if citizens of the EU are to benefit from the occupational and personal opportunities open to them in the border-free single market. [ECONOMIC FUNCTION]

Languages are also the key to knowing other people. 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.[IDENTITY FUNCTION]" (p. 67).

Stemmed from these perspectives, on its official website (2009), the EU underlined that "multilingual citizens are better equipped to take advantage of the educational opportunities created by an integrated Europe". Furthermore, on EU's official website (2009), it was affirmed that "the EU's language policy promotes multilingualism and aims for a situation in which every EU citizen can speak at least two foreign languages in addition to their mother tongue". In the Presidency Conclusions of the Barcelona Summit held on 15 -16 March 2002, this decision was reported as "every child in the EU should be taught at least two foreign languages from an early age which is formulated as M+2" (p. 19).

For this aim, the EU supported the Content and Language Integrated Learning Approach (hereafter CLIL). 'CLIL' is an umbrella term adopted by the European Network of Administrators, Researchers and Practitioners (EUROCLIC) in the mid 1990s. Marsh (2002) pointed out that "it would encompass any activity in which a foreign language is used as a tool in the learning of a non-language subject in which both language and the subject have a joint role" (p. 58). Coyle (2002) emphasized that "at the global level, European communities both individually and collectively have had to address the complex specificities of linguistic and cultural diversity", and added that "CLIL is central to this diversity whilst remaining constant in its drive to integrate both subject and language learning" (p. 27). Furthermore, Coyle (2002) mentioned that "integration is a powerful pedagogic tool which aims to safeguard the subject being taught whilst promoting language as a medium for learning as well as an objective of the learning process itself" (p. 27). Phillipson (2007) mentioned that "contemporary Europe is no exception to the worldwide trend of English being used and learned more widely. Europe is undergoing an intensive process of integration. Language, education and culture are no longer the exclusive prerogative of each state but are also policy concerns of the European Union (EU), which is constantly expanding its range of activities. (...) English figures prominently in these processes both within countries and as

the dominant international language” (p. 123). In accordance with those views, Ja'n Figel (2006) said that “the pre-eminence of English is self-evident. This has also been the case of CLIL type of provision, and virtually all countries in which it is available offer English as a foreign target language” (p. 56).

Coyle (2007) reported that “in European contexts English is the predominant CLIL language, this has reinforced a range of approaches which guides language processing, supports language production, teaches language learning through use and communities of practice suggest a widening of CLIL teaching, learning and research repertoires which reflect the diversity of CLIL across Europe”(p. 545).

In the survey named “Content and Language Integrated Learning (CLIL) at School in Europe”, which was prepared for and published by Eurydice (2006) - the part of European Commission (Directorate – General for Education and Culture), it was mentioned that “the CLIL methodological approach seeking to foster the integrated learning of languages and other areas of curricular content is a fast developing phenomenon in Europe and added that “at the European level, interest is growing in the approach which, according to various experts ,carries it with many benefits for pupils and students” (p.55). Furthermore, in the same survey, it was pointed out that “the EU initiatives in the field of CLIL have increased in recent years, underlying them is the belief that young people should be more effectively prepared for the (multi)lingual and cultural requirements of a Europe in which mobility is expanding” (p. 55). On the official website of the EU (2009), the benefits of the CLIL’s multi-faceted approach was mentioned as follows :

- It builds intercultural knowledge and understanding .
- It develops intercultural communication skills .
- It improves language competence and oral communication skills.
- It develops multilingual interests and attitudes .
- It provides opportunities to study content through different perspectives.
- It allows learners more contact with the target language.
- It does not require extra teaching hours .
- It complements other subjects rather than competes with them.
- It diversifies methods and forms of classroom practice.
- It increases learners' motivation and confidence in both the language and the subject being taught.



Like the EU, another largest intergovernmental and inter-parliamentary organisation in Europe – the CoE have repeatedly expressed their commitment to strengthening the education, culture and cultural heritage of Europe as a whole. On its official website (2009), it was announced that “the CoE’s activities to promote linguistic diversity and language learning in the field of education are carried out within the framework of Article 2 of the European Cultural Convention (hereafter ECC), which commits the states party to the Convention to promote the reciprocal teaching and learning of their languages”. On the official website of CoE (2009), it was stated that “the emphasis from an early stage in the CoE projects on successful communication skills, motivated by increasing opportunities for interaction and mobility in Europe, remains important, but globalisation and internationalisation pose new challenges to social cohesion and integration. Language skills remain essential if individuals are to benefit from opportunities in employment and mobility but they are also necessary to participate actively in the social and political processes which are an integral part of democratic citizenship in the multilingual societies of the CoE member states”. Byram summarized the Council Resolution of 14 February 2002 on the Promotion of Linguistic Diversity and Language Learning, from the perspectives of the CoE as follows :

The knowledge of languages is one of the basic skills which each citizen needs to acquire in order to take part effectively in the European knowledge society and therefore facilitates both integration into society and social cohesion. (...)

Knowledge of languages is also beneficial for European cohesion, in the light of **EU** enlargement; (...)

All European languages are equal in value and dignity from the cultural point of view and form an integral part of European culture and civilisation.

(Council Resolution of 14 February 2002 on the promotion of linguistic diversity and language learning) (Byram, 2007, p. 3)

Furthermore, on the official website of the CoE (2009), it was mentioned that “this increasing focus on language policies for democratic citizenship and social cohesion reflects the priority which the CoE accords to education for citizenship and intercultural dialogue in the 21<sup>st</sup> Century. It is reflected in the goal of education for plurilingual and intercultural citizens capable of interacting in a number of languages across linguistic and cultural boundaries”. Furthermore, in the

Language Policy Profile – Austria (2008) which was assisted by the CoE two terms which are very relevant to foreign language policy were defined clearly :

Multilingualism refers to the presence in a geographical area, large or small, of more than one 'variety of language', i.e. the mode of speaking of a social group whether it is formally recognized as a language or not; in such an area individuals may be monolingual, speaking only their own variety; 'plurilingualism' refers to the repertoire of varieties of language used by individuals, and is therefore the opposite of monolingualism; it includes the language variety referred to as 'mother tongue' or 'first language' and any number of other languages or varieties at whatever level of competence; in some multilingual areas some individuals are monolingual and some are plurilingual. (p. 2)

For the CoE (2009) as it was affirmed on the official website "language teaching and learning are an essential part of social policy in Europe, and the analysis of language education policy is part of the effort which all member states make to develop their social policy, and the Language Education Policy Profile (hereafter LEPP) is a contribution to this process". Besides, it was pointed out on the official website of the CoE (2009), "the CoE has developed an international consensus on principles to guide the development of language education policies", and emphasized that "these promote plurilingualism for the individual as a central aim of all language education policy. For this aim, the CoE developed and supported the Common European Framework of Reference for Languages (hereafter CEFR) which provides a basis for the mutual recognition of language qualifications, thus facilitating educational and occupational mobility. It is increasingly used in the reform of national curricula and by international consortia for the comparison of language certificates".

On the official website of the CoE (2009), its position was stated and informed by the Recommendations of the Committee of Ministers and the Parliamentary Assembly of the CoE; also in normative instruments such as the CEFR and in the Guide for the Development of Language Education Policies in Europe in detail. More, on the official page and in all of the official documents on the CoE's language policy, the rationale was stated as follows :

It should be noted that while the development of plurilingualism is a generally accepted aim of language education, its implementation is only just beginning in most educational contexts. Measures may be more or less demanding, e.g. ministerial regulations concerning curriculum, or new forms of organization, which may require special financial arrangements, or political decisions, implying extensive discussion at all levels.

Implementation of policies for the development of plurilingualism can be approached in different ways, and it is not necessarily a matter of 'all or nothing'. The responses to the Country Profile in any particular country are thus likely to vary according to that country's circumstances, history and priorities.

On 01.08.2005, the Communication from the Commission to the European Parliament and the Council on the European Indicator of Language Competence - EU COM(2005) 356 Final – announced in Brussels recommended the use of this CoE instrument in setting up systems of validation of language competences (p. 7). In the Intergovernmental Language Policy Forum on “The Common European Framework of Reference for Languages (CEFR) and the development of language policies: challenges and responsibilities” held in Strasbourg from 06 to 07 February 2007, the CoE proposed that “the Committee of Minister of the CoE addressed a Recommendation to the member states on the use of the CEFR and the promotion of plurilingualism which was adopted (including an Explanatory Memorandum) by the Committee of Ministers on 2 July 2008” (p. 1).

As it was summarized above, foreign language learning and teaching are one of the main and the most significant policy areas of both the EU and the CoE. At the same time, English is the most preferable foreign language in Europe. So, English is targetted as a lingua franca by both the EU and the CoE and valued to be taught all around Europe leading by these two organizations' language policies with regard to 'multilingualism' and 'plurilingualism'. As it could be noticed, the CoE accepts the CEFR and the ELP as sets of the basic concepts, evaluation and assesments of the language teaching and learning and the EU supports and applies the CLIL as the implimentation way of the CEFR and the ELP in language teaching.

## 1 . 2 . The Turkish Context

On the official website of the Turkish Ministry of Foreign Affairs (hereafter MFA) (2009), it was reported that “Turkey is the only pluralist secular democracy in the Moslem world and has always attached great importance to developing its relations with other European countries, and determined that, historically, Turkish culture has had a profound impact over much of Eastern and Southern Europe”. From this point of view, the MFA (2009) officially stated that “Turkey began "westernising" its economic, political and social structures in the 19<sup>th</sup> Century, following the First World War and the proclamation of the Republic on 29 October 1923, it chose Western Europe as the model for its new secular structure”.

Therefore, according to the official website of the MFA (2009), “Turkey has ever since closely aligned itself with the West and has become a member of the UN, , a member of the NATO, the CoE, the OECD and an associate member of the Western European Union (hereafter WEU)”.

On the official website of the MFA (2009), on one hand, it was underlined that “Turkey was invited to the CoE together with Greece and Iceland in August 1949”. More, it is affirmed that “as a member of the CoE, Turkey attaches great importance to its relations with the organization and supports it in its efforts to take its right place in the new architecture of Europe”. Moreover, the MFA (2009) officially emphasized that “Turkey also supports the enhancement and the expansion of the activities of the CoE which cover almost all countries within the geographical boundaries of Europe”. On the other hand, it is urged that “throughout the Cold War, Turkey was the part of the Western alliance, defending freedom, democracy and human rights”, and is claimed in this respect that “Turkey has played and continues to play a vital role in the defence of the European continent. The principal elements of Turkish foreign policy have converged with those of its European partners” and it is underlined that “having thus entered into very close cooperation with Western Europe in the political field, it was therefore only natural for Turkey to complete this with the accession to the EU”.

After mentioning the political situation briefly, it could be observed that, as the member of the CoE and the candidate to the EU, Turkey accepted English as the major foreign language to be taught in the schools and the Ministry of National Education (hereafter MoNE) mentioned its importance in the primary education curriculum booklet as follows :

In our modern world, multilingualism and plurilingualism are highly encouraged because countries need people who are equipped with at least one foreign language to better their international relations socially, politically and economically. The teaching and learning of English is highly encouraged as it has become the lingua franca, in other words, the means of communication among people with different native languages. Furthermore, English is the official working language of the UN and NATO of which Turkey is a member. Most of the scientific meetings, conferences, symposiums and the like are held in English. Additionally, most of the (approximately 2/3) literature in the various fields of science and technology are in English and at least half, if not more, of the business meetings and agreements, and international trade are done in English. These facts increase the general educational value of English, and make it an indispensable part of the school curriculum. ( p.16)

Lönnqvist et. al. (2006) stated that “Turkey is well on the way to modernize its curriculum system. The new basic education curriculum that is currently under implementation in all schools is built on Turkish tradition and follows the global trends putting a strong accent on constructivist nature of teaching and learning” (p. 5). Furthermore, the MoNE (2006) presented the CEFR, the ELP and the CLIL in the English Language Curriculum for Grades 4,5,6,7 and 8 in the Primary Education. Kurt et. al. (2008) stated that “the new primary education curriculum for EFL in the first and second cycles and the topics are based on the principles of the CEFR, constructivist teaching / learning and communicative approaches” (p. 13).

From these perspectives mentioned in the above paragraphs, in this study, the teaching English as a foreign language (TEFL) programmes in Turkish primary education curriculum will be examined and evaluated from the aspect and perspective of the CLIL for reaching the common standards of the EU in accordance with the language policy and teaching.

### **1 . 3 . Purpose of the Study**

First aim of this study is to examine the EU's foreign language teaching and learning policy based on the theories and practices related to the CLIL. Secondly, it aims to examine and evaluate the adaptations and practices which have been planned and performed regarding the Teaching English as a Foreign Language programmes in the second cycle of the primary education administered by the MoNE in the process of Turkey's candidacy to the EU. As a third aim, awareness of the EFL teachers as practitioners on the MoNE's adaptation related to the EU's foreign language policies and the CLIL were examined. So as to conduct the study, firstly, the documents about EU's foreign language policy were examined through the content analysis method. Then, four public primary schools in Darica, Kocaeli, Turkey were used as the contexts for sampling in terms of their adaptation studies. A questionnaire was conducted with ten teachers so as to learn about their perceptions regarding the present subject. The results of the study were used to reveal the present situation related to the issue and to produce implications in providing suggestions with the foreign language education professionals and authorities for reaching the common standards of the EU in accordance with their language policy.

### **1 . 4 . Research Questions**

This study was conducted to find answers to the following questions :

- 1 . What are the basic policies of the EU for foreign language education ?
- 2 . What has the most commonly used and applied language teaching implementation been in the EU member states recently?
- 3 . What is the current situation in Turkey from the point of teaching English as a foreign language in primary education with regard to
  - a ) laws and regulations ?
  - b ) curriculum ?

4 . Regarding the EU's CLIL and CoE's CEFR, what kind of adaptations have been made to modify the EFL curriculum in Primary Education by MoNE in Turkey?

5 . Are the Turkish teachers of EFL in the primary education aware of the CoE's CEFR and the EU's CLIL?

### **1 . 5 . Significance of the Study**

The importance of the foreign language teaching - in our case English - cannot be denied from the point of international political, social and economical view. Puig (2004) emphasized the current situation and affirmed that “the teaching of languages is no longer a mere ‘technical’ or pedagogical issue which is increasingly a political issue because it touches on linguistic rights, participation in democratic life, democratic citizenship in Europe, social cohesion, identity and economic life” and also clarified that “decision – making in the field of language education policy must involve all levels of society, including politicians, administrators, parents, employers and the public at large” (p.10). As Neuner (2002) pointed out that “as a result of the socio-political changes of the last decades the position of English has been strengthened not only worldwide but also in Europe” (p.10). Neuner (2002) claimed that “English holds the first place among other foreign languages offered in the curriculum, and in almost all Member States of the CoE (outside the English-speaking countries), not only in compulsory education (at school level) but also in institutions for adult education and lifelong learning” (p.10). According to Neuner (2002), “English holds this important strategic role in language policy” (p.11), because of its global market value and status in daily life; and Phillipson (2007) claimed that “it is increasingly prominent in continental Europe in such key domains as business, education, and the media” (p. 123) .

Other significance of the foreign language teaching is related with the multinational effective organizations' goals - in our case the CoE's objectives. In the Language Education Policy Profile of Austria (2008) which is assisted by the CoE, it was affirmed

that “language teaching and learning are an essential part of social policy in Europe, and the analysis of language education policy is part of the effort which all member states make to develop their social policy” (p. 2).

Foreign language education in the EU member states has been playing an important role from the point of linguistic diversity in relation with the democratic citizenship, mobility and economic affairs. On the official website of the EU (2009), it was strongly claimed that “the context for the learning of languages has changed significantly in recent years”, and put forward that, “it is generally acknowledged that language plays a central role in cultural reproduction and cultural diversity, democratic citizenship and social inclusion”. According to the Final Report of the Diversity of Language Teaching in the EU (2007), it was mentioned that “the value of languages, not only for individual social mobility, but also for business and for entire states, is increasingly acknowledged” (p. 9).

Just like in Europe, Turkey as a candidate to the EU and a member of the CoE has also seriously been dealing with improving her foreign language teaching policies since then. So, in this study, it was aimed to examine the adaptations made by the MoNE whether proper to the EU’s and the CoE’s foreign language teaching - learning implementations with regard to the CLIL and the CEFR.

Furthermore, it has not been studied academically enough in the field of Turkey – EU relations based on the foreign language teaching and learning policies.

Taking these points into consideration, this study is thought to put forward the current situation and imply certain suggestions as a solution of the existing issue.

## **1 . 6 . Limitations of the Study**

The first limitation could be mentioned about the study is related to the content analysis of the documents. Apart from the types and the numbers of the related



documents which were examined, as it is a qualitative study, the researcher might presumably reflect his / her personal opinions.

The second limitation could be related with the MoNE's EFL programme in primary education. Since the curriculum is not very detailed, the content analysis of it has been done according to the given topics in the curriculum.

Another limitation could be mentioned about the present study was conducted with ten participants who were teaching English at different primary schools. So, it is difficult to generalize the results of the research as it is a small scale experimental study, but it could give an idea to some extent because the MoNE's EFL curriculum in primary education has been applied by all primary school EFL teachers all around the country.

The other limitation could be about schools which were randomly selected in Darica, Kocaeli. Two of the schools from the central districts and two of the schools from the outer districts in Darica, Kocaeli. The schools were chosen in Darica, because, the population of Darica socio - culturally and economically is a small sample of Turkey.

This thesis consists of seven main sections.

The first section of the thesis which is Introduction, presents the background of the study and the Turkish context briefly. Then, purpose of the study, research questions, significance of the study, limitations of the study and the definitions of the terms were defined.

The second section of the study which is Review of the Related Literature, includes four subtitles. In this section, firstly, the Position of English in Europe is determined. Secondly, the Council of Europe and its language policies, the divisions – LPD, ECML and so on, the instruments – CEFR, ELP, Language Education Policy Profiles and so on are explained. Thirdly, the European Union, its

language policies and the CLIL is considered. Finally, Turkey and its language education policy as the member of the CoE and the candidate to the EU is presented.

The third section of the study is Method. This section includes participants, instruments, data collection procedure and data analysis.

Results which is the fourth section of the study includes the analysis of the official documents of the EU, the Turkish context with the analysis of the curriculum and the sample units of a coursebook series of the second cycle of Turkish primary education with the analysis of the teacher's questionnaire.

Discussion and implications is the fifth section of the study where the results are discussed and the implementations are mentioned.

The sixth section is References and the seventh section is the Appendices. In these sections the references, links and the related documents are listed and supplied.

### **1 . 7 . Definitions of the Terms**

The following terms were used in the following study :

Language Policy: Shiffman (1996) - cited from the Yugoslavian linguist Bugarski (1992) - claimed that "it is the policy of a society in the area of linguistic communication – that is, the set of positions, principles and decisions reflecting community's relationships to its verbal repertoire and communicative potential that is ultimately grounded in linguistic culture and more it is primarily a social construct ... whether or not a polity has such explicit text, policy as a cultural construct rests primarily on other conceptual elements – belief systems, attitudes, myths - the whole complex that we are referring to as linguistic culture which is the sum total of ideas, values, beliefs, attitudes, prejudices, religions, structures and all other

cultural 'baggage' that speakers bring to their dealings with language from their backgrounds. language policy also refers to the covert aspects - these refer to the implicit, informal, unstated, grassroots reality" (p.27).

Curriculum: Nunan (1988) defined curriculum as "... the planning, implementation, evaluation, management, and administration of education programmes" (p. 8).

Plurilingualism: The CoE (2001) stated in CEFR that "the ability to use languages for the purposes of communication and to take part in intercultural interaction, where a person, viewed as a social agent, has proficiency of varying degrees, in several languages, and experience of several cultures. This is not seen as the superposition or juxtaposition of distinct competences, but rather as the existence of a complex or even composite competence on which the user may draw." ( p.168)

Multilingualism : Byram (2007) stated that "the presence in a geographical area, large or small, of more than one 'variety of language', i.e. the mode of speaking of a social group whether it is formally recognized as a language or not; in such an area individuals may be monolingual, speaking only their own variety" (p. 8)

Lingua franca : Beacco (2007) claimed that "a common language may be created on the basis of one or more existing linguistic varieties and thus used as a more functional means of communication between speakers of different mother tongues." (p.27)

Common European Framework of Reference for Languages (CEFR) : The CoE (2001) affirmed that "it is a document which describes in a comprehensive manner

i) the competences necessary for communication, ii) the related knowledge and skills and iii) the situations and domains of communication. The CEFR defines levels of attainment in different aspects of its descriptive scheme with illustrative descriptors scale”

Content and Language Integrated Learning Approach (CLIL) : Maljers et. al. (2007) described CLIL as “a ‘dual-focussed educational approach’ in which content subjects such as geography or history are taught through a foreign language” (p.8) Besides, Marsh et. al. (2008) emphasized that “the essence of CLIL is integration” as it facilitates a fusion of content and language teaching and underlined that it can be regarded as an umbrella term which covers numerous other educational settings” (pp.8-12).

Linguistic competence: Byram (2007) claimed that “(1) The capacity to use one or more language varieties to communicate (see also plurilingualism); (2) Capacity to analyse a language variety, for example, by means of descriptive categories based on its “grammar” or linguistics (the term metalinguistic competence is also used in this sense)” (p.51).

Linguistic diversity : Byram (2007) stated that “presence of different language varieties in the same geographical areas or in the language repertoire of a speaker. The preservation and significance of linguistic diversity have become shared values in European societies; can be implemented through plurilingual education” ( p.51).

Linguistic repertoire (or language repertoire, or plurilingual repertoire): Byram stated that “group of language varieties (first language, regional language, languages learned at school or in visits abroad), mastered by the same speaker, to different degrees of proficiency and for different uses. This individual repertoire changes over the course of an individual’s lifespan (acquisition of new languages, “forgetting” languages learned)” (p.51).

## II . REVIEW OF THE RELATED LITERATURE

This part of the study basically focuses on the review of the literature; firstly, the position of English in Europe – in our case in the EU; secondly, the CoE and its language policy with regard to plurilingualism, the CEFR, and other implementations of the CoE; thirdly, the EU and its language policy with regard to multilingualism, the CLIL and other implementations of the EU; and finally, the current situation in Turkey as the member of the CoE and as one of the candidates of the EU with regard to language teaching – in our case the English language teaching – in primary education.

### 2 . 1 . An Overview to the Position of English in Europe

For decades, foreign languages and language competence are in the agenda of all Europeans. Romana (2007) affirmed that “competence in foreign languages has long been recognized as an indispensable economic and social resource within culturally and linguistically diverse Europe. Competence in foreign language is not limited to technical skill in that particular language. It includes openness to different cultures and respect for their diversity and achievements” (p.69).

In the Polish Language Education Policy Profile, which was guided and supported by the LPD and presented as a document on the official website of the CoE, it was stressed that :

Language teaching and learning is therefore not merely an educational matter. The view that language learning is for an educated, cultured elite, a means of access to the important literature, philosophy and art of civilised nations is no longer adequate, if it ever was. Language learning and plurilingualism is a fundamental condition of successful interaction with and understanding of people of other cultural and linguistic groups within and beyond the boundaries of a society. This does not exclude language study as a key to significant thought in other languages. The two purposes are part of a whole, and intercultural understanding involves both everyday interaction and knowledge of the traditions and thought which underpin the ways in which people think and act.

A second aspect of language teaching and learning has become more important as societies have lost any cultural and linguistic homogeneity they ever had, a homogeneity which was seldom truth, often myth. The recognition that all linguistic

and cultural groups in a society must be included, and not dominated as minorities by a majority, presupposes interaction among all members of society, whatever their language.

When social, economic and political interactions with linguistic groups beyond a society's boundaries are taken into consideration in this way, it becomes evident (...) there is an important relationship between language education and education for the kind of democratic citizenship which is oriented beyond the national boundaries. No contemporary society can ignore this and the importance of language education and its significance in education for democratic citizenship are crucial... (p. 9)

In the official policy plan of Norway named as "Languages Open Doors" (2007), it was affirmed as follows :

Foreign language skills are becoming increasingly necessary as countries become linked by new media, and the boundaries are opened for moves, both for work and holiday purposes. Increased mobility and digital interaction mean that proficiency in more foreign languages and intercultural competence is necessary for communication and participation in many areas. All over the world English has developed from being a language for mediating between certain cultures and values reserved for an elite group, to being a skill generally agreed upon as one that most people should master. Learning a foreign language is also worthwhile, not only for its utility value, but because it gives us better insight into other cultures, into our mother tongue and into other languages that we know. Thus, our total language and cultural competence will increase and become a part of our personal development. (p. 8 )

As Byram (2007) stated that "the recognition of processes of globalisation and internationalisation is leading to increased emphasis in education systems and lifelong learning on the importance of foreign language learning but simultaneously to an increased focus on one language, namely English", and stressed that "this is evident within compulsory education in the form of increased time and curricular status afforded to languages in many countries" (p. 15).

Truchot (2004) stated as follows :

It is paradoxical that use of languages in an occupational context, which is one of the strongest motives for learning English, is on the whole a relatively unknown field.

English indisputably holds sway in a number of fields and its use is always linked to various forms of internationalisation. It is widespread in number of countries, particularly in Northern Europe.

English is associated with the dominant values of today's society where modern obligatorily means international and global. And English is the only language with those connotations, no matter how widespread other languages may be on the international scene. (Truchot, 2004, p. 14)

In the study prepared for the Policy Department B: Structural and Cohesion Policies, which is a subdepartment of the Directorate General for Internal Policies of the EU which was focused on culture and education in the EU, MENON Network EEIG (2008), it was claimed as below :

A large majority, 65% of the EU citizens, name language lessons at school as a way they have used to learn foreign languages. The majority of Europeans think that the best age to start to teach both the first and the second foreign language to children is from the age of six onwards (55% and 64% respectively), in other words, at primary school. Referring to the challenge of an early start to learn two foreign languages, 39% of EU citizens would accept that children begin to learn the first language in addition to their mother tongue before the age of 6. However, English dominates the language learning landscape in terms of motivation. 77% of the EU citizens consider that children should learn English as their first foreign language. (.....) The EU is short of linguistic human resources, particularly those who are fluent in less frequently spoken languages. Ironically, this situation reinforces the dominance of English. With so many languages entering conversations, English often becomes dominant by default. Most of the 2.8 million pages of documents produced by the EU in 2005 were written in English. The number of interpreters cannot keep pace with the growing number of languages and language combinations. This means the smaller tongues are often translated only at big meetings. As a result, officials tend to speak English themselves or listen to English translations of remarks and questions. (pp. 6 – 16)

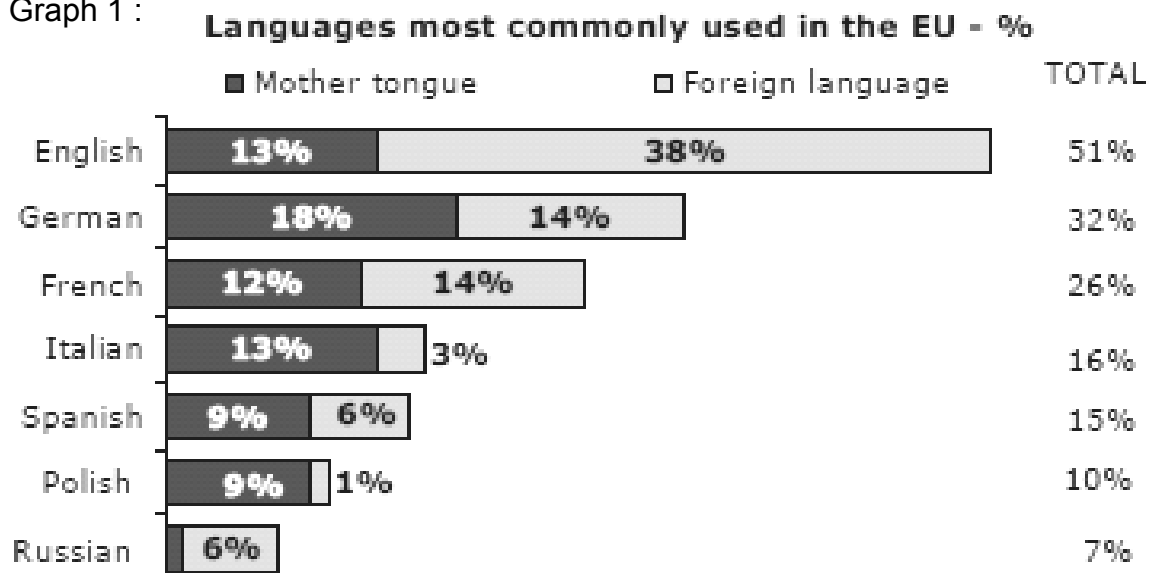
In the same report MENON Network EEIG (2008), it was reported that “English remains the most widely spoken foreign language throughout Europe, with over a half of the respondents (51%) speaking it either as their mother tongue or as a foreign language, in which 38% of EU citizens state that they have sufficient skills in English to have a conversation”, and it is added that “14% of Europeans indicate that they know either French or German along with their mother tongue, French is the most spoken foreign language in the UK (23%) and Ireland (20%) whereas citizens of the Czech Republic (28%) and Hungary (25%) are the most likely to be proficient in German. Spanish and Russian complete the group of the five most widely known languages apart from the mother tongue, with a 6% share of

European citizens knowing each of them” (p.5). According to the study of MENON Network EEIG (2008) :

However, language skills are unevenly distributed both over the geographical area of Europe and over socio-demographic groups. Reasonably good language competences are perceived in relatively small Member States with several state languages, lesser used native languages or “language exchange” with neighbouring countries. This is the case for example in Luxembourg where 92% speak at least two languages. Those who live in Southern European countries or countries where one of the major European languages is a state language appear to have moderate language skills. **Only 5% of Turkish**, 13% of Irish and 16% Italians master at least two languages apart from their mother tongue (p. 5).

In the survey Europeans and their Languages (2006) that was prepared for Directorate General for Education and Culture, coordinated by Directorate General Press and Communication, it was stated that “English is the most widely known foreign language throughout Europe. In 19 out of 29 countries polled, English is the most widely spoken language apart from the mother tongue, this being particularly the case in Sweden (89%), Malta (88%) and the Netherlands (87%). (p. 4)

Graph 1 :



Source : Eurobarometer 2006



As it was seen in Graph 1, English is clearly the most commonly used language in the EU with over a half of the respondents (51%) speaking it either as their mother tongue or as a foreign language.

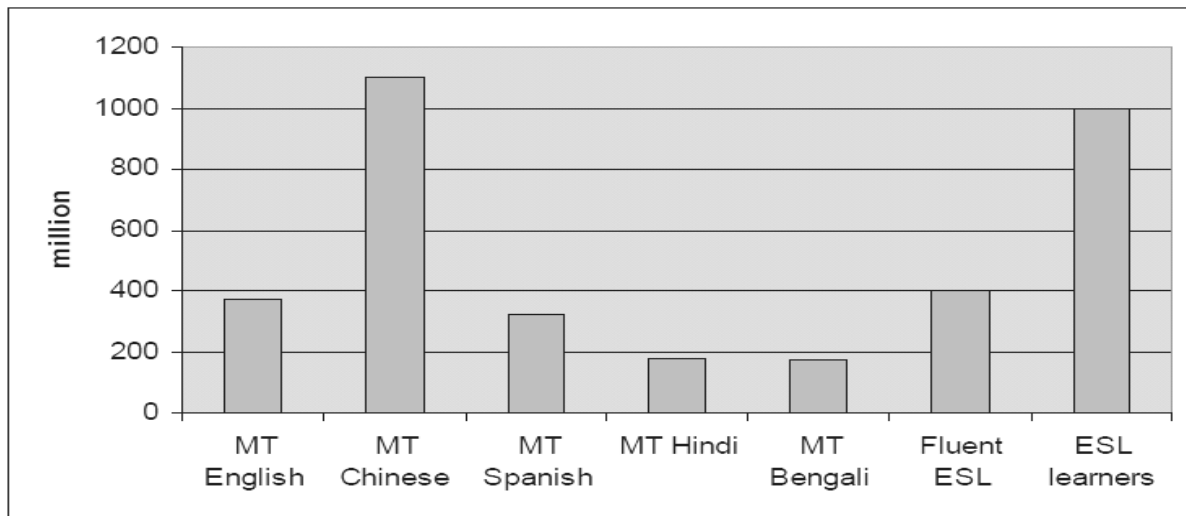
In the mentioned report of MENON Network EEIG (2008), it was stated as follows :

The language landscape of European citizens, as indicated by Eurostat studies, is broadly reinforced by the results of research focusing on specific target groups. Studies of the current situation in language learning in schools, for example, reinforce the view that English is dominant, and progress in both expanding the number of languages taught, and the number of pupils studying languages, has largely focused on the teaching of English. Many states pay little attention to the study of languages other than English. (p. 7)

With regard to rapidly changing circumstances, conditions and implications of the global market economy, commerce and trading systems, Puig (2004) clarified that “market forces that lean towards the use of a single language” (p.10), and he stressed that “language issues also reflect the conflict between the development of plurilingualism where markets push more readily for monolingualism, which prompt people to think that this tendency would be incompatible with policies geared to diversity and plurilingualism” (pp. 10-11). Furthermore, MENON Network EEIG’s report underlined as in below :

The effects of the ‘globalisation of language’ as a result of the growing influence of the common market principles on European economic, social and cultural life. Many experts refer to the phenomenon of ‘English language imperialism’ and the increasing prominence and dominance of English as the main beneficiary of the single market and of the globalization of trade. It is not difficult to find evidence to support this view. As Graph 2 shows, although the number of ‘first language’ English speakers worldwide – around 370 million – is broadly similar to the number of Spanish speakers and is significantly less than the 1.1 billion Chinese speakers globally, English is still well on the way to becoming the global ‘lingua franca’. “Non-native English-speakers” worldwide now outnumber native ones by a ratio of 3 to 1. In Asia alone, the number of English users has topped 350 million - roughly the combined populations of the United States, the UK and Canada. There are twice as many Chinese children studying English - about 100 million - than there are Britons. It is estimated that around 400 million people worldwide speak fluent ‘English as a second language’ (ESL) and around 1 billion are learning ESL. (p. 16). This situation is shown in Graph 2 as follows :

Graph : 2 Global Spread of English Language



Source: World Almanac, 2007

ELAN - Effects on the European Economy of Shortages of Foreign Language Skills in Enterprise was affirmed officially in December 2006 on the website of the Center for Innovative Learning Technologies (hereafter CILT), which is the National Centre for Languages in the United Kingdom of Great Britain and Northern Ireland (hereafter UK), CILT is government's recognised centre of expertise on languages. The CILT's role is to support both language teaching and learning, and the effective use of language skills in business, the public services and cultural life. In their official December 2006 ELAN Report, it was pointed out that :

Markets which are 'mature' and English-speaking (such as the UK) appear to be taken for granted, almost as if English is no longer perceived as a 'foreign' language, but assumed to be the lingua franca for trade in many countries. (...)The high proportion using English as the intermediary language, rather than using the customer's own language, suggests a possible overemphasis on the perceived status of English.(...)English is important as the world business language (...) and is widespread: there is evidence of using English in France and the Netherlands, in addition to in UK and the USA.(...)The vast majority (63%) used English as both the language of the client and as an intermediary language, whilst the customer's own language was used by 13% of respondents. (pp. 21-48)

Consequently, as it was gathered from the information given above English is still playing a vital role in Europe's economical, political and social life. As Beacco (2007) mentioned that "the present position of English (or, more exactly, Anglo-

American) in international communication is most often justified by such a linguistic ideology: this linguistic variety allows an economy of scale in trade, which now extends worldwide. English has followed other languages in being used internationally because it is the language of dominant states. It is a language of Europe, where it is not used universally as a language of communication, but is widely used in some fields, such as trade and finance” (p.28).

## **2 . 2 . The Council of Europe**

The CoE - headquartered in Strasbourg, France - is one of the most important multi-national organizations in Europe. On the official website of the CoE (2009), it was declared that “it, first mentioned as an idea by Winston Churchill in 1943, was the first Pan-European political institution to be established following the devastation that World War II brought to Europe”. In the 6<sup>th</sup> edition of the Columbia Encyclopedia (2009), it was explained that “the CoE is founded in 1949 to promote greater unity within Europe and to safeguard its political and cultural heritage by promoting human rights and democracy”, and added that, “the conventions and treaties signed under the auspices of the CoE deal with humanitarian, cultural, economic, and social problems”. In the New World Encyclopedia (2009), it was stated that “the CoE has a particular emphasis on legal standards, human rights, democratic development, the rule of law, language teaching - learning and cultural cooperation”.

On the official website of the CoE (2009), it was mentioned that “the statute creating the organisation was signed by 10 countries in London in 1949: Belgium, Denmark, France, Ireland, Italy, Luxembourg, Netherlands, Norway, Sweden and the United Kingdom. Later in the same year Greece and Turkey joined”. On that official website (2009), it was listed that, “since then the following states have become members: Iceland and Germany (1950), Austria (1956), Cyprus (1961), Switzerland (1963), Malta (1965), Portugal (1976), Spain (1977), Liechtenstein (1978), San Marino (1988), Finland (1989), Hungary (1990), Poland (1991), Bulgaria (1992), Estonia, Lithuania, Slovenia, Romania, Czech Republic and

Slovakia (1993), Andorra (1994)”. In addition to those states, the official website (2009) expressed that, “Latvia, Moldova, Albania, Macedonia, Ukraine (1995), Croatia, Russia (1996), Georgia (1999), Armenia, Azerbaijan (2001), Bosnia & Herzegovina (2002), Serbia (2003), Monaco (2004), and Montenegro (2007) became members in time (26/09/2009) . In the Columbia Encyclopedia, it was declared that, the CoE has 47 member states with some 800 million citizens. Only Belarus, Kosovo and Vatican City are not members”. According to the official website of the CoE (2009), it was reported that “the main organs of the CoE are the Committee of Ministers, the Parliamentary Assembly, the European Court of Human Right (hereafter ECHR)”.

Ingram (2001) mentioned that “the CoE is said to be the oldest political institution, the first international organisation to be established in Europe”. He expressed that “it is described and its history outlined on the official web page of the CoE, it was founded on 5th May, 1949 to seek greater unity between the European democracies, to strengthen democracy, to protect human rights and the rule of law, to safeguard and realise the ideals of their common heritage, to facilitate their economic and social progress, to harmonise the policies the member states especially in such fields as education and culture in pursuit of their common goals, and, of particular relevance to language learning, to foster social cohesion” (p. 65) In his book, Ingram (2001) stated that “the CoE’s activities impact on many aspects of the daily lives of Europeans and focus on a number of critical social issues, including, of particular relevance to language learning, education, where a vital aim is to transmit democratic values and prepare each generation for life in a multilingual and multicultural Europe” , and continued that “culture and heritage, where the aim is to develop a European cultural identity and protect Europe’s heritage; and to combat racism, xenophobia, anti - Semitism and intolerance with the aim of making young people the advocates of an open and tolerant society” (p. 65).

## **2 . 2 . 1. The Council of Europe’s Council for Cultural Cooperation and Languages**

In his book, Ingram (2001) emphasized that “education and culture and, in particular, language policy and language education, are important concerns of the CoE and, especially of its Council For Cultural Cooperation (hereafter CDCC)” (p. 65). In 1954, the CoE’s members agreed in the ECC which has formed the basis of inter - governmental cooperation in several fields such as education, culture, European heritage, sport and youth activities. According to Article 2 of the ECC (1954), it was aimed to :

- a. encourage the study by its own nationals of the languages, history and civilisation of the other Contracting Parties and grant facilities to those Parties to promote such studies in its territory, and
- b. endeavour to promote to study of its language or languages, history and civilisation in the territory of the other Contracting Parties and grant facilities to the nationals of those Parties to pursue such studies in its territory...” (p. 2)

Trim (1997) paraphrased in his book that the Resolution (No.6) of the Second Conference of European Ministers of Education which was held in Hamburg 10 - 15 April 1961, as follows :

The Ministers of Education express the conviction that greater importance than ever before must be attributed to increasing the knowledge of modern language. The Ministers are well aware how indispensable this knowledge is, both for the individual and for Europe as a whole, and how much international cooperation and the safeguarding and development of common heritage depend on it (...). The Ministers confirm their intention to assist each other in the task of improving and expanding the teaching languages. This will of necessity affect the teaching methods as well as school curricula and the training of teachers. (p. 5)

Ingram (2001) paraphrased the CDCC’s role in his book by citing Trim’s (1997) explanations from the preface to the Council’s Report on Language Learning for European Citizenship in the following terms:

Work in the field of education and culture is conducted under the aegis of the CDCC, which brings together the forty-seven states which have acceded to the ECC. The main purpose of its activities is to develop a type of education in Europe

which meets the needs of present-day society, and to draw the peoples of Europe closer together by fostering the awareness of a sense of common European identity. In the field of modern language learning the CDCC's action aims to assist member states in taking effective measures which will enable all citizens to learn to use languages for the purposes of mutual understanding, personal mobility and access to information in a multilingual and multicultural Europe. Its objectives are to help implement reforms in progress and to encourage innovation the language teaching and teacher training (p. 66).

## **2 . 2 . 2 . The CoE's Department of Language Education and Policy**

The language education and the related policies of CoE is based on international human rights, plurilingualism, pluriculturalism and democratic citizenship in Europe. Boldizar (2004) summarized this as follows :

The linguistic heritage and cultural diversity is a valuable common resource which should be protected and developed. A major educational effort is needed to transform this multicoloured linguistic variety from a barrier to communication to a source of understanding and progress.

Only a better knowledge of European modern languages can facilitate communication and interaction among Europeans of different mother tongues in order to promote European mobility, co-operation and mutual understanding and to overcome prejudice and discrimination.

Member states can achieve greater harmony in the definition of their language policy if they make arrangements for ongoing collaboration and the harmonisation of their language policies.

In pursuit of the principles stated above the Committee of Ministers called upon the governments of member states to promote national and international co-operation among governmental and non-governmental organisations engaged in teaching modern languages, in the development of methods of evaluation, in the development and implementation of teaching programmes together with the support of the institutions engaged in the production and use of multimedia materials; take the necessary steps towards establishing an effective European system of information exchange covering all aspects of research, language learning and teaching and making full use of information technology. (Boldizar, 2004, p. 9)

As it was stated in the brochure of the European Centre for Modern Languages (hereafter ECML) Programme of Activities 2008 – 2011, "the CoE's activities to promote linguistic diversity and language learning are carried out by the Department of Language Education and Policy (hereafter DLEP), within the framework of the ECC (1954), which has been ratified by 49 states. The DLEP has three special divisions and instrument in relation with the COE's language policy :

the LPD and the Secretariat of the European Charter for Regional or Minority Languages (hereafter SECRML), both are settled in Strasbourg, and ECML, is settled in Graz” (p. 3). Furthermore, Boldizar (2004) stated as follows :

The Steering Committee for Education of the CoE, the LPD and the ECML aim to encourage, support and co-ordinate the work of governmental and non - governmental organisations in order to improve language teaching with regard, in particular, to the measures already taken towards the implementation of the general measures set out in Recommendation No. (82) 18:

1. To ensure, as far as possible, ...access to effective means of acquiring a knowledge of the languages of other member states (or of other communities within their own country), as well as the skills in the use of those languages that will enable them to satisfy their communicative needs and in particular:

1.1. to deal with the business of everyday life in another country, and to help foreigners staying in their own country to do so;

1.2. to exchange information and ideas with young people and adults who speak a different language and to communicate their thoughts and feelings to them;

1.3. to achieve a wider and deeper understanding of the way of life and forms of thought of other peoples and of their cultural heritage.

2. To promote, encourage and support the efforts of teachers and learners at all levels to apply in their own situation the principles of the construction of language-learning systems (as these are progressively developed within the Council of Europe 'Modern languages' programme):

2.1. by basing language teaching and learning on the needs, motivations, characteristics and resources of learners;

2.2. by defining worthwhile and realistic objectives as explicitly as possible;

2.3. by developing appropriate methods and materials;

2.4. by developing suitable forms and instruments for the evaluating of learning programmes.

3. To promote research and development programmes leading to the introduction, at all educational levels, of methods and materials best suited to enabling different classes and types of student to acquire a communicative proficiency appropriate to their specific needs. (Boldizar, 2004, pp. 9 – 10)

#### 2 . 2 . 2 . 1. The Language Policy Division (LPD)

LPD is the center of the language policies of the CoE. In the official documents, it was stated that the aim of the LPD is to promote a more wide – ranging approach to language teaching in the context of democratic citizenship. It is the job of the LPD to foster and support intergovernmental co-operation, in order to identify affective strategies for greater diversification in language education, learning and skills. It has special responsibilities, therefore, it regards education the cultural diversity, equitable access to language teaching and establishing specific

requirements for producing and improving the quality of teaching using transparent criteria and mutually compatible ways of accessing and certifying knowledge.

In the leaflet of the CoE (2008), it was announced that “the LPD carries out intergovernmental co-operation programmes within the programme of the Steering Committee for Education of the Council of Europe. Its activities contribute to the promotion of human rights, democratic citizenship, social cohesion and intercultural dialogue” (p. 1).

According to the official leaflet (2008), it was stated that “projects are primarily concerned with the development of language education policy with a particular emphasis on plurilingualism, common European reference standards, and language education rights and responsibilities” (p. 1).

In the same LPD leaflet (2008), it was mentioned that “the Division has been a pioneer of international cooperation in language education since 1957 for the member states of the CoE and its programmes, focusing on the development of language education policy, continue to act as a catalyst for innovation and provide a unique pan-European forum in which to address the policy priorities of all member states” (p. 1). After that, in the same leaflet (2008), it was expressed that “the results of the Division’s programmes have led to a number of recommendations and resolutions of the Committee of Ministers and of the Parliamentary Assembly of the CoE, which provide political support for its policy instruments and initiatives” (p. 1).

On the official website of the CoE (2009), it was reported that “the mission of the Division is responsible for designing and implementing initiatives for the development and analysis of language education policies aimed at promoting linguistic diversity and plurilingualism”. In addition to this, on the website (2009), it was stated that “the Division is particularly well known for its work in developing tools and standards to help member states elaborate transparent and coherent language policies”. Furthermore, on the same official page (2009), it was



emphasized that “these instruments, which are disseminated and used not only throughout Europe but all over the world, have become a vital contribution to the establishment of a European education area for modern languages and serve as benchmarks for other bodies and institutions, such as the **EU**”, and pointed out that “the LPD’s programmes cover all languages - mother tongue / first language / language(s) of education as well as foreign, second or minority languages - and address the needs of all of the 48 states which have ratified the ECC and above all, the LPD also provides a forum for debate on policy development”.

#### 2 . 2 . 2 . 2. European Center for Modern Languages (ECML)

On the official website of CoE (2009), it was announced that “with regard to the main language objectives of the CoE, the member states worked on language learning policies and prepared syllabuses individually but then they needed an institution because of the differences in syllabuses and implementations to discuss and compare their language policies and create a common European one and the CoE decided to establish an instrument of the Council which complements LPD’s implementations”. Moreover, it is mentioned on the official website of the ECML (2009) that “the Division’s programmes are complemented by the ECML which was set up in Graz, Austria under the statute of the COE, in 1994 as an Enlarged Partial Agreement of the Council of Europe – it now numbers 33 member states; Albania, Andorra, Armenia, Austria, Bosnia and Herzegovina, Bulgaria, Croatia, Cyprus, Czech Republic, Estonia, Finland, France, Germany, Greece, Hungary, Iceland, Ireland, Latvia, Liechtenstein, Lithuania, Luxembourg, Malta, Netherlands, Norway, Poland, Romania, Slovak Republic, Slovenia, Spain, Sweden, Switzerland, the former Yugoslav Republic of Macedonia, the United Kingdom”. In addition, on the ECML’s website (2009), it was stated that “the ECML has as its mission the implementation of language policies, the promotion of innovative approaches to the learning and teaching of modern languages. The strategic objectives of the Centre are to focus on the practice of modern language teaching and the training of multipliers, with programme-related networks and research projects”.

On the official website, the ECML (2009) described itself “with its prime function the implementation of the language policy decisions of the Modern Language Projects of the Council based in Strasbourg, as “a non-residential institution whose aim is to promote the learning and teaching of modern languages in a multilingual Europe”.

Ingram (2001) cited from the 1998 Programme of Activities elaborates in saying that, the ECML offers :

... a platform and a meeting place for officials responsible for language policy matters, specialists in didactic, teacher trainers, curriculum developers, textbook authors and other multipliers in the area of modern languages. The ECML undertakes to promote the dissemination of good practise in language teaching and learning and to contribute to the reinforcement of linguistic diversity in a multilingual, multicultural, democratic, and tolerant Europe. (p. 64)

Moreover, the ECML (2009) on its official webpage presented itself as a centre to promote language education Europe and put forward their aims and objectives as follows:

Understanding one another is a prerequisite for living together harmoniously. So to achieve the dream of a continent without dividing lines, Europe needs citizens who can all communicate in some of the many languages spoken within its borders. The ECML’s strategic objectives are to help its member states implement effective language teaching policies by focusing on the practice of the learning and teaching languages; promoting dialogue and exchange among those active in the field; training multipliers and supporting programme - related networks and research projects.

In order to implement the strategic objectives of the European Centre for Modern Languages, it was announced on the official website that “it organises a programme of international projects on language education. Basing its work on the underlying values of the Council of Europe and its pioneering work in the field of language education, the European Centre for Modern Languages is ideally equipped to act as a catalyst for reform in the teaching and learning of languages.

In the Programme of Activities of ECML (2008), it was stated that “the roles of the ECML and the LPD are complementary - the Division in standard - setting and policy formulation, the ECML at the level of educational practice. Drawing from these different perspectives of policy and practice, the CoE’s commitment is to assist member states in developing and putting into practice effective approaches to all aspects of language education in a multilingual Europe (p. 3).

In the Programme of Activities (2008), it was stated that “a characteristic feature of all ECML’s projects is the vision of an overall concept of language education, integrating all languages rather than focusing on the teaching and learning of individual languages” , and underlined that “this approach has proved to be highly effective in creating synergies between different linguistic and educational cultures and communities, promoting plurilingualism by addressing overall features of language education and responding to linguistic and cultural diversity, encouraging excellence and innovation in language teaching and helping Europeans learn languages more efficiently” (p. 3).

In the official leaflet of the LPD (2008), it was mentioned that “through its activities the Division also contributes to achieving the objectives of the European Charter for Regional and Minority Languages” (p. 1).

### **2 . 2 . 3 . Policy Instruments Providing the Common European Reference Standards for Language Education**

Scharer (2004) emphasized that “the LPD of the CoE in close cooperation with the Member States developed over the years the number of tools to facilitate the implementation of language policies based on shared principles and guidelines” (p.87), and more Scharer (2007) determined that “as a result of a lot of researches and ongoing work on communicative objectives, the CoE designed one of the most ambitious projects ever undertaken in the field of language education, the CEFR and its complement ELP” (p. 7). According to Scharer (2007) :

The CEFR and the ELP are mere tools they do not prescribe or impose anything – it is for the different partners in learning and teaching process to decide on priorities, objectives, desirable learning processes and methods. The CEFR is based on two key principles : transparency and coherence. The key principles of the ELP are : owner is the learner ; on learning all competence is valued in a positive way; language learning is viewed as a lifelong process; and it is based on the CEFR. (Scharer, 2007, p. 88)

In the official leaflet of LPD (2008), it was stated that “the LPD has developed reference instruments providing standards in language education, the CEFR and the ELP that are used throughout Europe at all levels of education” and moreover, it was mentioned that “they are designed for use in planning and evaluating foreign and second language learning, to enhance quality through coherence and transparency in language education, and to support the development of intercultural competence” (p. 2).

The CEFR’s main aim is to provide a reference method for language learning, teaching and assessment for all main European Languages. The approach adopted could be defined as the some of the levels of competence (linguistic and non-linguistic) required when performing tasks in order to communicate appropriately. It is based on the strategies used by learners in order to carry out communication activities related to the four skills: listening, speaking, reading, and writing.

#### 2 . 2 . 3 . 1 . The Common European Framework of Reference for Languages (CEFR)

In the LPD leaflet (2008), it was emphasized that “the CEFR is an instrument to promote plurilingualism and the development of the linguistic repertoire of individuals which provides common reference points and a common language for the elaboration of syllabuses, curriculum guidelines, textbooks, teacher training programmes, and examinations, and for relating examinations to one another”, and it was mentioned that “it allows partners in different sectors of education systems to co-ordinate their efforts in planning and delivering language teaching

and learning and in assessing language progress and proficiency” (p. 2). Furthermore, Moreno (2004) stated as follows :

The CEFR is a comprehensive document created to encourage reflection and communication about every aspect of language learning, teaching and assessment.

It encourages reflection by posing questions to both language teachers and language learners such as:

What is it that we do when we speak or write?

What competences do we have to acquire?

How do we set our aims when we are learning another language?

How do we assess our progress?

How does effective learning take place?

How can we help ourselves or others learn another language better and more effectively?

It also helps teachers, teacher trainers, curriculum developers, materials designers and educational institutions to communicate; to co-ordinate their efforts and to focus their work. (Moreno, 2004, p. 12)

More, LPD (2008) underlined in the booklet that “the CEFR includes a scheme for the description of language use and learning and scales of proficiency for the different parameters of this scheme, which have been widely adopted”, and added that “a manual for relating examinations to the CEFR levels, designed to assist examiners in reaching a common understanding of the competences defining each level, is currently being piloted. The Manual is accompanied by sample material illustrating oral and written performance and reading / listening items calibrated to the CEFR levels for a number of languages” (p. 2).

In the leaflet (2008), it was clearly emphasized that “the scaled descriptors of language competence in the CEFR have been adopted by the **EU** – since the CoE now has 48 member states, including the 27 EU states – for the development of the European Indicator of Language Competence (one of the eight indicators elaborated by the European Commission as part of the Lisbon Strategy)” (p. 2).

As a generic instrument, the CEFR, which has translated into over thirty languages, is not specific to the teaching of particular languages. According to the leaflet (2008), it was underlined that “it is widely used in policy making and in

ensuring coherence and transparency across different languages and through the different sectors or stages in language education and the LPD is co-ordinating a number of projects using the Framework approach, such as the Reference Level Descriptions (hereafter RLD) which define the detailed linguistic and cultural elements for the six proficiency levels in the CEFR. RLDs are developed by international, national or regional teams” (p. 2).

In the official report (2004) of the conference “From linguistic diversity to plurilingual education From one Conference to another, Innsbruck (May 1999) – Strasbourg (November 2002)” held between 13 to 15 November 2002, it was significantly clarified as follows :

The widespread adoption of the CEFR is specifically designed to create a wider variety of curricula for language training , while the continuing dissemination of the ELP is aimed at securing recognition for all forms of language skills and learning. Concern for quality is another prerequisite for diversification in life – long language teaching / learning, as the level of attention given to it by member states shows that diversifying the learning process does not mean third – rate courses and lower standards. Far from it, the CEFR and the ELP make it possible in practical terms to run courses that realise the plurilingual potential of all speakers. (p. 6)

### 2 . 2 . 3 . 2 . European Language Portfolio (ELP)

One of the other important point of language policy is based on the ELP. In the official leaflet (2008), it was pointed that “the LPD has developed the ELP as a complementary tool for the promotion of plurilingualism that relates the CEFR to learners’ needs in a practical manner. It is a personal document for learners in which those who are learning or have learned a language whether at school or outside school can record and reflect on their language learning and cultural experiences” (p. 2). Moreno (2004) stated that “the ELP is an instrument drawing on the spirit of the CEFR. Therefore it is designed to promote key features for effective learning to take place such as self-directed learning as well as selfevaluation”(p. 14).

More, it was emphasized that “the positive, learner-centred and task-based approach, based on the common standards of language competence taken from the CEFR, encourages learners to take responsibility for their lifelong learning process. The proficiency scales with descriptors for the different receptive and productive skills help them to establish their personal plurilingual profile and to develop it according to their needs over time. There are portfolio models for different stages primary, secondary and adult education” (p. 2).

In its leaflet (2008), LPD mentioned that “the ELP models are submitted to the European Validation Committee in Strasbourg which grants accreditation to ELPs that are in conformity with the Principles and Guidelines established by the Steering Committee for Education of the CoE”, and added that “each ELP model has 3 common parts; Language Passport; Language Biography and Dossier (p. 2). Moreno (2004) underlined as follows :

Language passport: A record of “Language competences [...] described according to common criteria accepted throughout Europe and which can serve as a complement to customary certificates”.

Biography: A section that contains documents “describing the owner’s experiences in each language and which is designed to guide the learner in planning and assessing progress”.

Dossier: A section “where examples of personal work can be kept to illustrate one’s language competences” or intercultural experiences.(Moreno, 2004, p. 15)

Furthermore, in ELP’s leaflet (2008), it was pointed out that “the ‘Language Passport’ component of the ELP is included in Europass, a **EU** electronic platform launched in 2005 to facilitate mobility in Europe by making qualifications more transparent and the European CV, one of the component documents of Europass, invite citizens to assess the linguistic competences using the descriptions of language proficiency levels in the CEFR” (p. 2).

Cink (2004) determined as follows :

Within the context of its language policy, and to facilitate the development of plurilingualism of Europeans, the CoE developed several instruments specifically designed to make strategic language planning transparent instruments that enable rational standardisation of curricular outcomes and language examinations (the CEFR) and which provide for the description, monitoring, self – reflection and self – evaluation of each person’s individual learning process, the ELP. Both of these instruments, together with the Guide for the Elaboration of Language Education Policies in Europe have significant potential as far as standard setting and thus further improvement of language education in the European school systems are concerned (...) Besides those, the country language policy profile is yet another CoE instrument providing those member states that wish and are interested to do so, with a chance to reflect their language education in the context of the CoEs concepts of plurilingualism and multilingualism. (Cink, 2004, p. 90)

Besides, Heyworth (2004) underlined that “practical applications of quality assurance, like the CEFR and ELP, are based on principles of transparency and coherence” (p. 96), and added that “(...) the Common Scale of Reference and its use in ELP provides a set of standards for setting learning objectives and for measuring and certifying achievement”; furthermore, emphasized that “it facilitates comparability between different approaches and is applicable across national boundaries and throughout the different steps of life long learning, and is thus one of the key elements of the implementation of quality process” (pp. 96 - 97).

### 2 . 2 . 3 . 3 . Languages of Education

As it was mentioned in the above sections, the LPD has launched a project on all the Languages of Education, which is focussed on policies for and competences in the language(s) of instruction - significant for successful learning through the whole curriculum. In the leaflet (2008), it was stated that “the language(s) of instruction in school is (are) most often the national or official language(s) and also the mother tongue of the majority of students, but for some learners this language is their second language” (p. 3).

Moreover, in the same official leaflet (2008), it was put forward that “the project locates the language(s) of instruction within the wider concept of plurilingualism



and respect for linguistic diversity; it addresses the needs of all learners, and in particular vulnerable groups whose degree of competence in the language(s) of instruction may place them at risk” (p. 3).

In the same leaflet (2008), it was stated that “the aim of the project is to develop an interactive and dynamic framework of reference for the language(s) of instruction. The project has a focus on the language(s) as a school subject; the language(s) as a medium of teaching and learning across the curriculum (history, maths, sciences ...); possible convergences between these language(s) and modern (“foreign”) languages and any other languages that learners may have” (p. 3).

Above all, LPD (2008) stated that “the languages of instruction are thus an essential part of the project — Languages of Education, which encompasses all the languages present in schools, i.e. taught or used in any other way: language(s) of instruction, foreign language(s), regional or minority language(s) and any other language of the learners’ plurilingual repertoires” (p. 3).

LPD (2008) clearly identified the features of a plurilingual person and the promotions of plurilingual education as follows :

A plurilingual person has a repertoire of languages and language varieties, also competences of different kinds and levels within the repertoire. A plurilingual education promotes an awareness of why and how one learns the languages one has chosen ; an awareness of and the ability to use transferable skills in language learning ; a respect for the plurilingualism of others and the value of languages and varieties irrespective of their perceived status in society ; a respect for the cultures embodied in languages and the cultural identities of others an ability to perceive and mediate the relationships which exist among languages and cultures ; a global integrated approach to language education in the curriculum (p. 3).

According to the leaflet (2008), “the project takes a global or holistic approach to language education policy aimed at promoting a coherent approach to the development of learners’ plurilingual repertoires” (p. 3).

#### 2 . 2 . 3 . 4 . Autobiography of Intercultural Encounters

In the official leaflet of the LPD (2008), it was stated that “the Division is developing an Autobiography of Intercultural Encounters to promote intercultural dialogue, and it is a personal document which encourages users to think about and learn from the intercultural encounters that have made a strong impression or had a long - lasting effect on them. More, it was emphasized that “two versions are to be published: i) a version for younger learners, up to around age 11, including those who are not yet able to read and write and ii) a version suitable for other users in schools and beyond” (p. 3).

The LPD (2008) mentioned that “the Autobiography is designed to be used across the curriculum in school or any other educational context. Intercultural experiences can be analysed within disciplines as diverse as foreign language learning, history, geography, religion, citizenship education, science, mathematics, ... and so on. It can also be used as a self - study tool” (p. 3).

#### 2 . 2 . 3 . 5 . Guide for the Development of Language Education Policies

In the official leaflet of the CoE (2008), it was mentioned that “the LPD has prepared a Guide for the Development of Language Education Policies (hereafter GDLEP) in Europe which can serve as a reference document for the formulation or reorganisation of language teaching in member states” (p. 4).

Moreover, the LPD (2008) stated that “the GDLEP is a response to the need to develop language policies to promote plurilingualism and diversification in a planned manner so that decisions are coherently linked and it is intended for those who influence, formulate and implement language education policy at any level, for example in ministries of education or at the level of school principal” (p. 4).

In the official leaflet of LPD (2008), it was put forward that “it presents approaches to the development of policies rather than policies as such by offering ways of

identifying and analysing the factors required formulation of language education policies, and providing an inventory of possible forms of organisation of language education” (p. 4).

Furthermore, the LPD (2008) stated that “the GDLEP is accompanied by a series of separately published Reference Studies on key policy issues which provide in-depth analysis of policy dimensions covered in Main Version – intended for those who designed language education in detail, and provides the scientific and professional arguments and evidence for different approaches” (p. 4) .

#### 2 . 2 . 3 . 6 . Language Education Policy Profiles

Boldizar (2004) stated that “(...) an education policy can have different forms. In countries where language education is codified, the qualifications which result from the learning and teaching of different languages (mother tongue languages, official languages, minority languages, modern languages) have a legal framework and are certified by the ministry concerned, the regional authorities and school administrations”, more, he added that “where the codified language policy does not exist, the qualifications and the conditions for teaching the mother tongue language, minority languages and modern languages are generally arranged separately. It seems that European practice tends to reflect the latter version so that, as a result, languages appear as traditional “disciplines” in educational programmes” (p.10).

As it was stated before, the CoE is really deals with the language teaching and learning not only as a policy - maker but also as a policy - applier. It presents lots of strategies and tools through the LPD. In the official leaflet of the CoE (2008) it was stressed that “the LPD offers an expertise to member states wishing to carry out an evaluation of their current policies at national or local level and intending to develop new policies and strategies for plurilingualism, diversity and social cohesion” (p. 4).

More, LPD (2008) stated that “this policy activity is a response to the request from member states for CoE assistance with the development of inclusive, coherent policies embracing all languages - the national / official languages, foreign languages and languages of minorities and migrants”, moreover it put forward that “the process does not involve external evaluation, but offers assistance with a self - evaluation leading to a forward looking ‘Profile’ that helps to set the policy agenda for the country, province / region or city concerned” (p. 4) .

In the same leaflet (2008), it was pointed out that “the process involves a number of related steps: the preparation of a Country Report by the authorities; a study visit by a CoE expert group followed by the elaboration of an Experts’ Report; a Round Table based on this Report leads to the elaboration of the Language Education Policy Profile jointly prepared by the CoE expert group and the authorities” (p. 2).

After giving all those brief information in the official leaflet, the CoE (2008) emphasized and summarized his position as follows;

As a conclusion, the Council of Europe’s Language Education Policy aims to promote ;

Plurilingualism : All are entitled to develop a reasonable degree of communicative ability in a number of languages over their lifetime in accordance with their needs.

Linguistic Diversity : Europe is a multilingual and all its languages are equally valuable modes of communication and expressions of identity ; the right to use and to learn one’s language(s) is protected in CoE conventions.

Social Cohesion : Equality of opportunity for personal development, education, employment, mobility, access to information and cultural enrichment depends on Access to language learning throughout life.

Democratic Citizenship : Participation in democratic and social processes in multilingual societies is facilitated by the plurilingual competence of individuals.

Mutual Understanding : The opportunity to learn other languages is an essential condition for intercultural communication and acceptance of cultural differences (p. 4) .

#### **2 . 2 . 4 . The CoE's Plurilingualism and the CEFR**

Willems (2002) stressed that “language policy is always rooted in three such contexts, political, cultural and global; and explore their importance” (p.7), due to this, he determined that “language command in the Council of Europe's project was directly related to opening up the rich potential of our European cultural heritage as laid down in our many languages. At the same time, if the quality of foreign language teaching could be raised and tuned in to the demands made by intercultural communication, Europe's chances of real unification would look better in time” (p. 8). And furthermore Willems (2002) determined that “all this leads to one conclusion: high quality foreign language command plays a major role in the future development of our global community. The fact that human agents are capable of reflection and understanding and the fact that we have achieved sufficient insight into the complexities of cultural identity and cross-cultural communication, form the two basic pillars on which such high quality language teaching must rest” (p. 9).

Scharer (2007), the general reporter for the ELP project of the CoE and chairman of the Foundation Languages and Cultures, stated that “the CEFR was officially published in 2001, the European Year of Languages”, and added that “it has since been translated into 36 languages; an indication of perceived relevance and immediate impact on innovation in foreign language learning, teaching and assessment”, furthermore, he emphasized that “the CEFR is one of a series of tools of the LPD of the CoE designed to foster linguistic and cultural diversity and promote plurilingualism” (p. 7).

As it was mentioned in the previous pages, the CoE is mainly concerned with the promotion of human rights, democracy and the rule of law, democratic citizenship,

social cohesion and intercultural dialogue; with regard to this aim Scharer (2007) stated that “the CoE’s overarching goals hence reach beyond language learning, yet the promotion of plurilingualism and intercultural competence has been one of its major activities ever since the 1960s. It is part of its strive to foster mutual understanding, respect and dialogue beyond cultural, national and social boundaries” (p. 7).

In the Language Education Policy Profile of Austria (2008), it was underlined as follows :

In the Declaration and Programme on Education for Democratic Citizenship of 7 May 1999, the Committee of Ministers stressed that the preservation of European linguistic diversity was not an end in itself, since it is placed on the same footing as the building of a more tolerant society based on solidarity: ‘a freer, more tolerant and just society based on solidarity, common values and a cultural heritage enriched by its diversity’ (CM (99) 76). By making education for democratic citizenship a priority for the CoE and its member states in 1997, Heads of State and Government set out the central place of languages in the exercise of democratic citizenship in Europe: the need, in a democracy, for citizens to participate actively in political decision-making and the life of society presupposes that this should not be made impossible by lack of appropriate language skills. The possibility of taking part in the political and public life of Europe, and not only that of one’s own country, involves plurilingual skills, in other words, the ability to interact effectively and appropriately with other European citizens (pp. 3 - 4).

Breidbach (2003) - citing from CoE’s executive version of the Guide for the Development of Language Education Policies in Europe, which was published in 2003 - mentioned that “policies for language education should therefore promote the learning of several languages for all individuals in the course of their lives, so that Europeans actually become plurilingual and intercultural citizens, able to interact with other Europeans in all aspects of their lives” (p. 7), and added that “plurilingualism provides the necessary conditions for mobility within Europe for leisure and work purposes, but is above all crucial for social and political inclusion of all Europeans whatever their linguistic competences, and for the creation of a sense of European identity, so language education policies in Europe should therefore enable individuals to be plurilingual either by maintaining and developing

their existing plurilingualism or by helping them to develop from quasi monolingualism (or bilingualism) into plurilingualism” (p. 8).

In the Language Education Policy Profile of Austria (2008), the CoE’s plurilingualism which is the main and strongly emphasized view on language teaching underlined that :

The development of plurilingualism is not simply a functional necessity: it is also an essential component of democratic behaviour. Recognition of the diversity of speakers’ plurilingual repertoires should lead to linguistic tolerance and thus to respect for linguistic differences: respect for the linguistic rights of individuals and groups in their relations with the state and linguistic majorities, respect for freedom of expression, respect for linguistic minorities, respect for the least commonly spoken and taught national languages, respect for the diversity of languages for inter-regional and international communication. Language education policies are intimately connected with education in the values of democratic citizenship because their purposes are complementary: language teaching, the ideal locus for intercultural contact, is a sector in which education for democratic life in its intercultural dimensions can be included in education systems. (p. 4)

Due to the CoE’s language policy, Scharer (2007) pointed out that “the concept of plurilingualism is defined simply as ‘the potential and / or the ability to use several languages to varying levels of proficiency and for different purposes’ and more precisely, using the CEFR as: ‘Plurilingual and pluricultural competence refers to the ability to use languages for the purposes of communication and to take part in intercultural interaction, where a person viewed as a social agent has proficiency” and furthermore, he emphasized that “of varying degrees, in several languages and experience of several cultures which is not seen as the superposition or juxtaposition of distinct competences, but rather as the existence of a complex or even composite competence on which the user may draw” (p. 8).

The LPD of the CoE published at the beginning of 2007 the main version of the “Guide for the Development of Language Education Policies in Europe”. Scharer (2007) stated that “the guide is a response to the need to develop language policies on the basis of a coherent approach: clarifying principles and defining goals, analysing situations, identifying resources, expectations and needs, and the

implementation of these measures” and added that “the central principle of the document is that educational policies should be based on plurilingualism as a value and a competence” (p. 8).

With regard to the ideas of the CoE, Breidbach (2003) stated that “in the GDLEP in Europe contends that the exercise of democracy and social inclusion depends on language education policy: the capacity and opportunity to use one’s full linguistic repertoire is crucial to participation in democratic and social processes and therefore to policies of social inclusion” (p. 9). According to Breidbach (2003), “in this, the significance of plurilingual competence is twofold: First, it allows participation in democratic processes not only in one’s own country and language area but in concert with other Europeans in other languages and language areas, and secondly, the acquisition of plurilingual competence leads to a greater understanding of the plurilingual repertoires of other citizens and a respect for language rights, not least those of minorities and for national languages less widely spoken and taught” (pp. 11-12).

Neuner (2002) emphasized that “if Europe is to further grow as an economic and political unity and if the citizens of Europe are to develop a sense of belonging together and of European identity the issue of foreign language teaching and learning reaches beyond pragmatic and pedagogical dimensions, an added that it becomes a political issue which calls for the development of an explicit language education” (p. 8).

According to Neuner (2002), this meant that :

Europeans should become plurilingual and intercultural citizens, able to interact with other Europeans in all aspects of their lives and therefore, a threefold objective of European foreign language policy is propagated:

A pragmatic objective: Learning foreign languages serves to facilitate the private and Professional mobility of the citizens and the exchange of ideas.

An intercultural objective: Learning foreign languages should contribute to overcoming prejudices and Developing mutual interest and tolerance among European citizens.



A socio-political objective: Learning foreign languages serves to protect and support the rich heritage of linguistic and cultural diversity as a source of mutual enrichment (Neuner, 2002, p. 8).

Beacco (2005) emphasized that “plurilingualism refers to the capacity of individuals to use more than one language in social communication whatever their command of those languages. This set of skills constitutes the complex but unique competence, in social communication, to use different languages for different purposes with different levels of command. The plurilingual competence is the practical manifestation of the capacity for language that all human beings possess genetically and that can successively be invested in several languages” (p. 19)

Besides, Neuner (2002) clarified that “as a consequence, for Europe linguistic diversity for the plurilingual individual has been formulated as the overall guideline for a language education policy (cf. the documents of the Committee of Ministers of the Council of Europe [R (98)] and of the Parliamentary Assembly of the Council of Europe [R (1383) and 1539])” (p. 8), and he (2002) claimed that “in the European context plurilinguality, i.e. learning more than one foreign language, must become more and more a vital and central element of formal education; for the European citizen of the future the development of plurilinguality is a civil right – and more a civil duty”, moreover, according to Neuner (2002) and many others, “as a consequence, every European should be given the chance to learn more than one foreign language while at school. This is simply because of many different purposes, but mainly as a result of the CoE’s language policy and language diversity” (p. 9). Neuner (2002) underlined that “a diversity of languages should be offered; this includes the languages with a comparatively small number of native speakers, the languages of minority groups within a country and especially refers to the languages of the immediate geographic neighbours (most European countries have many more than one neighbour), but it may also refer to non-European languages” (p. 9).

As it was put forward officially by the CoE (2009), it is one of the basic characteristics of the Continent as a whole and most Member States of the CoE

individually that they are multicultural and multilingual, and the actual situation in Europe is characterized by the diversity of dozens of different languages with different cultures (more than 80 in over 47 countries with very different numbers of native speakers, cultural background, geographic distribution, and so on.).

Neuner (2002) paraphrased that :

From this we may draw a few conclusions concerning the principles of European foreign language policy :

If we agree that all languages and cultures in the 'House of Europe' (and outside) are equal and that no language or culture must be discriminated against, foreign language teaching must aim at creating interest in the cultures of European neighbours and developing an attitude of openness, of tolerance and respect for otherness and difference. As a consequence, in the European context, foreign language teaching not only aims at developing pragmatic skills, but it also comprises the socio-cultural background which is closely connected with every language.

Learning a foreign language may have different objectives and motivations, it can be done with varying intensity, with a variety of methods and in various contexts (at home or abroad; in the classroom or outside; with the help of textbooks or other media; while at school or after) and it may lead to varying profiles of skills and proficiency in the different languages that are learnt (Neuner, 2002, p. 9).

As it was summarized above, Europe is a house of languages and the CoE's language policy promotes plurilingualism. So as to support this policy, the LPD motivates linguists to design a language teaching framework on the basis of plurilingualistic language policy view. North (2007) emphasized that "the CEFR was developed between 1993 and 1996 by a CoE international working party following the recommendation of an intergovernmental Symposium on Transparency and Coherence in Language Learning in Europe held at Rüschiikon, near Zurich in November 1991" (p. 3). And Scharer (2007) summarized this in his article "the idea of a CEFR and its twin, the ELP, was launched at a CoE Symposium in Rüschiikon, Switzerland in 1991 shortly after the fall of the Berlin wall. The CEFR was developed by a CoE international working group set up by the LPD with a view to promote transparency and coherence in language learning and teaching in Europe" (p. 7).

North (2007) and Scharer (2007) both emphasized the underlying aims of the CEFR with regard to the CoE's policies as follows :

The CEFR was written with three main aims:

To establish a metalanguage common across educational sectors, national and linguistic boundaries that could be used to talk about objectives and language levels. It was hoped that this would make it easier for practitioners to tell each other and their clientele what they wished to help learners to achieve and how they attempted to do so.

To encourage practitioners in the language field to reflect on their current practice, particularly in relation to learners' practical language learning needs, the setting of suitable objectives and the tracking of learner progress.

To agree common reference points based on the work on objectives that had taken place in the Council of Europe's Modern Languages projects since the 1970s (North, p. 3 ; Scharer, p. 7).

Beacco (2005) emphasized that "the LPD disseminated through the 'Threshold Levels' of the 1970s, a language teaching methodology more focused upon communication on the basis of a shared educational culture, the CEFR" (p. 5). In his work, he stated that "this is a document which is not concerned with the nature of the contents of language teaching but rather with the form of curricula and syllabi for language teaching", and added that "the CEFR proposals explicit referential levels for identifying degrees of language competence, and thus provides the basis for differentiated management of courses so that opportunities for the teaching of more languages in schools and in life learning are created this recognition of the intrinsic value of plurilingualism has simultaneously led to the development of an instrument which allows each learner to become aware of and to describe their language repertoire, namely the ELP" (p. 5). And Scharer (2007) emphasized that "the CEFR is a descriptive not prescriptive framework. It does not tell practitioners what to do, or how to do it. It raises questions for reflection and offers options compatible with the vision and goals of the CoE" (p. 8), Moreover, Scharer (2007) claimed that "the CEFR and the CoE's various language policy tools have clearly had a very significant impact throughout Europe", and added that "they profoundly transformed the European educational space" (p. 8).

Like many others, North (2007) claimed that “the CEFR is a concertina - like reference tool that provides categories and levels that educational professionals can expand or contract, elaborate or summarise, according to the needs of their context”, besides, he underlined that “the aim is for users to adopt activities, competences and proficiency stepping-stones that are appropriate to their local context, yet can be related to the greater scheme of things and thus communicated more easily to colleagues and stakeholders” (p. 2).

An intergovernmental language policy forum was held in Strasbourg, between 6-8 February 2007 under the head of the LPD of the CoE. The CEFR and the development of language policies - challenges and responsibilities were evaluated. Goullier (2007), the official reporter of the forum, claimed as follows :

The Forum confirmed the consistently established findings regarding the major role played by the CEFR in the shaping of member states' language policies; the action of institutions and organisations involved in teaching, assessment or teacher training; and European-level initiatives in the modern languages sphere, as illustrated by the presentation on the **European Commission's future European Indicator of Language Competence** (Goullier, 2007, p. 8).

More, Goullier (2007) officially reported that “the CEFR seems to have a major impact on language education. It is used - often as the exclusive neutral reference - in all educational sectors. Its value as a reference tool to coordinate the objectives of education at all levels is widely appreciated” (p. 6). According to the official report (2007) prepared and announced by Goullier, “the issues surrounding the use of the CEFR are primarily technical in nature; they showed convincingly that the CoE's language policy instruments are levers that can and must be utilised to serve carefully considered, committed policy objectives” (pp. 6 - 7). In his report, Goullier (2007) mentioned that “the purpose of the CEFR - as a descriptive rather than a standard - setting document it allows all users to analyse their own situation and to make the choices which they deem most appropriate to their

circumstances, while adhering to certain key values” (p. 7). Goullier (2007) also emphasized that :

... a common demand for:

distribution of guides, training kits, material illustrating levels of language “proficiency in the form of sample performances by different target groups, and good practice examples;

**formulation of additional competence descriptors, inter alia to take into account the language use situations encountered in CLIL projects;**

development of areas of the CEFR (in particular Chapter 8 "Linguistic diversification and the curriculum"), acknowledged to be of interest but in which the existing tools do not yet lend themselves to direct use;

provision of expert assistance and creation of discussion forums on subjects linked to use of the CEFR. (Goullier, 2007 p.10)

After mentioning all those in the above paragraphs, it would be better to put forward the CEFR and plurilingualism from the final version of the official book of the CEFR of the Modern Languages Division of CoE, published by the Cambridge University Press first in 2001 . In the 8<sup>th</sup> edition of the official book printed in 2006, it was stated that “the CEFR provides a common basis for the elaboration of language syllabuses, curriculum guidelines, examinations, textbooks, and so on across Europe” (p. 1). The Division (2006) expressed in the book that “it describes in a comprehensive way what language learners have to learn to do in order to use a language for communication and what knowledge and skills they have to develop so as to be able to act effectively”, and added that “the description also covers the cultural context in which language is set”, furthermore, it was stated that “the CEFR also defines levels of proficiency which allow learners’ progress to be measured at each stage of learning and on a life-long basis” (p. 1).

The Division (2006) claimed in the official book that “the CEFR is intended to overcome the barriers to communication among professionals working in the field of modern languages arising from the different educational systems in Europe”, and emphasized that “it provides the means for educational administrators, course designers, teachers, teacher trainers, examining bodies, etc., to reflect on their current practice, with a view to situating and co-ordinating their efforts and to

ensuring that they meet the real needs of the learners for whom they are responsible” (p. 1).

The Division (2006) reported that “by providing a common basis for the explicit description of objectives, content and methods, the CEFR will enhance the transparency of courses, syllabuses and qualifications, thus promoting international co-operation in the field of modern languages”, and according to the Division (2006), “the provision of objective criteria for describing language proficiency will facilitate the mutual recognition of qualifications gained in different learning contexts, and accordingly will aid European mobility” (p. 1).

The CoE deals with languages and the language teaching and learning with regard to the concept of plurilingualism. In the official book of the CEFR (2006) presented by the Division, it was stated that “plurilingualism differs from multilingualism, which is the knowledge of a number of languages, or the co-existence of different languages in a given society”, and emphasized that “multilingualism may be attained by simply diversifying the languages on offer in a particular school or educational system, or by encouraging pupils to learn more than one foreign language” (p. 4). Beyond this, the Division (2006) stated that “the plurilingual approach emphasises the fact that as an individual person’s experience of language in its cultural contexts expands, from the language of the home to that of society at large and then to the languages of other peoples (whether learnt at school or college, or by direct experience)”, and put forward that “he or she does not keep these languages and cultures in strictly separated mental compartments, but rather builds up a communicative competence to which all knowledge and experience of language contributes and in which languages interrelate and interact” (p. 4).

The Division (2006) announced that “the aim of language education is profoundly modified”, and emphasized that “it is no longer seen as simply to achieve ‘mastery’ of one or two, or even three languages, each taken in isolation, with the ‘ideal native speaker’ as the ultimate model”, and added that “instead, the aim is to

develop a linguistic repertory, in which all linguistic abilities have a place which implies, that the languages offered in educational institutions should be diversified and students given the opportunity to develop a plurilingual competence” (p. 5).

The Division (2006) clarified that “the recent developments in the CoE’s language programme have been designed to produce tools for use by all members of the language teaching profession in the promotion of plurilingualism”, and emphasized that “in particular, the ELP provides a format in which language learning and intercultural experiences of the most diverse kinds can be recorded and formally recognised” (p. 5). Simply, according to the Division (2006), “plurilingualism has itself to be seen in the context of pluriculturalism, and language is not only a major aspect of culture, but also a means of access to cultural manifestations” (p. 6).

#### 2 . 2 . 4 . 1 . The aims and objectives of CoE’s language policy

The CoE had worked on the aims and the objectives of its language policy. The aims and objectives of the CoE were put forward in the official book of the CEFR first published in 2001 and in the main version / executive version of the Guide for the Development of Language Education Policies in Europe From Linguistic Diversity to Plurilingual Education published in 2007.

The strategic role of convergent policies on language education had led to the drafting of Resolutions and Recommendations more specific to language teaching many times. In the main version of GDLEP the most important lines for state action and form the basis of the proposals were reminded as follows :

Resolution (69) 2 adopted at the end of the Council for Cultural Co-operation’s “Major Project” put in place following the Conference of European Ministers of Education in Hamburg (1961);  
Recommendation No. R (82) 18 resulting from the work of CDCC Project No. 4 (“Modern Languages 1971-78 ”);  
the Final Declaration of the 2<sup>nd</sup> CoE Summit (10-11 October 1997). Here, the Heads of State and Government of Member States stressed the development of a Europe based on the principles of pluralistic democracy, respect for human rights and the rule of law. Chapter IV of the Action Plan appended to the Declaration set

out three fields of action in which immediate progress was possible in relation to democratic values and cultural diversity: education for democratic citizenship, enhancement of the European heritage, and the new information technologies in relation to freedom of expression and their educational and cultural potential; Recommendation No. R (98) 6 of the Committee of Ministers to Member States, resulting from the “Language Learning for European Citizenship” project implemented by the Education Committee between 1989 and 1996, where the many measures to be implemented concerning the learning and teaching of modern languages include, in particular, “Promote widespread plurilingualism”(Appendix to the Recommendation A.2), “by diversifying the languages on offer and setting objectives appropriate to each language” (2.2) and “encouraging teaching programmes at all levels that use a flexible approach ...” (2.3);

Recommendation 1383 (1998) of the Parliamentary Assembly of the CoE expressly devoted to “Linguistic diversification”: “Beyond the cultural and practical dimensions, a command of foreign languages is a decisive factor in understanding between peoples, tolerance of other communities, be they indigenous or foreign, and peace between nations, as well as being an effective barrier against the return of barbarity in its various guises.” (2);

Recommendation 1539 (2001) of the Parliamentary Assembly of the CoE on the European Year of Languages states that plurilingualism “should be understood as a certain ability to communicate in several languages, and not necessarily as perfect mastery of them” (4). It recommended that the Committee of Ministers call upon Member States to “maintain and develop further the CoE’s language policy initiatives for promoting plurilingualism, cultural diversity and understanding among peoples and nations (11.i)” and to “encourage all Europeans to acquire a certain ability to communicate in several languages, for example by promoting diversified novel approaches adapted to individual needs ...” (11.ii) (pp. 34 – 35)

In the official book of CEFR (2006), it was stated that “the CEFR serves the overall aim of the CoE as defined in Recommendations R(82)18 and R(98)6 of the Committee of Ministers: ‘to achieve greater unity among its members’ and to pursue this aim ‘by the adoption of common action in the cultural field’ “ (p. 2). Furthermore, in the CEFR (2006), it was emphasized that :

The work of the Council for Cultural Co-operation of the CoE with regard to modern languages, organised since its foundation in a series of medium-term projects, has derived its coherence and continuity from adherence to three basic principles set down in the preamble to Recommendation R(82)18 of the Committee of Ministers of the CoE :

that the rich heritage of diverse languages and cultures in Europe is a valuable common resource to be protected and developed, and that a major educational effort is needed to convert that diversity from a barrier to communication into a source of mutual enrichment and understanding;

that it is only through a better knowledge of European modern languages that it will be possible to facilitate communication and interaction among Europeans of



different mother tongues in order to promote European mobility, mutual understanding and co-operation, and overcome prejudice and discrimination; that member states, when adopting or developing national policies in the field of modern language learning and teaching, may achieve greater convergence at the European level by means of appropriate arrangements for ongoing co-operation and co-ordination of policies.

In the pursuit of these principles, the Committee of Ministers called upon member governments :

(F14) To promote the national and international collaboration of governmental and non-governmental institutions engaged in the development of methods of teaching and evaluation in the field of modern language learning and in the production and use of materials, including institutions engaged in the production and use of multi-media materials.

(F17) To take such steps as are necessary to complete the establishment of an effective European system of information exchange covering all aspects of language learning, teaching and research, and making full use of information technology. (p. 2)

Due to these, in the official book (2006) it was reported that “the activities of the CDCC (Council for Cultural Co-operation), its Committee for Education and its Modern Languages Section, have been concerned to encourage, support and co-ordinate the efforts of member governments and non - governmental institutions to improve language learning in accordance with these fundamental principles and in particular the steps which they take to implement the general measures set out in the Appendix to R(82)18” (pp. 2 – 3). According to these, the general measures were explained in the CEFR (2006) as follows :

#### A. General measures

1. To ensure, as far as possible, that all sections of their populations have Access to effective means of acquiring a knowledge of the languages of other member states (or of other communities within their own country) as well as the skills in the use of those languages that will enable them to satisfy their communicative needs and in particular:

1.1 to deal with the business of everyday life in another country, and to help foreigners staying in their own country to do so;

1.2 to exchange information and ideas with young people and adults who speak a different language and to communicate their thoughts and feelings to them;

1.3 to achieve a wider and deeper understanding of the way of life and forms of thought of other peoples and of their cultural heritage.

2. To promote, encourage and support the efforts of teachers and learners at all levels to apply in their own situation the principles of the construction of language-learning systems (as these are progressively developed within the CoE ‘Modern languages’ programme):

2.1 by basing language teaching and learning on the needs, motivations, characteristics and resources of learners;

2.2 by defining worthwhile and realistic objectives as explicitly as possible;

2.3 by developing appropriate methods and materials;

2.4 by developing suitable forms and instruments for the evaluating of learning programmes.

3. To promote research and development programmes leading to the introduction, at all educational levels, of methods and materials best suited to enabling different classes and types of student to acquire a communicative proficiency appropriate to their specific needs.

The preamble to R(98)6 reaffirms the political objectives of its actions in the field of modern languages :

To equip all Europeans for the challenges of intensified international mobility and closer co-operation not only in education, culture and science but also in trade and industry.

To promote mutual understanding and tolerance, respect for identities and cultural diversity through more effective international communication.

To maintain and further develop the richness and diversity of European cultural life through greater mutual knowledge of national and regional languages, including those less widely taught.

To meet the needs of a multilingual and multicultural Europe by appreciably developing the ability of Europeans to communicate with each other across linguistic and cultural boundaries, which requires a sustained, lifelong effort to be encouraged, put on an organised footing and financed at all levels of education by the competent bodies.

To avert the dangers that might result from the marginalisation of those lacking the skills necessary to communicate in an interactive Europe (pp. 3-4)

In the official book of the CEFR (2006), it was mentioned that “particular urgency was attached to these objectives by the First Summit of Heads of State, which identified xenophobia and ultra - nationalist backlashes as a primary obstacle to European mobility and integration, and as a major threat to European stability and to the healthy functioning of democracy. The second summit made preparation for democratic citizenship a priority educational objective.” (p. 4) .

Breidbach (2003) expanded his claims on citizenship with plurilinguistic view by citing proposals of Audigier (1999) that “the CoE contexts treats the concept of citizenship – on the basis of the principle of participatory democracy – as an educational matter which refers to the development of individual capacities, competences and attitudes by the people in Europe”(p.9). And he emphasized that “the concept referred to by the CoE is based on a much broader understanding of the field of political and social inclusion which extends beyond the legal and legislative” (p. 9). Furthermore, Audigier (1999) stated that “for the CoE, this

adjective emphasises the fact that it is a citizenship based on the principles and values of pluralism, the primacy of law, respect of human dignity and cultural diversity as enrichment” (p. 18). Breidbach (2003) determined that “ the GDLEP in Europe contends that the exercise of democracy and social inclusion depends on language education policy : the capacity and opportunity to use one’s full linguistic repertoire is crucial to participation in democratic and social processes and therefore, to policies of social inclusion” (p. 11).

In the executive version of the GDLEP (2007), it was suggested to the Europeans “to become plurilingual in ways which are appropriate to the area where they live and to develop a shared feeling of belonging and of democratic citizenship” and also it was affirmed “plurilingual education includes both education for plurilingualism and education for plurilingual awareness” (pp. 8 – 9). Furthermore, according to the executive version of the GDLEP (2007), it was emphasized that “plurilingualism provides the necessary conditions for mobility within Europe for leisure and work purposes, but is above all crucial for social and political inclusion of all Europeans whatever their linguistic competences, and for the creation of a sense of European identity” (p. 9).

In the main version of the GDLEP (2007), it was stated that :

In the light of plurilingualism as defined by CoE reference texts, it would seem that the question of languages probably needs to be reformulated: it is less a matter of deciding which and how many foreign languages should be taught in education systems than of directing the goals of language education towards the acquisition of a competence, in fact unique, encompassing the “mother” tongue, the national language(s), regional and minority languages, European and non - European languages, etc. This is a realistic goal if it is accepted that plurilingual repertoires to be developed through education can be diverse, that the languages that are the components of plurilingual competence do not all have to be learned to the same level and that language education takes place throughout life and not exclusively during school years.

Such an organising principle involves conceiving pluricultural education from the context of inter-cultural education and education for democratic citizenship. Developing and optimising plurilingual competences can become a common linguistic matrix that will give the European political and cultural area a form of plural linguistic identity rooted in the diversity of its communities and compatible with its values of openness to the world.(pp. 40 – 41)

In the official book of CEFR (2006), it was strongly underlined that “in the light of these objectives, the Committee of Ministers stressed ‘the political importance at the present time and in the future of developing specific fields of action, such as strategies for diversifying and intensifying language learning in order to promote plurilingualism in a pan - European context’ and drew attention to the value of further developing educational links and exchanges and of exploiting the full potential of new communication and information technologies” (p. 4)

### **2 . 3 . The Europaen Union (EU)**

At the moment with its 27 members, the EU is one of the most powerful actor of the old continent. But how this happended? Hsu (2003) pointed out that “for centuries Europe was the scene of frequent bloody wars”, and he emphasized that “in the period of 1870 to 1945, France and Germany fought each other three times with terrible loss of life” (p. 3). More, Hsu (2003) determined that “after the Second World War, some European leaders became convinced that the only way to secure a lasting peace between their countries was to unite them both economically and politically” (p. 3). Like Hsu, Dinan (2005) mentioned that “Europe has a history of instability and war; tying countries together politically and economically is a way to consolidate democracy and resolve the traditional causes of conflict” (p. 2). More Dinan (2005) underlined that “no European country is bigger than a midsized global power; close political and economic collaboration helps European countries maximize their global influence and potential”, and he emphasized “the idea mentioned in a recent report on the state of the European economy of Wim Kok (2004), a former prime minister of the Netherlands, that “The principle underpinning the European Union is well established: Europeans better hang together or (most assuredly) they will hang separately” (p. 2).

### **2 . 3 . 1 . The Road Leading Towards One Europe**

As Hsu and Dinan, Parsons (2009) mentioned that “the European integration began as a response to the continent’s devastation after World War II”, and he added that “the ideas about establishing peace and promoting trade by integrating Europe’s nation-states had existed for centuries, but had been dismissed as idealistic”, then he stated that “yet from the destruction of 1945 emerged a remarkable conjuncture of political and economic motivations to take this path” (p. 3).

In his article, Parsons (2009) pointed out that political motivations existed on three major levels:

First, most broadly, the rise of the USA and the Union of Soviet Socialist Republics (hereafter USSR) to superpower status made Europeans very conscious of their common place in the world. The major lines of the global distribution of power were now drawn around the western European states rather than between them. Second, many saw the nationalism as the basic cause of both World Wars, and integration as a way to decrease nationalism and so avoid future war. Third, and less altruistically, German nationalism in particular was blamed for the wars, and the European leaders were intent on ruling out the possibility of another German resurgence. The creation of the European institutions over German ones was one way of doing so. (Parsons, 2009 p.3)

In his article, Parsons (2009) also put forward that in economic and commercial terms, motivations to integration emphasized two ideas :

One was a fascination with the scale and efficiency of American production. Europeans were painfully conscious of their relatively small and antiquated economies which went hand in hand with an American-inspired enthusiasm for free trade and competition; in addition to bigger firms and modernized industry, European economic growth required markets larger than its small countries. (Parsons, 2009 p. 3)

According to Parsons (2009), “these related ideas were not simply abstractions: postwar Europeans confronted powerful competitive pressures from the huge firms of the United State of America, and felt that they had to do something to meet that challenge. An integration of the continent into a ‘Common Market’ became an attractive solution” (p. 3).

Parsons (2009) expressed that “these political and economic themes were taken up by a wide array of politicians, clubs and interest groups after 1945”, and he added that “with the development of the Cold War around 1947 they took on new urgency. In the face of a growing Communist Soviet threat, they argued, western Europe needed the economic and political strength that only integration could bring”, and he emphasized that “by 1948, European integration of some sort was on everyone’s agenda” (p. 3).

### 2 . 3 . 1 . 1 . Establishment of the Communities

After emphasizing the conjuncture, Parsons (2009) claimed that “it was the inventive, well - connected bureaucrat Monnet (the cosmopolitan scion of a cognac fortune, with strong personal contacts with the leaders around Europe and in the USA) who found such a formula”, and added that “in May 1950, at Monnet’s suggestion, the French Foreign Minister Robert Schuman proposed the creation of a European Coal and Steel Community (hereafter ECSC)” (p. 5). Parsons (2009) stated that “a common market for these basic commodities would be administered by an independent High Authority, which alone had the right to propose ECSC directives and legislation. A Council of Ministers, representing the national governments, would oversee the Authority. The Council would vote by majority on minor decisions, but by unanimity on major issues. An elected consultative assembly would provide democratic input, and a European Court of Justice (hereafter ECJ) would arbitrate” (p. 5).

Parsons (2009) stated that “in 1951 France, the Federal Republic of Germany (FRG), Italy, Belgium, Luxembourg, and the Netherlands signed the treaty creating the ECSC which began operation in 1952 with Monnet as first President of the Authority” (p. 5). More, Parsons (2009) put forward that “by 1955 ‘the Six’ were showing hugely expanded trade and production in coal and steel, and in June 1955 they met to discuss proposals to extend ECSC to all economic activity: The

results were the two 'Treaties of Rome' in 1957, creating the European Economic Community (EEC) and the European Atomic Energy Community (Euratom)" (p. 5).

Hsu (2003) stated that "the member states set about removing trade barriers between them and forming a common market" and put forward that "in 1967, the institutions of the three European Communities were merged, and from this point on, there was a single Commission and a single Council of Ministers as well as the direct - elected European Parliament (hereafter EP)" (p. 4).

### 2 . 3 . 1 . 2 . Steps through the European Union

On the official website of the Brussels - Europe Liaison Office (hereafter BELO) (2009) it was reported that "while the construction of Europe sometimes proceeded by fits and starts, the signing of each treaty represented a great step forward which is resulted in member states gradually surrendering their responsibilities to the European institutions".

On the official website of the EU (2009), it was stated that "economic and political integration between the Member States means that these countries must take joint decisions on many matters, and they have developed common policies in a very wide range of fields - from agriculture to culture, from consumer affairs to competition, from the environment and energy to transport and trade. In the early days, the focus was on a common commercial policy for coal and steel and a common agricultural policy". On the EU's official website (2009), it was also underlined that "other policies were added over time, as the need arose", and added that "some key policy aims have changed in the light of changing circumstances, for example, the aim of the agricultural policy is no longer to produce as much food as cheaply as possible but, rather, to support farming methods that produce healthy, high-quality food and protect the environment", and emphasized that "the need for environmental protection is now taken into account across the whole range of EU policies". In addition to these, on the official website of the EU (2009) , it was clearly stated that "the EU's relations with the rest of the

world have also become very important - it negotiates the major trade and aid agreements with other countries and is developing a Common Foreign and Security Policy (hereafter CFSP)".

### 2 . 3 . 1 . 3 . The Single European Act

On the official website of the BELO (2009), it was reported that "the Single European Act (hereafter SEA), which was signed in February 1986, paved the way for the creation of a single market and the free movement of people, goods, services and capital". In the Historiasiglo (2009), it was reported that "the SEA, signed in Luxembourg and The Hague and came into force on 1 July 1987, was the first modification of the major foundational treaties of the European Communities, that is to say, the Treaty of Paris in 1951 and the Treaties of Rome in 1957". In the Historiasiglo (2009) cited from Jacques Delors, the former president of the European Commission, summarised the main objectives of the SEA in the following way:

The SEA means, in a few words, the commitment of implementing simultaneously the great market without frontiers, more economic and social cohesion, an European research and technology policy, the strengthening of the European Monetary System, the beginning of an European social area and significant actions in environment.

That is to say :

In the institutional field, it ratifies the European Council, that is to say, the periodical meeting of Head of State and Government, as the organism where major political negotiations take place among the member States and great strategic decisions are taken. The competences of the European Parliament were lightly reinforced.

The main compromise agreed was to adopt measures guided to the progressive establishment of a common market over a period that would conclude on 31 December 1992. This would mean an area without obstacles to free movement of goods, people, services and capitals. This ambitious goal, summed up in 282 detailed measures, was broadly reached in the foreseen term. The common market became a reality.

Different procedures were passed to coordinate the monetary policy of the member States, paving the way toward the objective of economic and monetary union.

The SEA included diverse initiatives to promote integration in the spheres of social rights (health and the workers' security), research and technology, and environment.



To achieve the objective of a greater economic and social cohesion among the diverse countries and regions of the Community, reform and financial support to the denominated Structural Funds, European Agricultural Guidance and Guarantee Fund (EAGGF), European Regional Development Fund (ERDF), European Social Fund (ESF) was settled.

In the Historiasiglo (2009) it was reported that “after the implimentations of the SEA and years of debate, in many cases confined to the high political spheres and without the transparency that the European public demanded, finally the European Council held in Maastricht on 9-10 December 1991, approved the Treaty of the EU, popularly known as Treaty of Maastricht”, and it was put forward that “the Treaty was signed and came into force on 7 February 1992”.

#### 2 . 3 . 1 . 4 . Treaty of Maastricht

On the official website of the BELO (2009), it was reported that “the Treaty of Maastricht, which was came into force in 1992, gave the EU a wide range of new responsibilities, including the introduction of a single currency, a common foreign and security policy, and cooperation in the area of justice and home affairs. The Treaty also called for the creation of a EU, which was no longer just an economic community, but embraced other forms of cooperation as well”.

On the official website of BELO (2009), it was also emphasized that “the Treaty of Maastricht created a new structure based on three pillars, and stated that, the first pillar was the Community domain, representing policy areas where the member states had surrendered their sovereignty to “supranational” European institutions. This covered common policy areas such as agriculture, fisheries, trade, transport, competition, development aid, and asylum and immigration”, and stated that “the second pillar was a common foreign and security policy, while the third pillar involved justice and home affairs”, and underlined that “the latter two pillars belonged to the ‘intergovernmental’ domain where member states retained their national sovereignty but agreed to work together on common policies”.

Furthermore, on the official website of BELO (2009), it was mentioned that “the process of deepening European cooperation has slowed down somewhat in the wake of Maastricht”, and underlined that “two Intergovernmental Conferences were held, leading to the Treaty of Amsterdam in 1997 and the Treaty of Nice in 2001, yet these treaties failed to tackle important institutional problems that were of vital importance if the EU was to function with 25 member states”.

Parsons (2009) stated that “on one hand, the Treaty of Maastricht clearly pushed Europe further down the federal path. The European Communities (hereafter EC) had become ‘EU’, but on the other hand” he added that “two developments disrupted this picture by complicating Europe’s structure” (p. 12). He stated that :

First, new agreements in foreign policy and justice (crime, immigration) were set up as “intergovernmental pillars” outside the existing institutions. Economically-focused integration in the existing EC was labeled the “first pillar” of the EU; foreign policy/security and justice became the second and third “pillars,” with different (and less supranational) institutional rules. Since foreign policy and justice raise such sensitive issues of sovereignty, the supranational institutional actors (the Commission, Parliament, and ECJ) were given a diminished role in the newer pillars. This meant certain issue-areas might remain outside the federal project. Second, the “opting out” clauses for Britain on the European Monetary Unit (hereafter EMU) and social policy set a precedent for “Europe à la carte,” or a “multi-speed Europe.” This meant different areas of integration could have different memberships. Instead of being a coherent federation, Europe might comprise many overlapping, issue-specific institutions. As an open admission of these loose ends, the Maastricht treaty provided for another conference on institutional issues in 1996. (Parsons, 2009, p.12)

On the official website of BELO (2009), it was pointed out that “these institutional questions were discussed again and again during the Convention on the Future of Europe which was chaired by Valery Giscard d’Estaing, the conference took place from February 2002 to July 2003 and listened to a wide range of opinion, ranging from national politicians and representatives of the European institutions to delegates from churches and social organisations”, and it was emphasized that “the Convention members deliberated for months on the question of the future direction of the EU and the necessary changes to allow it to function as an organisation of 25 member states. The discussions exposed deep faultlines within

Europe, and heated arguments took place on the aims, values and responsibilities of the EU”.

On the official website of BELO (2009), it was mentioned that “the Convention finally proposed a draft European Constitution which was approved at the European Council summit in Rome in June 2004”, and emphasized that :

The Constitution had to be ratified by all 25 member states before it came into force. This process went smoothly in Belgium, where the Constitution was approved by each of the parliaments. But other countries were required to hold a referendum on the Constitution before it could be ratified. This sparked off a major crisis after voters in the French and Dutch referendums rejected the Constitution. Following the “no” votes, the European Council decided in June 2004 on a “period of reflection” in the ratification process. The situation remains one of stalemate, with no clear road map on the future of the EU.

But after a while, a new dimension and approach has been developed, a new solution has been presented as a draft which was named as the Treaty of Lisbon. The EU (2009) affirmed that “Europe is not the same place it was 50 years ago, and nor is the rest of the world, and has to take his position with regard to rapidly changing conjuncture after the new millennium”.

On the official website of the EU (2009), it was stated that “in a constantly changing, ever more interconnected world, Europe is grappling with new issues: globalisation, demographic shifts, climate change, the need for sustainable energy sources and new security threats which are the challenges facing Europe in the 21<sup>st</sup> century”.

The EU (2009) emphasized on its official website that “borders count for very little in the light of these challenges”, and affirmed that “the EU countries cannot meet them alone”, and underlined that “acting as one, Europe can deliver results and respond to the concerns of the public. For this, Europe needs to get modernised”. According to the official website of the Union (2009), “the EU has recently expanded from 15 to 27 members; it needs effective, coherent tools so it can

function properly and respond to the rapid changes in the world which means rethinking some of the ground rules for working together”.

#### 2 . 3 . 1 . 5 . Treaty of Lisbon

As it was mentioned on the official website of the EU (2009), “the treaty signed in Lisbon on 13 December 2007 sets out to do just that”. Moreover, it was reported on the EU’s official website (2009) that “the European leaders reached an agreement on the new rules, they were thinking of the political, economic and social changes going on, and the need to live up to the hopes and expectations of the whole European public”. According to the official website of the EU (2009), “the Treaty of Lisbon will define what the EU can and cannot do, and what means it can use, and more, it will alter the structure of the EU’s institutions and how they work”, and clearly stated that “as a result, the EU will be much more democratic and its core values will be much better served”.

All in all, on the official website of the EU (2009), it was stated that :

This new treaty is the result of negotiations between EU member countries in an intergovernmental conference, in which the Commission and Parliament were also involved. The treaty will not apply until and unless it is ratified by each of the EU’s 27 members. It is up to each country to choose the procedure for ratification, in line with its own national constitution

According to Article 6 of the Treaty of Lisbon, "this Treaty shall enter into force on 1 January 2009, provided that all the instruments of ratification have been deposited, or, failing that, on the first day of the month following the deposit of the instrument of ratification by the last signatory State to take this step. Currently, 27 Member States have already approved the Treaty and 27 have deposited their ratification instruments in Rome.

After getting informed briefly, the background of the EU, it would be better to glance at the future of it with regard to the Treaty of Lisbon which has been entered into force on 1 December 2009, thus ending several years of negotiation about institutional issues. The official website of the EU (2009) stated it as follows :

The Treaty of Lisbon amends the current EU and EC treaties, without replacing them. It provides the Union with the legal framework and tools necessary to meet future challenges and to respond to citizens' demands.

1. A more democratic and transparent Europe, with a strengthened role for the European Parliament and national parliaments, more opportunities for citizens to have their voices heard and a clearer sense of who does what at European and national level.

A strengthened role for the EP : the EP, directly elected by EU citizens, is provided with important new powers regarding EU legislation, the EU budget and international agreements. In particular, the increase of co-decision procedure in policy-making ensures that the EP is placed on an equal footing with the Council, representing Member States, for the vast bulk of EU legislation.

A greater involvement of national parliaments: national parliaments have greater opportunities to be involved in the work of the EU, in particular thanks to a new mechanism to monitor that the Union only acts where results can be better attained at EU level (subsidiarity). Together with the strengthened role for the EP, it will enhance democracy and increase legitimacy in the functioning of the Union.

A stronger voice for citizens: thanks to the Citizens' Initiative, one million citizens from a number of Member States have the possibility to call on the Commission to bring forward new policy proposals.

Who does what: the relationship between the Member States and the European Union become clearer with the categorisation of competences.

Withdrawal from the Union: the Treaty of Lisbon explicitly recognises for the first time the possibility for a Member State to withdraw from the Union.

2. A more efficient Europe, with simplified working methods and voting rules, streamlined and modern institutions for a EU of 27 members and an improved ability to act in areas of major priority for today's Union.

Effective and efficient decision-making: qualified majority voting in the Council is extended to new policy areas to make decision-making faster and more efficient. From 2014 on, the calculation of qualified majority will be based on the double majority of Member States and people, thus representing the dual legitimacy of the Union. A double majority will be achieved when a decision is taken by 55% of the Member States representing at least 65% of the Union's population.

A more stable and streamlined institutional framework: the Treaty of Lisbon creates the function of President of the European Council elected for two and a half years, introduces a direct link between the election of the Commission President and the results of the European elections, provides for new arrangements for the future composition of the EP, and includes clearer rules on enhanced cooperation and financial provisions.

Improving the life of Europeans: the Treaty of Lisbon improves the EU's ability to act in several policy areas of major priority for today's Union and its citizens. This is the case in particular for the policy areas of freedom, security and justice, such as combating terrorism or tackling crime. It also concerns to some extent other areas including energy policy, public health, civil protection, climate change, services of

- general interest, research, space, territorial cohesion, commercial policy, humanitarian aid, sport, tourism and administrative cooperation.
3. A Europe of rights and values, freedom, solidarity and security, promoting the Union's values, introducing the Charter of Fundamental Rights into European primary law, providing for new solidarity mechanisms and ensuring better protection of European citizens.

Democratic values: the Treaty of Lisbon details and reinforces the values and objectives on which the Union is built. These values aim to serve as a reference point for European citizens and to demonstrate what Europe has to offer its partners worldwide.

Citizens' rights and Charter of Fundamental Rights: the Treaty of Lisbon preserves existing rights while introducing new ones. In particular, it guarantees the freedoms and principles set out in the Charter of Fundamental Rights and gives its provisions a binding legal force. It concerns civil, political, economic and social rights.

Freedom of European citizens: the Treaty of Lisbon preserves and reinforces the "four freedoms" and the political, economic and social freedom of European citizens.

Solidarity between Member States: the Treaty of Lisbon provides that the Union and its Member States act jointly in a spirit of solidarity if a Member State is the subject of a terrorist attack or the victim of a natural or man-made disaster. Solidarity in the area of energy is also emphasised.

Increased security for all: the Union gets an extended capacity to act on freedom, security and justice, which brings direct benefits in terms of the Union's ability to fight crime and terrorism. New provisions on civil protection, humanitarian aid and public health also aim at boosting the Union's ability to respond to threats to the security of European citizens.

4. Europe as an actor on the global stage will be achieved by bringing together Europe's external policy tools, both when developing and deciding new policies. The Treaty of Lisbon gives Europe a clear voice in relations with its partners worldwide. It harnesses Europe's economic, humanitarian, political and diplomatic strengths to promote European interests and values worldwide, while respecting the particular interests of the Member States in Foreign Affairs.

A new High Representative for the Union in Foreign Affairs and Security Policy, also Vice-President of the Commission, will increase the impact, the coherence and the visibility of the EU's external action.

A new European External Action Service will provide back up and support to the High Representative.

A single legal personality for the Union will strengthen the Union's negotiating power, making it more effective on the world stage and a more visible partner for third countries and international organisations.

Progress in European Security and Defence Policy will preserve special decision-making arrangements but also pave the way towards enforced cooperation amongst a smaller group of Member States.

### 2 . 3 . 1 . 6 . Steady Enlargement of the EU

On the official website of BELO (2009), it was mentioned that “apart from the unification of the German Democratic Republic (GDR) with FRG in 1990, twenty-one European countries have subsequently joined the original six founding members, in five successive waves: Denmark, Ireland and the United Kingdom in 1973; Greece in 1981; Spain and Portugal in 1986; Finland, Sweden and Austria in 1995; Cyprus, Estonia, Hungary, Latvia, Lithuania, Malta, Poland, Slovenia, Slovakia and the Czech Republic in 2004; Bulgaria and Romania became members in 2007”.

On the official website of the EU (2009), it was strongly put forward that “a gradual and carefully managed enlargement policy is in the common interest of the EU. According to their enlargement policy in the official agenda, future enlargements will concern the countries of south-eastern Europe, and these countries are at various stages on their road towards the EU”, and underlined that “Croatia and Turkey are candidate countries, and they started accession negotiations on 3 October 2005. In December 2005, the European Council granted the former Yugoslav Republic of Macedonia the status of a candidate country; accession negotiations have not started”. After emphasizing those, on the official website of the EU (2009), it was underlined that “all the other Western Balkan countries are potential candidates: Albania, Bosnia and Herzegovina, Montenegro, Serbia as well as Kosovo under the UN Security Council Resolution 1244/99”. On the official website of the EU, it was claimed that “the EU has repeatedly reaffirmed at the highest level, its commitment for the European perspective of the Western Balkans, provided they fulfill the accession criteria. Iceland recently submitted an application for membership on 23 July 2009”. Apart from those, it has been known that “Norway’s membership has been officially accepted to the EU twice but in the referendums the Norwegians denied the accessions in 1972 and 1994”.

As Hsu (2003) emphasized in his article :

The EU has delivered stability, peace and prosperity for more than half a century. It has helped to raise living standards, built a single Europe-wide market, launched the single European currency, the Euro and strengthened Europe's voice in the world. Europe is a continent with many different traditions and languages, but also with shared values. The EU defends these values. It fosters co-operation among the peoples of Europe, promoting unity while preserving diversity and ensuring that the decisions are taken as close as possible to the citizens. In the increasingly interdependent world of the 21st century, it will be even more necessary for every European citizen to co-operate with people from other countries in a spirit of curiosity, tolerance and solidarity.

In practice the European integration has been well developed in politics and economy for over forty years. However, while dealing with the issue of cultural integration, the EU cannot handle it as well as the result of its natures of complexity and sensitivity. Strictly speaking, during the 1970s the fruitfully economical and political progress in Western Europe had reminded the EU member states that it is time to promote the living standart of their people in the aspect of culture. (Hsu, 2003, p. 10)

### **2 . 3 . 2 . Europeanisation: Unification with Cultural and Linguistic Diversity versus Globalization**

As the point Hsu mentioned above the EU has started to deal with the cultural and linguistic diversity to promote democratic citizenship, mobility and employment since then, especially after the sign of the SEA and the forward steps throughout the 1990s to the beginning of the new millenium. The EU developed and supported the life long learning program and multilingualism as the key elements of this precious socio - educational and cultural movement and as the cornerstone of the free movement of people, goods and services which is still in progress day by day. With regard to the these basics, the 2008 Report on Education, the Commisison claimed that :

Education and training are crucial to economic and social change. The flexibility and security needed to achieve more and better jobs depend on ensuring that all citizens acquire key competences and update their skills throughout their lives. Lifelong learning supports creativity and innovation and enables full economic and social participation. That is why the Council set itself ambitious objectives in the Education and Training 2010 work programme. In turn, these support the



achievement of the Lisbon guidelines for jobs and growth. These objectives can only be achieved by sustained long term effort (p. 2).

In 2007, in the Final Report of the Diversity of Language Teaching in the EU, it was mentioned that :

As such it is key to promoting social cohesion. New opportunities emerge for those who have a range of linguistic competences, particular segments of the labour market are opened, and additional salary bonuses are offered. A knowledge of languages assumes a new attractiveness. However, states are obliged to upgrade the role of language learning and teaching within their educational policies.

Language prestige (the value of language for upward social mobility), develops a new meaning, for instead of being focused on issues of state language purity, it relates language to opportunities in the global labour market. A form of labour market segmentation develops: the state language is relevant for employment in intra - state labour markets, while other languages are necessary for the global labour market. States whose languages do not serve as lingua franca within the global economy will face a specific form of diglossia, the state language and the lingua franca having different functions within a segmented labour market.

A few European languages - English, French, German and Spanish - act as the main lingua franca within the global economy. Alongside languages such as Arabic, Chinese or Japanese, they are recognised as being particularly important within the large multinationals, whereas most smaller export companies prefer to operationalise local languages (CILT 2006). The value of languages, not only for individual social mobility, but also for business and for entire states, is increasingly acknowledged.

Such developments have prompted various declarations by the European institutions about the value of multilingualism. The Lisbon Agenda (2000) emphasised the importance of communication and mobility in relation to linguistic competence within the knowledge-based economy. The EP has made several political declarations about the importance of multilingualism. Such engagement culminated in the Commission Communication Promoting Language Learning and Linguistic Diversity: An Action Plan 2004 – 2006 (pp. 9 - 10).

Moreover, it was officially reported in 'Multilingualism : An Asset for Europe and a Shared Commitment' (2008) by the EU that :

Today's European societies are facing rapid change due to globalisation, technological advances and ageing populations. The greater mobility of Europeans - currently 10 million Europeans work in other Member States - is an important sign of this change. Increasingly people interact with their counterparts from other countries while growing numbers live and work outside their home country. This process is further reinforced by the recent enlargements of the EU. The EU now has 500 million citizens, 27 Member States, 3 alphabets and 23 EU official languages, some of them with a worldwide coverage. Some 60 other languages are also part of the EU heritage and are spoken in specific regions or by specific groups. In addition, immigrants have brought a wide range of languages with them:

it is estimated that at least 175 nationalities are now present within the EU's borders. Due to these and other factors, the life of Europeans has become more international and more multilingual.

While this increased linguistic diversity is a source of benefit and richness, without adequate policies, it presents challenges. It can widen the communication gap between people of different cultures and increase social divisions, giving the multilingual access to better living and working opportunities while excluding the monolingual. It can prevent EU citizens and companies from fully exploiting the opportunities offered by the single market, and possibly blunt their competitive edge abroad. It can also be an obstacle to effective cross-border administrative cooperation between Member States in the EU and the efficient working of local services, e.g. hospitals, courts, job centres, and so on (p. 4).

### 2 . 3 . 2 . 1 . Multilingual Europe

Itzel (2008) clearly stated that “the EU pursues a multifaceted policy of promoting multilingualism. Multilingualism in this context means, firstly, languages as a source of wealth that is integral to Europe’s cultural diversity and, secondly, individuals ability to express themselves in various languages”, and added that “multilingualism, in the EU’s view, is an important element of Europe’s competitiveness. One of the objectives of the language policy of the EU is therefore that every European citizen should master two other languages in addition to their mother tongue” (p.380). Furthermore, Itzel (2008) stated as follows :

The aim of EU language policy is to promote the teaching and learning of foreign languages in the EU and create a language-friendly environment for all Member State languages. Foreign language competence is regarded as one of the basic skills which every EU citizen needs to acquire in order to improve his/her educational and employment opportunities within the European learning society, in particular by making use of the right to freedom of movement of persons. Foreign language competence is also seen as very important in supporting cultural exchange and personal development (2002/C 50/01).

Within the framework of education and vocational training policy, the European Union’s objective is therefore for every EU citizen to master two other languages in addition to his/her mother tongue. In order to achieve this objective, children are to be taught two foreign languages in school from an early age (2005/C 141/04).

In the context of the Lisbon strategy adopted by the European Council in March 2000, the importance of foreign language learning in raising competitiveness is being emphasised. In connection with the reforms of national education and vocational training systems needed in order to achieve the Lisbon objectives, EU education ministers have set themselves the goal of improving foreign language teaching, encouraging language learning from an early age, and making learning a foreign language more popular. The European Commission, in designing and implementing the multilingualism policy, shall be supported by an expert group, established in 2002 under the ‘Education and training 2010’ work programme.

For the 2004–2009 legislative term, a Commissioner whose responsibilities expressly include multilingualism — Jan Figel' from Slovakia — was appointed for the first time. Under Commissioner Figel', the Commission presented its New framework strategy for multilingualism (COM(2005)596) in November 2005, which has three main aims: to encourage language learning and promote linguistic diversity in society, to promote a multilingual economy, and to give citizens easier access to information on the EU in their own languages. The Member States are also being called upon to support the achievement of the first two of these aims by taking additional measures. Following the entry of Romania and Bulgaria into the EU on 1 January 2007, the Romanian Leonard Orban was appointed the first Commissioner for Multilingualism. One of the new Commissioner's aims is to improve workers' foreign language skills and foreign language skills within small and medium-sized enterprises, and he has launched the Business Forum for Multilingualism for this purpose. The Commission has also announced a Communication on Multilingualism for September 2008, which will define a new framework for the EU's policy on multilingualism. (...) In response to a EP resolution (T5-0718/2001) and a Council resolution (2002/C 50/01), in July 2003 the Commission adopted an action plan on 'Promoting language learning and linguistic diversity' (COM(2003)449), setting out three areas in which it would be providing funding for short-term action to support measures taken by Member States under existing Community programmes. The three areas are: lifelong language learning, improving the teaching of foreign languages, and creating a language-friendly environment. In 2005, the Action Plan was supplemented by the New Framework Strategy for Multilingualism (COM(2005)596). The results of the action plan on national and European levels were summed up by the Commission in a report (COM(2007)554) in autumn 2007. This report is intended to serve as the basis for further measures in the field of multilingualism policy. (Itzel, 2008, pp. 381 - 382).

In 2008 the EU officially announced in 'Multilingualism : An Asset for Europe and a Shared Commitment - the Final Report of a Communication from the Commission to the EP, the Council, the European Economic and Social Committee and the Committee of Regions' - to the public that "the current challenge is to minimise the obstacles that EU citizens and companies encounter and to empower them to take advantage of the opportunities presented by multilingualism. It is also to show that languages can work as an asset for the benefit of the European society as a whole", and underlined that "within existing resources, multilingualism is 'mainstreamed' across a series of the EU policy areas, including lifelong learning, employment, social inclusion, competitiveness, culture, youth and civil society, research and the media" (p. 5).

In the study of MENON Network EEIG (2008) named as 'Multilingualism : Between Policy Objectives and Implementation', it was stated that :

Other evidence suggests that the acquisition of diverse language skills expands people's horizons and opens them up more to economic, geographical, social and cultural mobility. For example Anderson (2008), using public opinion data from the 2001, 2005 and 2006 Eurobarometer surveys, finds that multilingual individuals are more likely to support European integration than individuals who speak only one language. Her results suggest that as EU member states mandate increased teaching of foreign languages, future generations may show greater support for integration policies. (pp. 42 - 43)

Parallel to this idea, in the report on 'Multilingualism: An Asset for Europe and a Shared Commitment (2008), it was mentioned that :

The harmonious co-existence of many languages in Europe is a powerful symbol of the EU's aspiration to be united in diversity, one of the cornerstones of the European project. Languages define personal identities, but are also part of a shared inheritance. They can serve as a bridge to other people and open access to other countries and cultures, promoting mutual understanding. A successful multilingualism policy can strengthen life chances of citizens: it may increase their employability, facilitate access to services and rights and contribute to solidarity through enhanced intercultural dialogue and social cohesion. Approached in this spirit, linguistic diversity can become a precious asset, increasingly so in today's globalised world.

The Commission's renewed social Agenda, adopted on 2 July 2008, set out a new approach to managing change in our globalising world focusing on the key principles of opportunities, access and solidarity. In a multilingual EU, this means that: i) everybody should have the opportunity to communicate appropriately in order to realise his or her potential and make the most of the opportunities offered by the modern and innovative EU; ii) everybody should have access to appropriate language training or to other means of facilitating communication so that there is no undue linguistic obstacle to living, working or communicating in the EU; iii) in the spirit of solidarity, even those who may not be able to learn other languages should be provided with appropriate means of communication, allowing them access to the multilingual environment. (p. 3)

From this aspect, Romana (2007) expressed that "the EU is built around the free movement of its citizens who need language in order to communicate. Hence, an essential competence for their personal and social development in Europe is language, or languages" (p. 69). In the article "Promoting key competences in formal and nonformal education – the way to assuring Professional and personal success in the European Knowledge Based Society" , Romana (2007) stated that :

Learning other languages promotes an extended sense of identity, making

people feel part of more than one linguistic and cultural community. Furthermore, it increases people's education and employment options, which in turn might generate a whole range of personal, social and workplace competences. The enlargement of the European Union can only augment the importance of lifelong learning (Romana, 2007, p. 69).

In 2005, in the European Commission's 'A New Framework Strategy for Multilingualism', it was underlined that "the language skills will be equally important in achieving European policy goals, particularly against a background of increasing global competition" (p. 15), and reaffirmed "the value of linguistic diversity and revealed the need for a broader policy to promote multilingualism, as recommended by the independent High Level Group on Multilingualism" (p. 3). In 2008, in the Final Report of the Multilingualism: An Asset for Europe and a Shared Commitment, it was clearly underlined that "within this context, the Commission has worked since 2002 with the Member States towards the Barcelona objective of enabling citizens to communicate in two languages in addition to their mother tongue, in particular, by developing an indicator of language competence, by setting out strategic action and recommendations, and by including skills in foreign languages among the key competences for lifelong learning" (p. 4).

In parallel with this view, in the 'Profile of Foreign Language Teaching in Schools in Europe' it was underlined that :

During the second half of the 20<sup>th</sup> century, in the aftermath of two great world wars, Europe realised that peaceful coexistence depended on closer cooperation between its countries in the recognition that they were equal partners. The communication and exchange of information needed to improve their mutual understanding of the varied economic, social and cultural circumstances confronting them became the main basis for the development of common strategies of benefit to all. Only citizens with relevant linguistic ability and skills in cross-cultural communication could establish the channels of communication required for successful cooperation. This led to unprecedented interest among educational policy-makers in promoting the teaching of foreign languages and greater knowledge of their corresponding cultures (p. 5).

## 2 . 3 . 2 . 2 . Multilingualism and Language Policies

In 'the CLIL - the European Dimension' (2002), it was stated that "the development of the European integration can be matched with the development of language teaching and learning (...) Because integration is often connected to the notion of relevance. Without relevance it can be hard to achieve meaningful learning" (pp. 59 – 60).

In the CILT's December 2006 Report officially named as ELAN: Effects on the European Economy of Shortages of Foreign Language Skills in Enterprise, it was determined that "languages enable you to receive better information about the business environment and new ideas about production, raw materials, marketing and trade channels", and strongly emphasized that "improved communication (both written and verbal) in foreign languages and a better understanding of major cultural differences will have an important impact on doing business abroad successfully in which language skills are very essential in any open economy where the mother tongue is not a world language. In order to succeed in creating growth and jobs, technical progress is central and lifelong learning is necessary. Europe's inherent multilingualism is more essential than ever before, as industrial economy is gradually being transformed into a knowledge economy" furthermore, it was underlined that "European companies should in theory be better positioned than any others for harvesting business opportunities that require multilingual communication. However the potential is far from fully exploited" (p. 7).

In the MENON Network EEIG (2008), it was mentioned that "the 'official' view, as illustrated in a recent speech by Leonard Orban, European Commissioner for Multilingualism, is that languages are vital the key to promoting free movement of goods, people and services and to supporting the Lisbon goal of economic competitiveness" (p. 41).

In 2007, in the Working Document for the Report on the Implementation of the Action Plan “Promoting language learning and linguistic diversity”, it was affirmed that :

Languages are at the heart of the European project: they reflect our different cultures and, at the same time, provide a key to understanding them. There is a clear role for the European Commission to support and complement the Member States in their promotion of multilingualism: citizens who speak more languages can reap the full benefits of free movement in the EU and can integrate more easily in another country for study or work. Linguistic competence is highly sought after in companies and good language skills make people more employable. Languages are the prime tools of communication: knowing more languages opens doors to other cultures, and improves intercultural understanding both within Europe and with the rest of the world.

Multilingualism as a portfolio in its own right at European level is the acknowledgement that languages matter to citizens and that there is a need to take action at the highest political level to bring together resources to promote multilingualism.

Promoting multilingualism is a responsibility shared between the Commission and Member States, which have already taken significant steps to adapt their educational policies to equip students at all levels with better language skills. This is a major result, which shows that the Commission and Member States are working together towards common objectives (p. 3).

On September 18<sup>th</sup> 2008, by a press conference, the Commission officially announced the position of the EU from the point of multilingualism and languages. On the official website of the EU (2009), it was reported that “the European Commission adopted a Communication entitled "Multilingualism: an asset for Europe and a shared commitment", addressing languages in the wider context of social cohesion and prosperity, and underlined that by integrating multilingualism into a series of EU policies and actions, this Communication aims to reflect the reality of a EU with more than 490 million citizens, different language skills and different needs”.

In Brussels, Belgium, on September 18<sup>th</sup> 2008, at an official press release on a Communication entitled "Multilingualism: an asset for Europe and a shared commitment" adopted by the European Commission , the Multilingualism Commissioner Leonard Orban mentioned that “the harmonious co - existence of many languages in Europe is a major powerful symbol of the EU's aspiration to be

united in diversity. With this Communication, we are prompting the EU Member States, local authorities and social partners to join forces and take action. Our inclusive approach takes into consideration the value and opportunities of the linguistic diversity in Europe and the more individual needs of learning languages to communicate effectively and efficiently" (p. 1). Then, Orban (2008) stated as follows :

In the EU, recent enlargements have added to the linguistic diversity : it now boasts 23 official languages and over 60 more spoken in specific regions or by specific groups. Globalisation and immigration flows further add to the wide palette of languages in daily use by Europeans. Linguistic diversity is incontestably one of the most characteristic features of the EU, affecting the social, cultural and professional lives of its citizens as well as the economic and political activities of its Member States. This Communication sets out to respond to the challenges posed by this reality, and proposes an approach which advocates including multilingualism across a whole series of EU policy areas.

The Communication invites EU Member States and the other EU Institutions to join forces to encourage and assist citizens in acquiring language skills. It explores issues such as:

The role languages play in developing mutual understanding in a multicultural society.

How language skills improve employability and ensure a competitive edge for European businesses.

What to do to encourage European citizens to speak two languages in addition to their mother tongue.

How the media and new technologies can serve as a bridge between speakers of different languages.

Moreover, this policy document proposes to make the most of existing European programmes and initiatives in the fields of Education, Media, Research, Social Inclusion and Competitiveness and foresees a review in 2012 of the progress made (Orban, 2008, pp. 1 - 2).

In the study of MENON Network EEIG (2008), it was stated that "multilingualism as an integrative policy concept was created on January 1<sup>st</sup> 2007 as a separate portfolio to reflect its political dimension in the EU given its importance for initial education, lifelong learning, economic competitiveness, employment, justice, liberty and security", and underlined that "linguistic diversity is a daily reality of the EU", and emphasized that "the European Commission is committed to preserving and promoting this key feature. The European Commissioner's mandate will have as main objectives defining the contribution of multilingualism to economic competitiveness, growth and better jobs; lifelong learning and intercultural dialogue and



nurturing a space for European political dialogue through multilingual communication with the citizens” (p. 9).

In the study, MENON Network EEIG (2008), put forward that:

Multilingualism makes a real contribution to the competitiveness of the European economy, for reaching the targets of the Lisbon strategy. A study on the "Effects on the European Economy of Shortages of Foreign Language Skills in Enterprise" made by CILT suggests real lost business opportunities due to the lack of language skills in enterprises. It is also important to remember that multilingualism in itself constitutes an important industry and creates a large number of jobs. This perception was recently re-iterated in a recent Report, presented by EU Multilingualism Commissioner Leonard Orban and Business Forum chair Viscount Etienne Davignon, which concluded that European business risks losing competitiveness as other countries start outperforming the EU in terms of language skills. It argues that as much as 11% of European SMEs lose business every year as a direct result of linguistic and intercultural weaknesses, while they could considerably improve their export performance if languages are used "strategically. Languages are not only needed to boost sales and marketing. Upstream supply chains cross borders to the same extent as international services and finished goods for export. Labour markets are just as global. Integration of multilingual and multicultural workers is crucial.

The European Commission itself and other policy initiatives focus on the role of interpreters in promoting cross-border trade; the role of languages in promoting intercultural awareness and diversity, and the role of languages in supporting European democracy and active citizenship. To support these ends, a number of practical actions have been implemented at trans-national level including :

Supporting post-graduate programmes for interpreters and translators in Member States ; the European year of intercultural dialogue in 2008 and the setting up of a High Level Group of intellectuals and practitioners of multilingualism in 2007 (pp. 9 -10).

In the High Level Group on Multilingualism’s Final Report (2007), it was explained that “multilingualism has been part of Community policy, legislation and practices from the time of the Treaties of Rome”, and underlined that “in the early days, it was exclusively associated with the language regime put in place for the European institutions, including their contacts with authorities and citizens in the Member States”. On the official website of the EU, it was reported due to this report that “the very first regulation adopted by the Council of the EEC (15 April 1958) confirmed the equality of the official state languages of the Member States and their status as official and working languages of the European institutions which

principle was retained at each accession; it can only be changed by a unanimous vote of the Council” (p. 5).

In that Final Report (2007), it was mentioned that :

Following the Maastricht Treaty (1992), the promotion of language learning and of individual multilingualism, combined with an emphasis on linguistic diversity, became a corner stone of the EU’s educational policy; whereas in the nineties Community support was focused on the learning of the official languages, the first decade of the new century has seen the introduction of an inclusive language education policy, seeking to promote the learning of all languages, including regional or minority, migrant, and major world languages. Moreover, the learning of foreign languages is no longer simply regarded as being beneficial to the individual citizen, but as being of special importance for the Lisbon aims of economic growth and social cohesion (p. 5).

When it was examined through the historical developments in the EU’s language policy, the objectives of linguistic diversity and the goals of multilingualism, it was seen that on behalf of the EU, the European Commission had a long-standing commitment to promoting language learning and linguistic diversity, and accordingly, it would be noticed from the information given in the Commission Working Document for the Report on the Implementation of the Action Plan Promoting Language Learning and Linguistic Diversity (2007) that “the first comprehensive programme promoting language teaching and learning, Lingua, came into force in 1989 and since then languages have been at the heart of European programmes in the field of education and training” (p. 3).

According to the official Working Document (2007), it was stated that :

At the end of the European Year of Languages in 2001, both the European Parliament and the Council adopted resolutions inviting the European Commission to take further action to promote languages. In 2002 the Heads of State and Government meeting in Barcelona made a political commitment to improve the mastery of basic skills, in particular by teaching two foreign languages to all from a very early age. In 2003 the European Parliament adopted an own-initiative report inviting the Commission to better cater for regional and lesser-used languages in the context of enlargement and cultural diversity.

The Action Plan “Promoting Language Learning and Linguistic Diversity” was the Commission’s answer to the Council and Parliament and took into account the feedback from a wide-ranging consultation held between 2002 and 2003. At that

time, what is now called “The Lisbon Strategy for Growth and Jobs” was in its first phase. Improving foreign language learning was included as a specific objective of “Education and Training 2010”, the education and training component of the Lisbon Strategy. Its long-term agenda to gear European policies towards common objectives and its open method of coordination, enabling close partnership with Member States, have spurred cooperation in language policies (pp. 3 - 4).

As it was mentioned above, in 2002 the Heads of State and Government meeting in Barcelona made a political commitment to improve the mastery of basic skills, in particular by teaching two foreign languages to all from a very early age. Since then, the EU started to emphasize very strongly the other languages teaching beside the mother tongue. On the official website of the EU (2009), it was reported that “the EU actively encourages its citizens to learn other European languages, both for reasons of professional and personal mobility within its single market, and as a force for cross-cultural contacts and mutual understanding, and underlined that the Union also promotes the use of regional or minority languages, which are not official EU languages but which are spoken by up to 50 million people in the Member States, and as such form part of our cultural heritage”.

On the official website of the EU (2009) it was claimed that :

The ability to understand and communicate in more than one language – already a daily reality for the majority of people across the globe - is a desirable life - skill for all European citizens. Learning and speaking other languages encourages us to become more open to others, their cultures and outlooks; it improves cognitive skills and strengthens learners’ mother tongue skills; it enables us to take advantage of the freedom to work or study in another Member State.

As a recent Eurobarometer survey shows, half of the citizens of the EU state that they can hold a conversation in at least one language other than their mother tongue. The percentages vary between countries and social groups: 99% of Luxemburgers, 93% of Latvians and Maltese and 90% of Lithuanians know at least one language other than their mother tongue, whereas a considerable majority in Hungary (71%), the UK (70%), Spain, Italy and Portugal (64% each) master only their mother tongue. Men, young people and city dwellers are more likely to speak a foreign language than women, senior citizens and rural inhabitants, respectively.

With regard to the rapidly changing policies and increasing economic globalization, the EU had to take its side as one of the major leading powers of the world. Because of the recent enlargements and also the market policies with regard to

the growing needs of the citizens, society, trading and economy, at Commission level, the increasing importance of language policies was reflected by the explicit mention of multilingualism in the portfolio of Commissioner Figel in 2005. The Commission Working Document for the Report on the Implementation of the Action Plan - Promoting Language Learning and Linguistic Diversity (2007), it was mentioned that “this led to the definition of a strategy for multilingualism, encompassing both internal and external action, set out in the Commission Communication A new Framework Strategy for Multilingualism”, and in parallel, “the Commission started developing an indicator for language competence as called for by the Barcelona Council in order to benchmark the competences of students in two foreign languages at the end of their initial education where multilingualism becomes a key area in terms of language policy in which Europe can get closer to citizens’ needs” (p. 4).

In the same official Working Document (2007), it was put forward that :

The Action Plan set out the main objectives to be pursued in three strategic areas: 1. Lifelong language learning, 2. Better language teaching, 3. Building a language-friendly environment. A fourth chapter, “A Framework for Progress”, targets the overall development of language policy at both European and national level. (...) In general, the Commission and the Member States have made substantial progress in implementing the actions announced in the Action Plan. As a consequence of all these initiatives, the promotion of language learning, linguistic diversity and multilingualism as a whole have gained significantly in political importance (pp. 4 - 5).

The basic principles underlying the language policy of the EU is the very first Council Regulation of 1958. On the official website of the EU (2009), it was emphasized as follows :

Council Regulation No. 1 of 15 April 1958 determining the languages to be used by the European Economic Community, as amended after each enlargement:  
Article 1 : The official languages and the working languages of the institutions of the Union shall be Bulgarian, Czech, Danish, Dutch, English, Estonian, Finnish, French, German, Greek, Hungarian, Irish, Italian, Latvian, Lithuanian, Maltese, Polish, Portuguese, Romanian, Slovak, Slovenian, Spanish and Swedish.  
Article 2 : Documents which a Member State or a person subject to the jurisdiction of a Member State sends to institutions of the Community may be drafted in any

one of the official languages selected by the sender. The reply shall be drafted in the same language.

Article 3 : Documents which an institution of the Community sends to a Member State or to a person subject to the jurisdiction of a Member State shall be drafted in the language of such State.

Article 4 : Regulations and other documents of general application shall be drafted in the official languages.

Article 5 : The Official Journal of the EU shall be published in the official languages. The Regulation is based on the EC Treaty, Article 290. Article 314 lays down the principle of multilingualism. Article 21 states that every citizen of the Union may write to any of the institutions or bodies in one of the languages mentioned in Article 314 and have an answer in the same language.

Mackiewicz (2009) mentioned that “From the perspective of European history, Regulation No 1 was revolutionary in that it said farewell to linguistic hegemony. The nation - state, as a rule, adhered to and promoted the principle of one official language – to the extent that certain states claimed that their own specific language was superior to others. The supra - national European Communities, to which Member States voluntarily transferred part of their sovereignty, could only function properly if the regulations adopted by the Communities could be understood in the Member States” (p. 2). Furthermore, Mackiewicz (2009) stated as follows :

Multilingualism assumed a new dimension in the wake of the Maastricht Treaty of 1992, which established the EU and introduced EU citizenship. The promotion of language learning and of individual multilingualism, combined with an emphasis on linguistic diversity, became a major political issue at EU level. In fact, language learning became a corner stone of the EU’s educational policy. Two documents released in 1995 can be regarded as milestones in the Union’s language education policy: the European Commission’s White Paper on Education and Training, and the Council Resolution on improving and diversifying language learning and teaching within the education systems of the EU.

The following, truly prophetic sentence in the White Paper must be one of the most frequent quotes from any EU educational document. “... it is becoming necessary for everyone, irrespective of training and education routes chosen, to be able to acquire and keep up their ability to communicate in at least two Community languages in addition to their mother tongue” – the famous 1+>2 formula. Four things stand out in this quote. (i) The learning of other languages is to serve the aim of acquiring communicative ability. Elsewhere in the White Paper, the Commission adds that language proficiency has to be backed up by the ability to adapt to working and living in environments characterised by different cultures. (ii) Proficiency in foreign languages is important for all citizens, and not just for an elite. (iii) Learning one foreign language – for example a lingua franca – is not enough. The goal is the acquisition of multilingual proficiency, not bilingual proficiency. (iv) Emphasis is placed on the learning of Community languages, that

is to say, official languages of the EU, not on the learning of foreign languages in general. In other words, at that time the Commission adhered to an exclusive language education policy, in line with the principle adopted in April 1958 for the Community's language regime.

Why this plea for proficiency in three Community languages? Three reasons were given:

It was regarded as a precondition for citizens to be able to benefit from the occupational and personal opportunities provided by the border-free Single Market constituted by the EU;

It was seen as an important factor in promoting mutual understanding among Europeans, and in promoting European identity;

It was seen as being important for personal development.

In other words, language learning and individual multilingualism were directly linked to the EU's economic and general political aims. Still, at that time, the main emphasis was on benefits to the individual (Mackiewicz, 2009, pp. 2 – 3).

In the study of MENON Network EEIG (2008), further key political and policy milestones supporting multilingualism were mentioned briefly, including the following :

Lisbon Treaty Article 2:3 states that the EU “shall respect its rich cultural and linguistic diversity, and shall ensure that Europe's cultural heritage is safeguarded and enhanced.” The Treaty is awaiting ratification, and should it be ratified, it will give respect for linguistic diversity and the adjunct Charter a legal base.

Charter of Fundamental Rights Article 21 clearly embeds linguistic rights in the EU and gives grounds for appeal in cases of discrimination on the grounds of language and XX being a “member of a national minority”. Appeals will go to the ECJ in Luxembourg. Article 21.1 states that, “Any discrimination based on any ground such as sex, race, colour, ethnic or social origin, genetic features, language, religion or belief, political or any other opinion, membership of a national minority, property, birth, disability, age or sexual orientation shall be prohibited.” Furthermore, Article 22 states that, “The Union shall respect cultural, religious and linguistic diversity.” If the Lisbon Treaty is ratified by all member states the Charter comprises part of it (except for the UK and Poland who have opted out).

Fundamental Rights Agency (FRA) : Europe's new agency, the Fundamental Rights Agency (FRA), is one result of the Charter of Fundamental Rights. The original remit in the proposed Commission multiannual framework was intended to cover ‘minorities,’ lobbying in the EP resulted in an explicit inclusion of linguistic and national minorities, a clause subsequently ignored by EU Council. However, it is important not to overestimate the influence of the new Agency. Like its predecessor the EUMC, it will mainly be a monitoring organisation, issuing reports and possibly giving advice to member states if they transgress Fundamental Rights. To this end, built into the FRA's framework, the FRA has a platform for organisations to advise and monitor their work (p. 9).

Mackiewicz (2009) affirmed that “the EU's language education policy gained a new and powerful momentum as a result of the Lisbon Strategy adopted by the

Member States at the Lisbon European Council in March 2000. The heads of state and government recognised major new challenges resulting from globalisation and the emergence of a knowledge-driven economy”, and added that “they set a new strategic goal for the Union: to become, by 2010, the most competitive and dynamic knowledge - based economy in the world, capable of sustainable economic growth with more and better jobs and greater social cohesion” (p. 4). He also mentioned that :

They recognised the crucial role that education and training would have for achieving this goal, and called for a modernisation of education and training systems in line with the new goal. One of the concrete targets set by the Council was a European framework which should define the new basic skills to be provided through lifelong learning, among them foreign languages. (...) One of the immediate objectives identified was “Improving foreign language learning”. The following quote signalled a new direction in EU language education policy: “The learning of foreign languages as part of education and training is important not only for the cultural enrichment of the individual but also as a contribution to mobility and European competitiveness”. By 2001, the learning of and proficiency in foreign languages had come to be regarded as being important for the EU’s economic performance; and because of this, it was logical that the exclusive emphasis on the learning of EU languages, which had been characteristic of the Commission’s and the Council’s language education policy in the nineties, was dropped. It was the beginning of a new, inclusive EU language policy. This was reinforced by the Barcelona Council of March 2002, which called for improving the mastery of basic skills, “in particular by teaching at least two foreign languages from a very early age”; it also called for the establishment of a linguistic competence indicator. Because of the newly recognised economic relevance of language skills, it was becoming necessary to get a clear idea of the skills levels of young people in school education across the Union (Mackiewicz, 2009, p. 4).

The measurements and implications which have to be completed due to the Action Plan at different levels were summarized in the the Commission Working Document for the Report on the Implementation of the Action Plan Promoting Language Learning and Linguistic Diversity (2007) as follows :

At Commission level, the implementation of the Action Plan kept the spotlight on multilingualism issues and drove a sustained effort to promote languages in the education and training programmes.

In the policy field, it offered a framework of strategic issues for discussion and cooperation with Member States, allowing a focused exchange of good practice and gearing work towards the delivery of concrete results. The studies, conferences, seminars and information initiatives proposed by the Action Plan and carried out by the Commission fed the discussion among policy makers and

practitioners and helped raise awareness of key language issues and support policy making and quality language teaching.

At programme level, the Action Plan called for the strategic use of the education and training programmes so as to make the most of their support for promoting language learning and linguistic diversity. Establishing priorities and calling for specific information actions led to remarkable results : the Socrates and Leonardo Programmes invested nearly 150 million euros in actions with a specific language-learning objective in 2004 - 2006, an increase of 66% compared to 2000 - 2002.

At national level, the Action Plan was taken as a framework for action. A trend towards the reform of educational systems to comply with the “mother tongue-plus-two” principle enunciated in Barcelona was already noticeable in a number of Member States, although some reported that the Action Plan influenced their decision to launch reforms. The main impact of the Action Plan at national level was to orient and support national policies to take action in the strategic areas set out by the Action Plan and along the lines drawn there. After three years, the overview of national language policies looks more consistent overall: there is a general consensus on basic issues like the importance of languages as a key competence in a lifelong learning perspective, the need for teaching students two languages in their initial education, and the necessity of quality language teaching and transparent assessment. Although countries did not start from the same baseline, nor have they taken action at the same speed, reforms have focused mainly on the following areas:

Review of the whole educational system in the light of a lifelong language learning approach;

Introduction of early language learning in primary and sometimes in pre-primary education;

**Introduction of some CLIL (content and language integrated learning) in curricula;**

Increased offer of languages at secondary level;

Increased investment in language teacher training;

**Review of curricula, examinations and certificates to align them to the CEFR by the Council of Europe;**

**The use of European programmes and tools developed by the Commission and by the CoE to review national education systems, develop suitable language materials and tests, and to promote language teacher training abroad and European cooperation in schools. (pp. 5 - 6)**

As it was mentioned above, in the Action Plan (2007), the Commission requested its Members to review their curricula, examinations and certificates to align them to the CEFR by the CoE. The reason was to have the measurements levels, and the common but flexible curricular features of shared language teaching. Because the CLIL has not presented a curricular and common evaluation levels yet. Little (2004), in his article on the Standards , Quality and the Impact of CoE Instrument on Policy and Practice which he presented in the conference on the Linguistic Diversity to Plurilingual Education held by the CoE in Strasbourg in 2002 ,



mentioned that “the standards and quality are the two sides of the same coin: We set standards in order to achieve quality, and we measure quality by reference to standards”, and strongly determined that “his truism is increasingly important for educational systems everywhere Governments want to know what kind of return they are getting, but they also want to know how the education they provide compares with that of their neighbours” (p. 92). More, he emphasized that :

Within the EU Policy for future economic growth assigns a key role to education which means that educational comparisons between member states are set to become more formal and more searching. What is more, the multilingual character of the EU ensures that foreign language learning will always receive special attention : “ Better foreign language teaching is essential if Europe is to achieve its potential – whether this is its economic potential, its cultural or its social potential (Commission of the European Communities, 2001 - the Concrete future objectives of education systems COM (2001) 59 Final p.11) The same conviction has motivated the CoE’s modern language projects for the past thirty years. Standards and quality are no less important to the individual citizen than they are to national governments and the EU with increasing internationalization each of us is under pressure to know what his/her educational experience and qualifications are worth abroad as well as at home. All of these imply a need for standards that are recognized and applied locally, nationally and internationally. As far as a language education is concerned, the CEFR and the ELP enable us to set standards and pursue quality in a uniquely comprehensive way (Little, 2004, p. 93).

Moreover, in the same article, Little clarified as follows :

(....) by recognizing that the CEFR is itself a quality document in the sense that it meets fundamental standards of empirical research.(North, B., 2000 The Development of a Common Framework scale of language proficiency, New York) In other words the standards of second/foreign language proficiency that the CEFR defines have been rigorously tested against the reality of second/foreign language learning and teaching. Those standards, the so – called Common Reference Levels are elaborated in two dimensions. Vertically they specify proficiency to five communicative skills or activities – listening, reading, spoken production, writing; horizontally they specify proficiency at six levels – A1, A2, B1, B2, C1, C2 (....)

The CEFR offers a ready means of establishing the standards (or indicators) in second or foreign language learning that are central to the educational agenda of the EU. The Common Reference Levels of the CEFR consist of descriptors cast in the form of “can / do” statements, they can be used at once to specify learning targets, select learning activities and evaluate learning outcomes. In other words the same standards can be applied without strain to the development of the curricula, the design and the implementations of courses, and the assessment of the learner proficiency. (...)

The ELP is the practical tool designed to convert this potential into reality. The ELP has two complimentary functions : To make the language learning process more transparent to the individual learner and to report language learning achievement in an internationally transparent manner.(....) the design of ELP models reflect key elements in the CoE's language policy; in particular they emphasize the plurilingual and intercultural competence. The ELP should be a means of promoting learner autonomy and reflect the CoE's concern with education for democratic citizenship and life long learning. In principle the ELP is a means of supporting and recording plurilingual development as a lifelong process.(....)

Taken together the CEFR and the ELP offer uniquely powerful means of establishing standards and pursuing quality in language teaching, learning and assessment.(...) If the CEFR provides us with the means to determine standards and enhance quality in curriculum design, teaching and assessment then the ELP is a quality management system for the individual language learner. The importance of this complementarity lies at the heart of effective quality management in any domain and is surely one of the essential preconditions for establishing the culture of life long language learning that the CoE and the EU have identified as an essential part of Europe's/European's future (Little, 2004, pp. 93 - 96).

In this context, the CEFR and the ELP became elements of the EU's language teaching and learning instruments which led to initiatives being taken in many countries, in particular to improve the extent and quality of language teaching in the curriculum such as syllabuses made more transparent through use of the CEFR.

### **2 . 3 . 3 . The EU and the CLIL**

As it could be noticed in the above sections, Europe is both multilingual and plurilingual. From the point of geographical and societal - even demographically, in some regions like Brussels, Luxembourg etc. – view, it is multilingual but from the point of individuals i.e. citizenship, it is plurilingual. When these come into the consideration and decision making processes of the policies on anything - i.e. the international relations, economics, trade and commerce, etc.- in the EU level and also in social daily life and economic affairs of enterprises and individuals based on employee and employer or producer and client relationship very closely dependent on the citizenship with regard to democracy; linguistic competence, culture and diversity; mobility and many other features; due to its multilingual and plurilingual structures, they are all in relation with the spoken/living languages, language policies and language teaching in practice.

In the CLIL European Dimension (2002), it was stated that :

There is broad consensus within the EU that a delivery gap exists between what is provided as foreign language education, and outcomes in terms of learner performance. Targets for requisite foreign language competencies are not yet being reached. The importance of linguistic diversity in education and training in making Europe the most competitive and knowledge - based economy in the world, means that existing language barriers need to be lifted.

There is a need to convert what is viewed in some ways as a language problem, into language potential, by examining how current approaches to foreign language education can be utilized, adapted or enhanced, so that member states may achieve the MT+2 formula within a short period.

Integrating language with non-language content, in a dual - focussed learning environment, emerged as a solution.

A pragmatic and pro - active approach to foreign language learning emerged across Europe to improve capacity and achieve requisite and sustainable outcomes. This approach came to be termed CLIL. As an innovative competence development enabler, CLIL rapidly became a growth field across the spectrum of European language learning delivery in mainstream education from pre-school through to vocational education through the 1990s.

It has become a socio-pedagogical means by which to adapt one part of educational delivery to achieve best performance in the learning of languages that suits the times, particularly in relation to the labour markets, social cohesion, and the changing aspirations of young people, within the border-free European context (pp. 9 - 10).

Wolff (1998) expanded his claims by interpreting Nikula with Marsh (1997) propositions as the following: "CLIL is an educational approach which can enhance plurilingualism. The construct is characterized by an extension of the English formula language across the curriculum, which revolves around the idea of integration of mother tongue education in school, into languages across the curriculum to include educational, and social goals in the approach" (p. 26).

There are various definitions for CLIL. Wilde (2005) claimed that "in the most basic sense, this method uses English (or any other second language) as the medium of instruction for other areas of the curriculum (in the case of Young Learners': Maths, PE, Science, etc.), the language studies are simply combined with the other disciplines, instead of using "Language Arts" as a separate discipline and continued that language is best learned in the type of discourse in which it will be used. Thus, learners will become socialised in those discourses".

Marsh and Lange (2002) described CLIL as “a generic term which refers to any educational context in which any other language, and therefore not the most widely used language of the environment, is used for the teaching and learning of subjects other than the language itself” (p. iii). And Tennant (2005) defined CLIL as “an increasingly popular method in teaching, where regular subjects, such as history and mathematics, are taught in a foreign language to enhance target language exposure and acquisition”, and underlined that “it is one of the new buzz words, or acronyms, in EFL/ELT which is simply another name for cross - curricula content not a bright new thing in teaching”.

Darn (2005) stated that “CLIL ‘has become the umbrella term describing both learning another (content) subject such as physics or geography through the medium of a foreign language and learning a foreign language by studying a content-based subject, and pointed out that in ELT, different forms of CLIL have previously been known as content - based instruction, English across the curriculum and bilingual education”.

Lorenzo (2007) affirmed that “changes in education as all attempts at social transformation are political dependent, language policy tells us” and he underlined that “immersion education was an attempt to promote understanding in the charged debate of a linguistically divided Canada in the mid 1960s. Two way bilingual programmes in the USA were partly a bit to bring language diversity into schools in a diverse ethnical and cultural context. Both initiatives were fully responsive to the needs perceived by society” (p. 27).

Vidal (2007) expressed in her talk given on “Content and Language Integrated Learning: A European Approach to Education” that :

The role that a CLIL programme can play in building Europe citizenship is the consequence of the role played by languages and social values in the construction of Europe. It rests upon three key concepts: Citizen Europe, the Europe of Knowledge and the Europe of Languages.

European philosophers elaborated on the idea that Europe must not lose two very important assets: a) the values upon which European nations have built a social welfare state over the years; b) its cultural and linguistic diversity. European nations should seize the historical opportunity presented to them in the present historical moment. They now have the possibility of playing a political role in order to protect their old values and diversity in a world otherwise dominated by the unprecedented and unstoppable process of globalization, so dear to the liberal economy. European governing bodies must bring politics to the foreground. This may help to counteract the devastating effects of market dynamics which make it impossible for nations to protect their citizens. With that purpose, nation states must integrate a broader-based understanding of citizenship. In that, a key factor is represented by a mutual understanding of the cultural and linguistic diversities found in the whole of Europe. In order to achieve such a goal, the idea of European citizenship must be enhanced by the sharing of common values, and the development of a sense of belonging to a common, social and cultural arena which, as mentioned above, must go beyond one's own culture and nation and have Europe as its horizon.

Consequently, educational policies must enhance open-mindedness and cultural communication. Learning about and through other European languages will not only reinforce our own identity and autonomy, but at the same time enable us to go beyond our own culture. We will thus become aware of Europe as the new broader and social reality in the near future. In sum, it is understood that the construction of Europe will only be possible if its linguistic and cultural diversity, Europe's unique originality and richness – together with our tradition of social values such as solidarity – is preserved (Vidal, 2007, p. 8 - 9).

Lorenzo (2007) expanded his claims by interpreting Marsh's (2002) propositions as the following : "CLIL is something more than an educational need. The European supranational state in the making since the mid 20<sup>th</sup> Century has been built upon ideals like mobility, economic cohesion, maintenance of cultural diversity and other principles that would be hard to make real without effective and efficient language learning schemes. It is in this regard that CLIL is a European solution to a European need" (p.27) In addition to this Lorenzo (2007) emphasized that "through CLIL, the focus changes from language as a vehicle of culture to language as a means of communication in academic settings"(p. 28). On the official website of the EU (2009), it was announced that "the socio-political tendencies throughout the EU and multilingualistic policies gradually led to a change in European educational systems and consequently paved the way for the implementation of CLIL education".

In the CLIL European Dimension (2002), it was stated that “the recent European experience of CLIL is clearly multi - faceted. (...) It shows the extent to which the approach is used for achieving differing tangible outcomes that may concern development of languages; intercultural knowledge, understanding and skills; preparation for internationalisation and improvement of education itself”(p. 10).

And, in the CLIL European Dimension (2002), it was added that “in the 1950s, dialogue in the early stages of what became the EU focussed on not only language policies, national and supra-national, but also language teaching and learning, and at the same time that there was socio-political dialogue, and statements issued on how policies should be implemented and realised, there was increasing pressure within education to re-evaluate how languages were taught, and perhaps more crucially, how languages were learnt”.

More, in the CLIL European Dimension (2002), it was mentioned that :

In June 1958, an EEC Council Regulation determined which languages were to be used within the EEC. From this point on a clear message was sent out to the education profession, and other stakeholders, that an increasingly integrated Europe would continue to be a plurilingual entity. Integration, and the ensuing human mobility, would require that increasing numbers of ordinary people should be able to learn and use other European languages to a greater or lesser extent.

After 1958, a long period elapsed before issues pertaining to foreign language teaching and learning were given official recognition at the supra-national level. In February 1976, the Education Council listed objectives concerning the teaching and learning of foreign languages and more specifically, promotion of language teaching outside the traditional school system.

It is perhaps coincidental, but the 1970s and 1980s showed not only increasing attention being given within language teaching circles on how we teach what we teach but also at the supra-national level. In other words, in this period both the language teaching profession, and political interest groups, were active in examining language policies and practice within the member states.

In June 1978, the European Commission made a proposal that sought ‘to encourage teaching in schools through the medium of more than one language’. The same proposal also included comment on early language learning, mobility of pupils, and the teaching of foreign languages to less able students in addition to adults in vocational education. Most of these issues would have run directly counter to the orientation of ‘hard option’ practitioners of two decades earlier. In February 1983, the EP tabled a Resolution which called for the European Commission to ‘forward a new programme to improve foreign language teaching’, which was followed by the European Council (Stuttgart) referring to the ‘need to

promote, encourage and facilitate the teaching of the languages of the Member States of the Community' (pp. 50 - 52).

In CLIL the European Dimension (2002), it was also emphasized that “in April 1984, the EP issued a Resolution asking for ‘measures promoting the use of Community languages to be encouraged’, and in June of that year the Education Council concluded that there was a need to ‘give fresh impetus to the teaching and learning of foreign languages” (p. 52).

According to the historical developments from the point of the EU’s language policy and plans, in the CLIL the European Dimension (2002), it was stated that “the foreign language teaching profession, now fully engaged in trying to achieve communicative language teaching outcomes, where possible, was beginning to talk of different types of competence in language learning. In other words, successful foreign language learning was not just being viewed in terms of achieving a high level of fluency, but also in relation to learning some partial competence linked to active use of the language. This revised perspective on the core value of language learning could be viewed as culminating in the 2001 production of the **CEFR** and the **ELP**” (p. 52).

In the CLIL the European Dimension (2002), it was stated as follows :

In April 1985 the European Council noted the importance of ‘acquisition by its citizens of a practical knowledge of other Community languages’ and argued that this should be ‘encouraged from an early age’. At the same time it recommended that a maximum number of pupils should learn ‘two foreign languages and should have the opportunity to take part in exchanges’. In September 1985, the Education Council again reported the need to ‘take measures to promote the teaching of foreign languages’.

One could argue that the immediacy and relevance of identifying and implementing such extra means of delivery can be seen in the EU documentation from 1988-2002. In 1988, The Education Council and EP produced several statements on languages, specifically with regard to the teaching of foreign languages from an early age, and student/teacher exchanges. By definition, much introduction of foreign languages to early learners would require combining the teaching of non-language content and language because of the structure and nature of pre-school and primary level schooling.

Programmes like Lingua, Leonardo da Vinci and Socrates , amongst others, were instrumental in offering possibilities in the development of innovative language

teaching. The Council of Education Ministers Resolution of 1995 states the need for citizens to 'acquire and keep up their ability to communicate in at least two community languages in addition to their mother tongue'. In so doing it follows an earlier draft resolution mentioning, in the context of promoting innovative methods in schools and universities, the teaching of subjects other than languages in foreign languages. It also explicitly refers to CLIL, and links to the Maastricht Treaty of 1992, which includes comment on the significance of enhancing linguistic diversity and languages education (pp. 52 - 53).

Eurydice (2006) reported that "for many years now, language teaching has featured prominently in Community recommendations regarding education . The promotion of linguistic diversity in education and training has always been an important consideration in planning the successful construction of Europe" (p. 9). Besides, Eurydice (2006) mentioned that "yet it was not until the 1990s that discussion of language learning in the European institutions led to realisation of the need to explore innovative teaching methods, and this was to be reflected in the Lingua programme which declared the importance of 'promoting innovation in methods of foreign language training" (p. 8).

According to the study of Eurydice, it was also reported that :

In this context, several initiatives have been launched by the EU in the field of CLIL. This 1990s also revealed increasing interest and attention being given to initiatives involving teaching and learning through a foreign language by professional groups in foreign languages education.

One of the first pieces of legislation regarding European cooperation in CLIL is the 1995 Resolution of the Council . It refers to the promotion of innovative methods and, in particular, to 'the teaching of classes in a foreign language for disciplines other than languages, providing bilingual teaching'. It also proposes improving the quality of training for language teachers by 'encouraging the exchange with Member States of higher education students working as language assistants in schools, endeavouring to give priority to prospective language teachers or those called upon to teach their subject in a language other than their own'.

In the same year, in its White Paper on education and training (Teaching and Learning – Towards the Learning Society), the European Commission focused on the importance of innovative ideas and the most effective practices for helping all EU citizens to become proficient in three European languages. With reference to these ideas the Commission stated that '... it could even be argued that secondary school pupils should study certain subjects in the first foreign language learned, as is the case in the European schools' (p. 8).



In CLIL the European Dimension (2002), it was stated that “the 1996 Green Paper on mobility, the 1997 Council of Education Ministers Resolution on early learning and diversification of supply of languages, the European Council Presidency statement of 2000 on lifelong learning, and Council Resolution of December 2000 on the development of multilingualism, all indicate that this decade was characterized by discussion on how to harness education, and specifically the learning of languages, so as to support socio-economic goals and visions” (p. 53).

Eurydice (2006) emphasized that “in 2001, the European Year of Languages certainly helped draw attention to the fact that the promotion of language learning and linguistic diversity may be achieved through a wide variety of approaches, including CLIL type provision”, and clearly underlined that “in March 2002, the Barcelona European Council sought to boost language learning in calling for a sustained effort on the part of the Member States and the European Commission to ensure teaching of at least two foreign languages from a very early age. According to Eurydice (2006), following this request (together with that of the February 2002 Education Council), the Commission in 2003 launched its Action Plan 2004-2006. Under the Plan, CLIL provision is cited as having ‘a major contribution to make to the Union’s language learning goals’ (p. 9).

In CLIL the European Dimension (2002), it was stated that “the European Commission was linked to many of differing professional interest groups like the first European Networks in Bilingual Education symposium in 1996, closely followed by the founding of the EUROCLIC in 1996, the CeiLINK think tank of 1998, a range of development project outcomes (Lingua Socrates) from 1997-2001, including the launching of the CLIL Compendium in 2001” (p. 53).

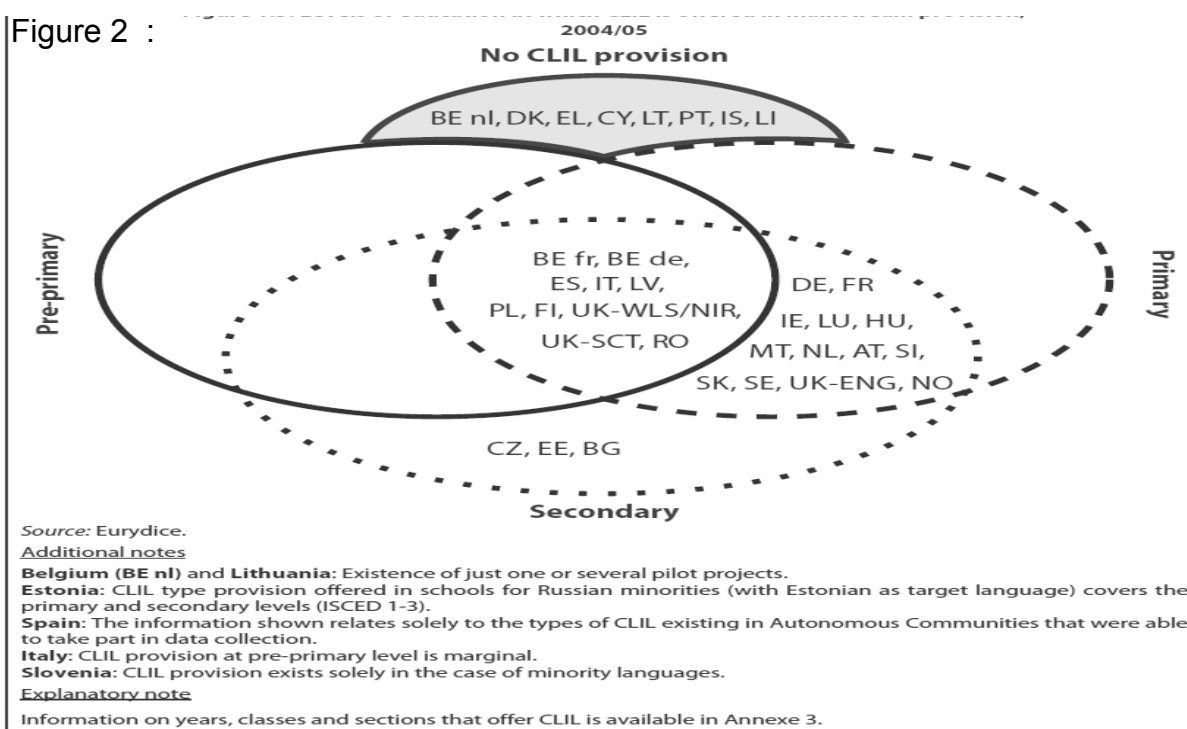
Furthermore, in CLIL the European Dimension (2002), it was emphasized that :

At the same time the CoE was holding workshops both with and through the ECML in Graz to examine the implications of the approach which it has referred to as ‘bilingual education’ and ‘teaching non-language subjects through a foreign language’ This interest, corresponding closely in time to European Commission co-

funded initiatives, although often differing in scope, resulted in the publication of a number of documents from 1995-1998. Some of these were published by the CDCC of the CoE and others by the affiliated ECML of the CoE.

These reports show a trend towards replacing the long-standing term bilingual education with other alternatives such as 'learning and teaching non-language subjects through a foreign language, and the increasingly adopted CLIL (p. 53).

Maljers, Marsh and Wolff (2007) reported that “the period from 2004 to 2014 is considered as CLIL’s “second decade of development” in Europe. In this phase, researchers and experts focus particularly on “competence-building tools for teachers” and “capacity-building frameworks for schools”. In the Figure 2 “the Implications of CLIL” given below by Eurydice (2006) it could be seen that in 2004 / 05 CLIL programmes are implemented in nearly all EU member states.



Cravo (2009) claimed that “there are an increased number of countries adopting CLIL type provision in comparison to previous years in accordance with the Key Data Report. Countries in which CLIL was not formerly provided have now started to implement pilot projects and countries such as Spain and Poland, in which pilot projects proved to be successful, are now including CLIL in mainstream education” (p. 6). Besides, Cravo (2009) underlined that “in 2006/2007 there was still no CLIL type provision in six countries: Belgium (Flemish Community), Denmark, Greece,

Cyprus, Iceland, and **Turkey**. From 2007 / 2008 CLIL-type provision was being implemented within pilot-projects in Belgium (Belgium Community) and in Denmark foreign literature courses could be delivered in a foreign language in upper secondary level” (p. 7).

Cravo cited from the 2008 Key Data on Teaching Languages at School in Europe Report and mentioned that :

The Report demonstrates that CLIL delivery is increasing in the primary sector. In the great majority of European countries, certain schools offer CLIL in primary and general secondary education, but it is not widespread. Luxembourg and Malta are the only countries in which CLIL type provision takes place in all schools. In the majority of countries that offer CLIL as an integral part of mainstream education, there are no official requirements for admission to CLIL. However in seven countries (Bulgaria, Romania, Poland, Hungary, Portugal, Slovakia and Netherlands) there assessment criteria for admission to CLIL-type programmes have been established. These assessment criteria can be based on students' general knowledge of all subjects of the curriculum, their proficiency in the CLIL language, or their knowledge of the one or more subjects for which the target language will be used, according to the Key Data Report (Cravo, 2009, p. 7).

In CLIL the European Dimension (2002), it was stated that “through appropriate delivery learners are able to have dual - focussed teaching which enhances learning of both subject content and the language itself”; and stressed that “it is viewed as a pragmatic solution which could help reach the European Council’s target of making education and training systems a world reference by 2010 on the basis of improving quality, providing universal access and opening up to world dimensions” (p. 49).

In Many Tongues One Family (2004), it was stated as follows :

The EU eagerly seeks improvement in foreign language education with the aim to create an atmosphere of unity and also to strengthen the economy :  
The EU actively encourages its citizens to learn other European languages, both for reasons of professional and personal mobility within its single market, and as a force for cross-cultural contacts and mutual understanding. (...) The ability to understand and communicate in more than one language (...) is a desirable life-skill for all European citizens. Learning and speaking other languages (...) improves cognitive skills and strengthens learners' mother tongue skills; it enables

us to take advantage of the freedom to work or study in another Member State (pp. 3 - 15).

In addition to the ideas stated above Munoz (2002) claimed that “the CLIL approach is directly relevant for the Commission’s objective of improving the learning of European languages in its member states”, and added that “CLIL is relevant for the Commission’s objective that all European citizens should have competence in two European languages on top of their mother tongue or national language(s)” (p.35) .

As Lorenzo (2007) cited from Eurobarometers (European Commission 2000;2006) showed facts like that “less than half of students taking languages ended school with some competence and that if languages are not learned at school, they are rarely learned later in life that being the case, as an offshoot of bilingual teaching CLIL brought better language education to the European arena”, and emphasised that “Council Resolutions and official journal communications have swamped European legislation since the early nineties. In them CLIL is very often referred to as a response to multilingualism at the same time that multilingualism is mentioned as being at the core of the European Project” (p. 29). Beyond these, he expanded his views by reminding Orban’s (2007) claims “Multilingualism touches the very substance of European identity, its values and challenges ahead; integration, competitiveness, inclusiveness, cohesion, mobility, transparency and democracy are intimately linked to multilingualism” (p. 29).

Furthermore, Lorenzo (2007) put forward that “what lies behind this proclamation about multilingualism and CLIL is a number of key features that shape the European ideology of languages”, and underlined that “in so far as CLIL stems from or at least is compatible with such principles” (p. 29). According to Lorenzo :

CLIL is officially supported as the adequate approach to language teaching. Via CLIL, it seems feasible to strengthen the three main pillars of the European language ideology:

A European identity should surpass ethnical and national identities, traditionally linked to national language use and national language competence.

The ideal of a mutual search for understanding and a willingness to communicate should preside over all European relations.

Although extreme language diversity can be costly to the point of being economically impractical, zero language diversity policies are from an economically standpoint similarly ill- advised.

(.....) CLIL is accepted as the recommended approach in the compulsory language education whereas CEF is the road – map of language learning, teaching and assessment – the reason is that both of them share the same approach to what language and language learning is. (Lorenzo, 2007 p. 29 – 31)

Besides Lorenzo, Järvinen (2007) mentioned that “bilingual education, i.e. using a foreign language in addition to the students’ first language in teaching non-language subjects has become increasingly popular during the last two or so decades in Europe” (p. 1). Accordingly, Järvinen (2007), strengthened her proposals by summarizing Eurydice (2006) report on CLIL at School in Europe as follows:

Different forms of bilingual education, known as CLIL, are gaining importance and becoming established teaching methods all over Europe. The purpose of this type of provision is to promote plurilingualism and pluriculturalism in Europe which was introduced by the CoE - also shared and manifested in a number of documents published by the EU, such as the White Paper (White Paper on education and training. Teaching and Learning – towards the learning society 1995). The CEFR which is prepared during the 1990’s and published by Cambridge University Press in 2001 is a source of reference, containing a comprehensive description of language proficiency and associated measures of assessment, with the purpose of adding to transparency of language teaching and assessment within the EU (Järvinen, 2007, p. 1).

With regard to those, Järvinen (2007) emphasized that “the White Paper recommended that all Europeans gain proficiency in three Community languages” (p. 2). Moreover, she added that :

As one way to achieve this goal, the White Paper suggests some non-language subjects be studied in the first foreign language (White Paper 1995). The White Paper as well as the more recent initiative, European Commission Action Plan 2004 – 2006, emphasises language learning and linguistic diversity by encouraging the production of innovative ideas and novel approaches to language teaching. As part of the Action Plan 2004 – 2006, both Socrates and Erasmus Actions promoted CLIL type provision, e.g. by financing mobility activities and initiatives related to development and implementation of teaching of subjects in foreign languages (Promoting Language Learning and Linguistic Diversity: An Action Plan 2004 – 2006, Communication from the Commission to the Council, the

European Parliament, the Economic and Social Committee and the Committee of the Regions of 24.07.2003, COM (2003)449 final) (Järvinen, 2007, pp. 2 - 3).

Parallel to the stated ideas, Coyle (2002), affirmed that :

The emergent conceptualisation of CLIL as a European construct in recent years is in my view deeply significant in terms of the European Commission's Language Objectives. Whilst approaches to learning and teaching which impact on more than one language – such as bilingual and immersion education and content-based language instruction - have become embedded in national programmes at the global level, European communities both individually and collectively have had to address the complex specificities of linguistic and cultural diversity. CLIL is central to this diversity whilst remaining constant in its drive to integrate both subject and language learning. Integration is a powerful pedagogic tool which aims to 'safeguard' the subject being taught whilst promoting language as a medium for learning as well as an objective of the learning process itself (Coyle, 2002, p. 27).

The evolution of four principles content, communication, cognition and culture/citizenship - the 4Cs - elevates CLIL to the position of major and significant contributor to the realisation of the European Commission's Language Policy.

#### 2 . 3 . 3 . 1 . European Commission's Support to CLIL

As McKendry (2007) commented on the interpretations of Eurydice (2006) report on CLIL at School in Europe, and pointed out that "CLIL has become important in thinking at the EU language policy level and features in the European Commission's Action Plan for Languages Promoting Language Learning and Linguistic Diversity which prioritises the role of CLIL in enhancing plurilingualism throughout the 27 member states in the EU" (p. 64).

With regard to the idea mentioned above, in the Communication from the Commission to the Council, the EP, the Economic and Social Committee on Promoting Language Learning and Linguistic Diversity : An Action Plan 2004 – 2006 of the Commission of the European Communities (2003), the following actions were planned :

(...) The ability to understand and communicate in other languages is a basic skill for all European citizens. (...) Every European citizen should have meaningful communicative competence in at least two other languages in addition to his or her mother tongue. This is an ambitious goal, but the progress already made by several Member States shows that it is perfectly attainable. (...) Heads of the State and Government in Barcelona in March 2002 recognised the need for EU and Member State action to improve language learning; they called for further action to improve the mastery of basic skills, in particular by teaching at least two foreign languages to all from a very early age. (...) An EP Resolution of 13 December 2001 called for measures to promote language learning and linguistic diversity. On 14 February 2002 the Education Council invited Member States to take concrete steps to promote linguistic diversity and language learning, and invited the European Commission to draw up proposals in these fields. (...) This Action Plan is the European Commission's response to that request. It should be read in conjunction with the Consultation Document Promoting Language Learning and Linguistic Diversity (SEC 2002 12343) which sets out the European Commission's philosophy and the context for the actions proposed. (...) The need to improve the quality of language teaching attracted very broad-based support. More effective mechanisms for ensuring the transparency of language certification were deemed necessary by many. (...) The **CoE** encourages its Member States to reflect upon these responsibilities through a 'language audit' with a view to formulating language education policies that are coherent with the promotion of social inclusion and the development of democratic citizenship in Europe. (...) Content and Language Integrated Learning (CLIL), in which pupils learn a subject through the medium of a foreign language, has a major contribution to make to the Union's language learning goals. It can provide effective opportunities for pupils to use their new language skills now, rather than learn them now for use later. It opens doors on languages for a broader range of learners, nurturing self-confidence in young learners and those who have not responded well to formal language instruction in general education. It provides exposure to the language without requiring extra time in the curriculum, which can be of particular interest in vocational settings. The introduction of CLIL approaches into an institution can be facilitated by the presence of trained teachers who are native speakers of the vehicular language. (> Actions I.2.4 to I.2.7) (...) The Common Reference Scales of the **CoE's CEFR** provide a good basis for schemes to describe individuals' language skills in an objective, practical, transparent and portable manner. Effective mechanisms are needed to regulate the use of these scales by examining bodies. Teachers and others involved in testing language skills need adequate training in the practical application of the Framework. European networks of relevant professionals could do much to help share good practice in this field. The **ELP** can help people to value, and make the most of, all their language skills, howsoever acquired, and to carry on learning languages by themselves (>Actions II.6.1 to II.6.4) (...)

Promoting Content and Language Integrated Learning (CLIL)

I.2.4 The Socrates programme's Lingua action 2 will fund a series of transnational projects for the development and dissemination of new, specific methodologies for teaching subjects through languages other than lingua francas. The Commission will propose that the general Socrates Call for Proposals in 2004 be amended accordingly. (2005)

I.2.5 The Commission will propose that the general Socrates Call for Proposals published in 2004 (Socrates Comenius action 1: school projects) be amended so

as to increase support to schools wishing to introduce a Content and Language Integrated Learning approach. In particular, extended exchanges of teachers between partner schools will be encouraged. (2005 and 2006)

I.2.6 A European conference will be held for decision-takers and inspectors to launch a major new study on the benefits of CLIL. (2004)

I.2.7 The European Eurydice Unit will gather and disseminate information on the availability of CLIL in European education and training systems, based on the collection of available data by its Network. (2005) (pp. 3 – 16)

In addition to that, it was mentioned in CLIL European Dimension (2002) that “the European Commission’s MT+2 formula was referred to in addition to more specific information on the linguistic indicator in which it has been suggested that students should aim to reach at least B2 on the CoE’s CEFR” (p. 59).

Furthermore, in accordance with the ideas mentioned above, Lorenzo (2007) stated that “(...) **CLIL** is accepted as the recommended approach in the compulsory language education whereas **CEFR** is the road – map of language learning, teaching and assessment – the reason is that both of them share the same approach to what language and language learning is” (pp. 29 – 31).

Greere and Rasanen (2008) emphasized that “language learning in **CLIL** must be seen from its functional viewpoint so that relevant learning outcomes can be specified in line with the **CEFR**, and more it should be seen as a continuum of various pedagogical approaches which aim to facilitate learning”(p. 5).

In the introduction made by Figel in CLIL at School in Europe (2006), it was stated that “in this context, what is often referred to as CLIL, is among the examples cited and is of unusual interest, as already noted in the 2004 - 2006 Commission Action Plan for promoting language learning and linguistic diversity. By means of this kind of educational provision, pupils learn school subjects in the curriculum while at the same time exercising and improving their language skills”, and affirmed that “subjects and languages are combined to offer them a better preparation for life in Europe, in which mobility is becoming increasingly more widespread and should be within reach of everyone” (p. 3).



Moreover, in CLIL European Dimension (2002), it was affirmed as follows :

The breadth of European CLIL delivery, five major reasons, and eighteen sub-reasons, have been identified which are linked to learning and development outcomes relating to culture, environment, language, content and learning.

1. The Culture Dimension
  - Building intercultural knowledge & understanding
  - Developing intercultural communication skills
  - Learning about specific neighbouring countries/regions and/or minority groups
  - Introducing the wider cultural context
2. The Environment Dimension
  - Preparing for internationalisation, specifically the EU integration
  - Accessing International Certification
  - Enhancing school profile
3. The Language Dimension
  - Improving overall target language competence
  - Developing oral communication skills
  - Deepening awareness of both mother tongue and target language
  - Developing plurilingual interests and attitudes
  - Introducing a target language
4. The Content Dimension
  - Providing opportunities to study content through different perspectives
  - Accessing subject-specific target language terminology
  - Preparing for future studies and/or working life
5. The Learning Dimension
  - Complementing individual learning strategies
  - Diversifying methods & forms of classroom practice
  - Increasing learner motivation (pp. 66 - 69).

Wolff (2002) stated that “on the whole, in accordance with the dimensions given above, CLIL creates a learning environment which corresponds much better to modern pedagogical principles than do traditional learning environments”, and added that “(.....) Within such a learning environment it will also be possible to reach the goal which is defined in the 1995 White Paper and which many people still regard as utopian: trilingualism for all citizens of the European Union” (p. 48). In the CLIL Dimension (2002), it was strongly emphasized that “CLIL is viewed as a pragmatic solution which could help reach the European Council’s target of making education and training systems a world reference by 2010 on the basis of improving quality, providing universal access and opening up to world dimensions” (p. 49).

## **2 . 4 . Turkey as a Candidate to the EU**

On the official website of the Ministry of Culture and Tourism of Turkey (hereafter MCT) (2009), it was affirmed that “founding of the Turkish Republic had been heralded by the opening of the Turkish Grand National Assembly (hereafter TGNA) in Ankara on 23 April 1920. The TGNA's successful administration during the Independence War had secured the founding of the new Turkish State. The Caliphate and the Sultanate (monarchy) separated from each other and the Sultanate was abolished on 1 November 1922. Therefore, the administrative ties with the Ottoman Empire were broken”. On the official website of Eurydice, in the report on the Organization of Education System in Turkey 2008/09 (2008), it was underlined that “after the War of Independence and subsequent to the conclusion of the Lausanne Peace Treaty, arrangements in domestic policies were prioritized. In this context, Ankara is declared as the new capital which is one of the most significant revolutions of the Turkish political history was realized” (p. 9). Moreover, on the official website of the MCT (2009), it was reported that “the modern Turkey is founded on 29 October, 1923 by the declaration of the Republic and Mustafa Kemal introduced as the founder and first president of the new state as a result of the presidential election held by the TGNA”. In the report on the Structures of Education, Vocational Training and Adult Education Systems in Europe – Turkey 2008 prepared for the Eurydice, it is stated that “with the declaration of the Republic, the regime of the new Turkish state founded during the War of Independence had been denominated” (p. 7) and on the official website of the MCT (2009) it was strongly underlined that “the principles stated by Atatürk as ‘sovereignty only and unconditionally belongs to the Turkish Nation’ and ‘peace at home, peace in the world’ are the raising fundamentals of the Turkish Republic”. In the report on the Organization of Education System in Turkey 2008/09 (2008), it was determined that “the characteristics of the young Republic were crystallized by three significant reform laws adopted and put into force with the Law Number 429, 430 and 431 on 03 March, 1924, which are: the Abolition of the Ministry of Religious Affairs and Charitable Foundations; the Abolishment of the Caliphate; and the Unification of Education” (p. 10).

In addition to the mentioned above, Nohl (2008) stated as follows clearly :

Education has always played a major role in modern Turkey. At times education has been an important tool for both adapting people to social change (e.g. economic reforms) as well as bringing about transformations in society (e.g. nation building). At other times the importance of education has been reduced to a – albeit potent – tool in political discourse (e.g. in some of the debates on secularization). In both these ways education is tightly interconnected with society, including its political and economic systems. (...) Social, political and economic trajectories constitute the background against which the education system gains its significance – and vice versa (Nohl, 2008, p. 15).

According to the report on the Organization of Education System in Turkey 2008/09 (2008), it was affirmed that “within the framework of the foregoing laws; the national sovereignty and secular characteristic of the Republic is introduced and the foundations of an education system based on national culture, national solidarity and scientific principles were settled. During the early years of the Republic, Atatürk and his colleagues initiated the modernization efforts so as to ensure eternal existence and independence of the new Turkish State and to bring Turkey to the level of contemporary civilizations” (p. 7). On the official website of the MCT (2009), it was mentioned as follows :

Those reforms can be put under five main topics:

1. Political Reforms

Abolishment of the Sultanate (1 November 1922)

Declaration of the Republic (29 October 1923)

Abolishment of Caliphate (3 March 1924)

2. Social Reforms

Women were given equal rights with men (1926-1934)

The Revolution of Headgear and Outfit (25 November 1925)

Closing of dervish lodges and shrines (30 November 1925)

The surname law (21 June 1934)

Abolishment of nicknames, pious and royal titles (26 November 1934)

Adoption of the International calendar, time and measurements (1925-1931)

3. Juridical Reforms

Abolishment of the Canon Law (1924-1937)

Instating the new Turkish Civil Code and the other legislation to suit secular order (1924 - 1937)

#### 4. Educational and Cultural Reforms

Integration of education (3 March 1924)

Adoption of the new Turkish alphabet (1 November 1928)

Establishment of the Turkish Language and Historical Societies (1931-1932)

Organization of the university education (31 May 1933).

Innovations in fine arts

#### 5. Economical Reforms

Abolishment of old taxation laws.

Encouragement of the farmers.

Establishment of model farms.

Legislation of the Encouragement of the Industry Law and establishment of Industrial Corporations.

Implementing First and Second Development Plans (1933-1937), construction of new highways to reach every corner of the country. (MCT, 2009)

With regard to the revolutions and reforms mentioned above, in the report on Structures of Education, Vocational Training and Adult Education Systems in Europe (2008), it was underlined that “within approximately 15 years between the foundation of the Republic and death of Atatürk, the reforms undertaken regarding social life, jurisprudence and education ensured significant progress in making of contemporary secular and democratic society” (p. 10).

In Volume 26 of the European Studies in Education – Education in Turkey (2008), Nohl et. al. underlined that “the extensive reforms initiated by Mustafa Kemal, whom the Turks call ‘Atatürk – the Father of Turks’, in the early years of the Turkish Republic (the 1920s and 1930s) were essentially based on western ideas of education in general and European philosophies in particular” (p. 8).

After Atatürk, the Republic decided to maintain political, social, economical, legislative, juridical, educational, cultural and industrial developments. Especially after the World War II, with the declaration of plural democracy in 1945 and after 1950's, these reforms affected the citizens' daily life deeper than ever. The planned development period in Turkey commenced after 1963 and still in progress with the 9<sup>th</sup> Development Plan (2007-2013).

#### **2 . 4 . 1 . A Brief Summary of the Current Legislative and Executive Educational Structure in Turkey**

According to the report on the Organisation of the Education System in Turkey 2008/09 (2008), it was mentioned that "in the course of integration with the modern world, Turkey is member to many international organizations at global and regional levels. Some of these international organizations are; UN, the United Nations Educational, Scientific and Cultural Organization (UNESCO), the United Nations International Children's Emergency Fund (UNICEF), World Health Organization (WHO), OECD, NATO, CoE, EU (candidate state 2003), Organization of Islamic Conference (OIC) Standing Committee on Economic and Trade Cooperation (COMCEC), Economic Cooperation Organization (ECO), Organization of the Black Sea Economic Cooperation (BSEC), G-20, World Trade Organization (WTO), International Monetary Fund (IMF), World Bank (WB) and so on" (p. 12). Besides, in the same report, it was claimed that :

Turning its face towards the "Western World" upon foundation of the Republic, Turkey established close relationships with the USA and the European countries. At the same time, Turkey maintains well built relations with the Middle Eastern and Eurasian countries depending on deep historical and cultural connections. Relations between Turkey and the EU have been started on 31 July 1959, when the former applied to the EEC for partnership. It was followed by Ankara Agreement dated 12 September 1963 and European Council Final Document dated 17 December 2004. Turkey, as "candidate country" is still maintaining its relations with the EU ( p. 12).

The Turkish Republic is structurally democratic and secular. Accordingly, in the 1982 Constitution of the Turkish Republic, it was stated as follows :

The Turkish state is a republic. (Article 1) The Republic of Turkey is a democratic, secular and social state governed by the rule of law, bearing in mind that the concepts of public peace, national solidarity and justice; respecting human rights; loyal to the nationalism of Atatürk; and based on the fundamental tenets set forth in the Preamble (Article 2). The Turkish state, with its territory and nation, is an indivisible entity. Its language is Turkish... (Article 3). The Turkish public administration is regulated according to the principle separation of powers. In this context, the legislative power is vested in the TGNA (Article 7), the executive power is exercised by the President of the Republic and the

Council of Ministers (Article 8); and the judicial power is exercised by the independent courts (Article 10) which are unchangeable features determined the whole system and sure all the implications in the related fields.

Depending on the general frames affirmed in the Articles 2 and 3, Part 2 of the 1982 Constitution defined the Fundamental Rights, and Article 42 under the title of the Right and Duty of Training and Education determined and arranged the characteristics of the national education and so the system in Turkey. In Article 42 of the 1982 Constitution, it was clearly and strongly emphasized that :

No one shall be deprived of the right of learning and education.

The scope of the right to education shall be defined and regulated by law.

Training and education shall be conducted along the lines of the principles and reforms of Atatürk, on the basis of contemporary science and educational methods, under the supervision and control of the State. Institutions of training and education contravening these provisions shall not be established.

The freedom of training and education does not relieve the individual from loyalty to the Constitution.

Primary education is compulsory for all citizens of both sexes and is free of charge in State schools.

The principles governing the functioning of private primary and secondary schools shall be regulated by law in keeping with the standards set for State schools.

The State shall provide scholarships and other means of assistance to enable students of merit lacking financial means to continue their education. The State shall take necessary measures to rehabilitate those in need of special training so as to render such people useful to society.

Training, education, research, and study are the only activities that shall be pursued at institutions of training and education. These activities shall not be obstructed in any way.

No language other than Turkish shall be taught as a mother tongue to Turkish citizens at any institutions of training or education. Foreign languages to be taught in institutions of training and education and the rules to be followed by schools conducting training and education in a foreign language shall be determined by law. The provisions of international treaties are reserved. (Article 42)

In parallel with the main goals and objectives of the Republic determined in the 1982 Constitution, the Fundamental Law on Education (1973) - the articles from 4 to 17 - underlined the basic principles of Turkish national education are as follows: 'universality and equality', 'individual and social needs', 'orientation', 'right to education', 'equality of opportunity', 'continuity in education', 'Atatürk's Reforms, Atatürk's Principles and Atatürk's Nationalism', 'education for democracy',

'secularism', 'scientific approach to education', 'planned education', 'coeducation', 'school – parent cooperation' and 'education everywhere'.

With regard to the 1982 Constitution, the fundamental laws on education are prepared and put into force in time. All these laws are implemented under the control of the MoNE. According to the Law on the Organization and Tasks of the Ministry of National Education, the Articles 3 and 4 determined the central organization of the Ministry comprises of the Authority of Ministry, the Turkish Education Board (hereafter TEB), main service units, counselling and supervision units, auxiliary units and permanent boards. In the same law, articles 5, 6 and 7 were on :

The Authority of Ministry is chaired by the Minister. The Minister is responsible from the execution of the services offered by the ministry in compliance with the legislation, general politics and national security politics of the government, development plans and annual programs and ensures cooperation and coordination with other ministries and institutions for related issues. The senior bureaucrat of the Ministry is the Undersecretary. The Undersecretary is the deputy minister and is responsible from organizing and execution of the services offered by the ministry in compliance with the objectives and policies of the Ministry, development plans, annual programs and provisions of the legislations for and on behalf of the Minister. It is possible to commission Deputy Undersecretaries in order to assist to the Undersecretary for execution of his functions.

TEB functions as directly affiliated to the Minister and is the most proximate scientific advisory and decision taking body of the Minister. TEB comprises of 1 Chairman and 14 members. As it is described in the law, the structure of TEB comprises of Education and Curriculum Department, Department of Administrative Affairs, Department of Principles and Education System, Department of Projects and Inspection, Central Directorate of Educational Materials Development and Review Board, Branch Directorate for Board Affairs and Special Expertise Commissions. The Board assists the Minister for every issue associated with education and deliver opinion. The main functions of the Board were defined in the Law on the Organization and Tasks of the Ministry of National Education (1973) as follows:

Performs research on education system, curriculums and educational materials, ensures development for the same and ratifies implementation decisions.  
Prints or procures textbooks and auxiliary textbooks according to curricula.  
Reviews, develops and ratifies curricula and textbooks, auxiliary textbooks, teacher's guidebooks drafted by Ministerial units found suitable.  
Monitors domestic and foreign education trends, delivers opinion on cultural exchange and education protocols.  
Takes necessary measures for educating youngsters according to the principles of the Republic and consolidate national discipline in schools.  
Adopts resolutions for ensuring enhancement of quality in profession of teaching and administration (Article 55).

The Turkish education system serves through the framework of numerous legal arrangements at various levels. Some of the legal arrangements as laws on education currently in force are as follows:

The Law on Unification of Education (No : 430) adopted and put into force on 03 March, 1924 designates the main aspects for general organization and administration of educational system. The main features of the general organization and administration of the education system during the Republican Period were determined with this law. Regarding the organization and administration of the education, the law bearing the meaning 'Unification of Education' stipulated abolishment of the Madrasas, attachment of all education – teaching and scientific institutions to the Ministry of Education in order to assure centralized execution of educational affairs and all arrangements associated with administration of education were assigned to the authority of the MoNE. In addition to the unification, the Alphabet Law entered into force 01 November, 1928. The law introduced the new Latin alphabet and stipulated application of Latin letters used in majority of the other states and indicated to be easier with respect to learning and usage in lieu of the Arabic letters that are not suitable for usage with the Turkish language.

Law on Primary Education and Training (No. 222) entered into force in 1961 is of importance as it is the first law adopted for primary education. The law reiterated compulsory and free primary education in state schools and regulated matters such as organization, primary education officials in provinces, times for starting



and finishing education in primary education institutions, admission and enrollment affairs, attendance to school, building plot affairs for schools, incomes and expenditures of primary education, etc. Besides, Lengthening the Term of Compulsory Education: (No. 4306) Law announced on 18.08.1997 stipulates increase in the duration of compulsory education to 8 years and undertaking primary education in integrity (merger of primary education and lower secondary education institutions) is adopted and entered into force.

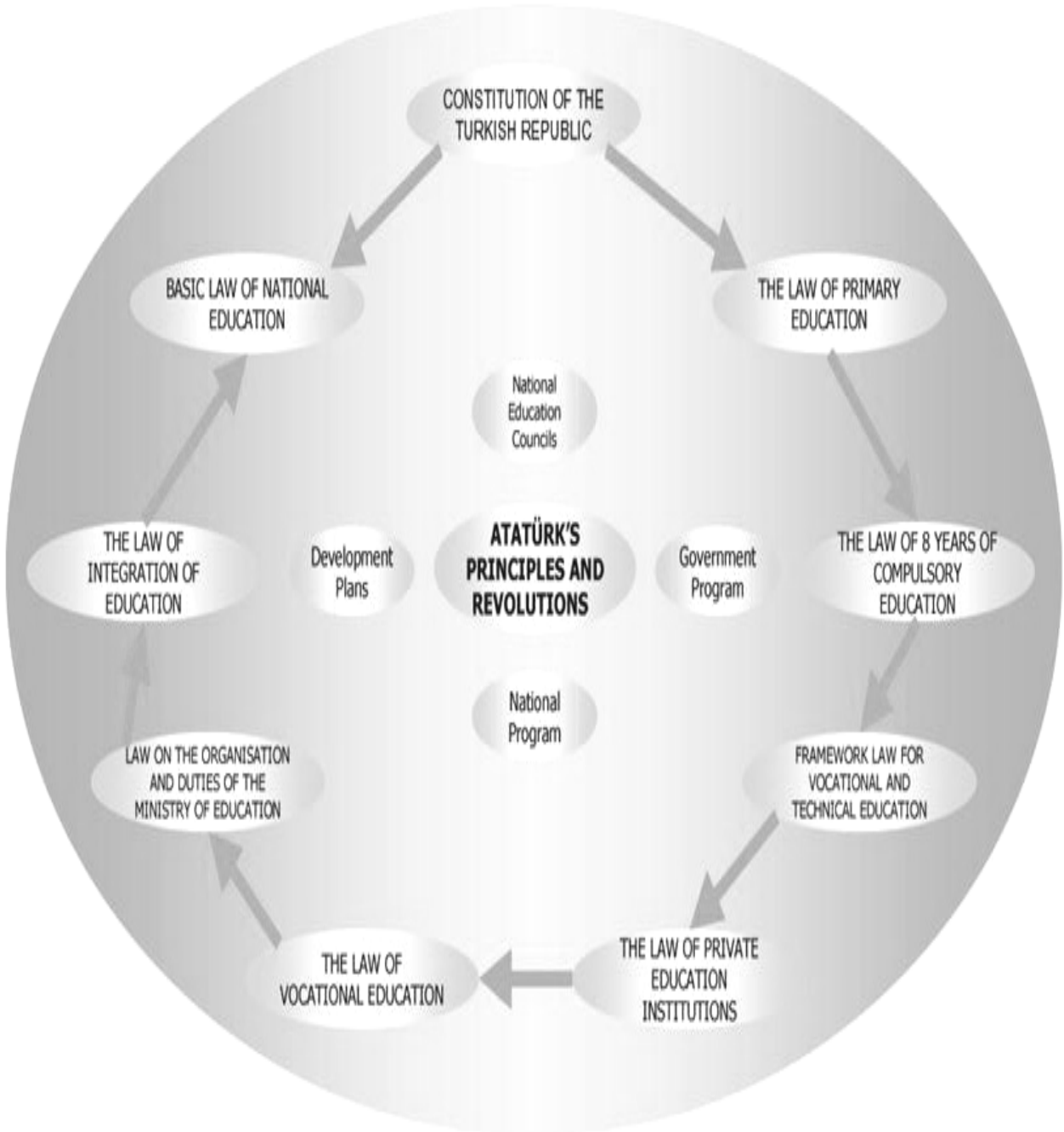
The law undertaking the Turkish education system in integrity is the Fundamental Law on National Education (No. 1739) entered into force in 1973. The law undertakes the formal and mass education system. According to Article 18 of this law, the Turkish national Education System is formed with two main sections as formal education and non-formal education. The formal education encloses pre-school education, primary education, upper secondary education and tertiary education institutions in integrity. The non-formal education includes all of the educational activities organized besides or out of formal education. Besides, the law regulating the organizational structure of MoNE, named as the Law on the Organization and the Tasks of Ministry of National Education (No. 3797) is put into force in 1992.

The Law on Foreign Language Education (No. 2923) announced on 14.10.1983. The Law determines the principles associated with the foreign languages to be taught in educational institutions of all levels and the principles that the education institutions teaching in foreign language shall be subject to. The 2<sup>nd</sup> Article of the Law (2) stated that :

The foreign languages to be taught in Turkey are determined with the resolution of the Board of Ministers,  
History of the Revolution and Principles of Atatük, Language Skills, Turkish Literature, History, Geography, Social Issues, Religion and Ethics courses and other courses relating to Turkish Culture cannot be taught in foreign language,  
The courses and the schools to offer education in foreign language amongst the primary, secondary and non - formal education institutions are determined by the MoNE.

Figure 3 :

**PRINCIPLES REGULATING THE EDUCATION SYSTEM**



Source : Ministry of National Education

## 2 . 4 . 2 . Turkish Primary Education

Primary education is always in the center of the Turkish national education. Since, most of the pupils (with their parents) and sure the teachers are in primary education. Turkey's population is currently estimated at 72,5 million (TÜİK, 2010), of whom about 45 million are under the age of 20 (according to the Report on Structures of Education, Vocational Training and Adult Education Systems in Europe - 2008 -, 26.4 % of total population is under the age of 14, p.7). In 2008, there were approximately 10,5 million individuals of primary school age – with teachers and parents approximately 33 million people - in Turkey, more than the entire population of many countries in Europe including Belgium, Greece, Portugal, Sweeden and Ireland. In the following two tables given below showed the recent statistics and the numbers in relation with the primary education.

Table 1 : The MoNE with Numbers (2008 – 2009)

	School		Students		Teachers
	Public	Private	Public	Private	
<b>Primary Education</b>	32.861	907	10.123.457	239.988	453.318
<b>Secondary Education</b>	7.864	810	3.216.847	112.275	193.255
<b>TOTAL</b>	<b>42.442</b>		<b>13.692.567</b>		<b>646.573</b>

Source : Structure of Turkish National Education System, MoNE, 2008

According to the Law on Primary Education and Training (No. 222) - Articles 1,2,3,7 and 46, and the Amendment (No : 4306) - Article 1, it was described that “primary education in Turkey is compulsory for male and female students, lasts 8 years and is free in state schools. The age of compulsory education encloses children of age between 6 to 14. This age starts in September of the year that the child completes age 5 and ends by the end of academic year when the child completes age 14 and enters age 15. The children failing to graduate from school even if they reach to the end of compulsory education period are granted maximum four further years for education”.

Table 2 : The General Statistics of Primary Education between 2003 – 2008 in Turkey

Indicator	2003-04	2004-05	2005-06	2006-07	2007-08
Number of students	10.479.538	10.565.389	10.673.935	10.846.930	10.870.570
Male	5.558.195	5.587.775	5.615.591	5.684.609	5.676.872
Female	4.921.343	4.977.614	5.058.344	5.162.321	5.193.698
Number of teacher	384.170	401.288	389.859	402.829	445.452
Male	211.527	216.678	207.223	209.366	223.406
Female	172.643	184.610	182.636	193.463	222.046
Schooling rate, gross (%)	96,30	95,74	95,59	96,34	104,54
Male	100,31	99,48	98,83	99,21	106,41
Female	92,14	91,85	92,24	93,37	102,57
Schooling rate, net (%)	90,21	89,66	89,77	90,13	97,37
Male	93,41	92,58	92,29	92,25	98,53
Female	86,89	86,63	87,16	87,93	96,14
Number of pupils per teacher	27,28	26,33	27,38	26,93	24,40
Number of schools	36.114	35.611	34.990	34.656	34.093
Number of branches <sup>1</sup>	386.879	380.126	382.061	387.351	392.521
Number of classrooms	279.289	286.290	297.000	307.511	315.887
Number of new entrants	1.347.093	1.374.609	1.358.326	1.378.236	1.343.308
Male	703.298	714.521	703.847	711.698	696.299
Female	643.795	660.088	654.479	666.538	647.009
Number of last year graduates	1.165.489	1.136.448	1.125.012	1.108.986	1.130.599
Male	647.115	622.053	615.314	598.835	605.503
Female	518.404	514.395	509.698	510.151	525.096
Number of pupils in repeat	284.697	287.773	...	...	...
Male	130.305	149.170	...	...	...
Female	154.392	138.603	...	...	...
Number of dropout pupils	71.801	52.222	...	...	...
Male	30.884	23.322	...	...	...
Female	40.917	28.900	...	...	...

Notes:

- (1) As some schools perform double shift education number of branches exceeds number of classrooms.
- (2) Number of the students in repeat and dropout are obtained from MEB Strateji Geliştirme Başkanlığı.

Bibliography: MEB Sayısal Veriler 2003-2004, 2004-2005

Bibliography: Milli Eğitim İstatistikleri: Örgün Eğitim 2006-2007

Bibliography: Milli Eğitim İstatistikleri: Örgün Eğitim 2007-2008

Bibliography: Türkiye Eğitim İstatistikleri 2005-2006

Institutions: Strategy Development Presidency

Primary education is on the focus of national agenda at present like in all European countries. The general and specific objectives and basic principles of the Turkish National Education, aims and duties of each educational level is determined by the Fundamental Law on National Education (1973). Depend on these general objectives and principles, the aims and duties of primary education in Article 23 of the same law were determined as:

To acquire every Turkish children basic knowledge, skills, behaviours and habits necessary to be a good citizen; educate them appropriate in the national moral sense,

To prepare every Turkish children to upper education by means of developing them in their interests, abilities and talents.

Article 5 of the Regulation on Primary Education Institutions (1992) defined the objectives of the primary education more comprehensively. The regulation also highlights objectives such as assisting to get acquainted with the national and universal cultural assets and embrace the same, develop multi dimensionally, use contemporary technologies effectively, get acquainted with the nature and preserve it, learn about the techniques of accessing the knowledge, improving scientific thinking, entrepreneurship and creative minds etc.

In the official Introductory Handbook of Primary Education Programs of 1-5 Grades of TEB's, Karip et. al. (2005) emphasized that :

Primary education programs are renovated by means of revisions and started to be applied gradually from 2005-2006 educational year. In the course of preparation of new primary education curriculum programs; cognitive and constructivist learning approaches are taken into consideration. As parallel to this, alternative assessment approaches (performance assessment, preparation of product file, monitoring of sensory development, utilization of various measures, etc.) based on constructivist learning theories are taken into consideration in the course of evaluation and assessment process.

The vision of the curriculum is to educate content citizens of Turkish Republic adopting the principles and reforms of Atatürk, equipped with fundamental democratic assets, with developed searching and questioning skills, critical thinking, problem solving and decision making skills despite the individual differences, endeavouring to learn lifelong and respectful to human rights. Accurate and effective usage skills of Turkish, critical thinking skills, creative thinking skills, communication skills, problem solving skills, searching and questioning skills, utilization of information technologies and entrepreneurship are the common fundamental skills of the new primary education curriculum (Karip et. al., 2005, pp. 11-24).

In the report on the Educational System in Turkey 2006/2007 of the Directorate General for Education and Culture of the European Commission (hereafter DGEC) (2008): it was underlined that :

The perspectives from which the Turkish education system is viewed are without doubt is mainly characterized by Western sensitivities, interests and patterns of perception. In the central document that recommends the opening of accession negotiations with Turkey, the European Commission goes as far as to advocate an improvement of Turkish education system so as to satisfy the growing demand for a well – trained workforce in Europe. The paper states, for instance, that the population dynamics of Turkey could make a contribution to offsetting the ageing of EU societies. In this context, the EU also has a great interest in that reforms and investments should be made in education and training in Turkey over the next decade.(...) Primary education is oriented towards Europe – at least at the level of political statements. In a press released by the ministry of education published on 12 August 2004 on the introduction of a new curriculum the minister is cited as follows: With the new curriculum, the strictly behavioristic programme has been replaced by a cognitive, constructivist approach. EU standards have been observed.(...) The European Commission, too, pays special attention to this curriculum, emphasizing , apart from a change in methodology from behaviouristic to constructivist learning paradigms, the adherence to “EU educational standards. (pp. 5 - 97)

As Nohl (2008), cited from the study of Inspection and Evaluation Report on the New Education Programs (2005), reminded that “in a press release by the ministry of education published on 12 August 2004 on the introduction of a new curriculum, the minister is cited as follows: With the new curriculum, the strictly behaviouristic programme has been replaced by a cognitive, constructivist approach. **EU** standards have been observed” (p. 9), and emphasized that “the central objective of the new curriculum is no doubt to attempt to shift students from the role of listeners that practice and answer questions to an active role, enabling them to develop their own cognitive structure through activities that aim at enquiring, problem solving, scientifically working with and assessing knowledge” (p. 42).

In the 2005 Progress Report for Turkey on Implementing the Education and Training 2010 - Modernisation of the Education and Training Systems Towards the 2010 common goals: Turkey - , it was affirmed that “current reform efforts are quite comprehensive taking a holistic approach to improve quality and relevance of education and training. (...) The curriculum reform of primary and secondary education includes a package of key competencies, skills and values which forms a basis for employment, inclusion in social life, lifelong learning, personal fulfillment and development” (p. 4).

In the same report (2005), it was strongly underlined that :

Curriculum development is a top priority as stated in Urgent Action Plan of the government. Curriculum development activities have been financed partly from MoNE's own resources and partly from a number of projects funded by the EU and the WB. Curriculum reform involves major changes from Grade 1 thru Grade 12 and all of the programs at upper secondary education level.(...) If the curricula are not relevant to economy and democracy or not up to date with scientific, social and cultural changes, improvement in management and teacher training components could only marginally contribute to overall development of basic education for a knowledge-based society. After extensive review of findings from international comparative data and national/local studies, all stakeholders agreed that curriculum reform is a national priority;

1. To increase relevance of instruction to economy and democracy,
2. To ensure a balance of gender issues in teaching-learning process,
3. To align curricular content and structure with Lisbon objectives in terms of "European reference framework" for basic skills and key competencies,
4. To ensure integrity of curricular content, structure and approaches thru the basic education from first grade to eight grade as well as appropriate linkages across subjects at each grade level,
5. To update curriculum in concert with developments in educational sciences and subject areas,
6. To increase the flexibility of the curriculum that the content and instructional strategies can be adapted to local situations,
7. To increase equality of opportunity by designing a more flexible curriculum, and
8. To establish multi-level, skill-concept-learning strategy relations in the curricular content. (...)

There are eight key competencies clearly defined in new curriculum, must be common competencies for all citizens, regardless of the education programs they are enrolled in. These competencies including critical thinking, creativity, communication, research and reasoning, problem solving, information and communication technology skills, entrepreneurship and communication are defined as key competencies across all subjects through the entire curricula of basic education and secondary education. In addition to these key competencies, seven interdisciplinary learning domains are defined: (1) disaster awareness and safe living, (2) entrepreneurship, (3) human rights and citizenship, (4) special education, (5) guidance, (6) health culture, and (7) sports culture and Olympic education. These key competencies and inter-disciplinary learning domains together provide initial lifelong learning skills and competencies in basic education and then facilitate the further development of lifelong learning at the secondary education level. Regardless of an individual's vocational or educational path to follow, lifelong learning skills/competencies acquired during the k12 will enable this person to learn more and adapt to new work and life situations. (...)

Key competencies defined across the primary education and secondary education curricula overlap with competencies defined in "basic framework for key competencies". However, these competencies are based on needs assessments and other studies in Turkish context. (...)

Number of measures have been initiated to encourage a European dimension of learning and to ensure that pupils have, by the end of their secondary education,

the knowledge and competences they need to play their role as future citizen of their country, Europe and the wider world. (...)

The renewed curricula at basic education and secondary education clearly emphasize the teaching of universal values for all citizens as well social values of their own. These values include values of human rights and citizenship, social justice, equality, and tolerance to diversity and so on. These values together with core skills/key competencies defined in this report earlier are designed to provide a solid base for preparing individuals as future citizen of their country, Europe and the wider world. (pp. 2 - 20)

The Regulation on Primary Education Institutions (1992) Article 9 stated that “it is essential that duration of school year in primary education institutions not be less than 180 workdays. Besides, annual course hours cannot be less than 1080 hours. One course hour at schools lasts 40 minutes. Education in schools is 5 days per week. Weekly class load for all grades (1<sup>st</sup> – 8<sup>th</sup> grades) is 30 hours (in terms of course hour) as 6 hours of course per day”.

Courses schedule are prepared centrally and same programmes are applied in all country. Programmes with the support of related units are determined by TEB and put into action with the Ministerial approval. However, schools may increase the optional courses kind by Ministerial approval considering students’ needs. In this condition, curricula prepared are needed to be approved by Ministry. The lessons are instructed in Turkish in primary education. Curricula are renovated by means of regular revisions by TEB.

The courses in the curriculum are divided into two branches as compulsory lessons and optional lessons. The courses and course hours for the primary education schools are regulated on the grade basis. The courses are arranged according to grade and semester classification in primary education schools. While units form the basis for initial 5 grades, the courses form the basis for 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grades. The courses and relevant course hours per grade are given in the Weekly Course Schedule below. Optional courses to be instructed are determined at the beginning of the educational year by teachers’ board from “optional courses” section considering the conditions of school and environment, students’ interests,



wishes and needs, and parents' opinions. Schools may increase the optional courses kind by Ministerial approval considering students' needs. In this condition, program(s) prepared is needed to be approved by Ministry.

Upon renovation of the primary education curricula, the textbooks are also subjected to an innovation process. In this context; the textbooks are designed and drafted with an innovative insight in accordance with the content of the new curriculum and textbooks are produced within this understanding. Under this scope; as a major innovation, the education materials are produced in triple sets as student's book, pupil's workbook and teacher's book. But supplementary materials like dictionaries, tests and so on have to be paid by the parents.

The Regulation on Primary Education Institutions (1992) Article 68 defined that "the classes in primary education institutions are educated by class or branch teachers who are obliged to plan and teach the classes of the grade or branch according to the principles set forth in the curriculum, conduct practical studies experiments related with the courses, actively participate to educational and administrative activities of the school out of course hours and fulfill the functions set forth in the Law, regulation and instructions".

Commission of the European Communities had made a proposal for a Recommendation of the EP and of the Council in 2005 [Brussels, 10.11.2005 COM(2005) 548 final 2005/0221(COD)] on key competences for lifelong learning. According to the proposal, the followings were underlined :

The Lisbon European Council in March 2000 recognised that Europe faces challenges in adapting to globalisation and the shift to knowledge-based economies. It stressed that every citizen must be equipped with the skills needed to live and work in this new information society and that a European framework should define the new basic skills ('Basic skills' is generally taken to refer to literacy and numeracy; the Lisbon Council called for adding the new skills needed in a knowledge society such as ICT and entrepreneurship) to be provided through lifelong learning: IT skills, foreign languages, technological culture, entrepreneurship and social skills. (...)The 2004 Joint Interim report of the Council and the Commission on the progress of the Education and Training 2010 work programme 4 made the case for common European references and principles to

support national policies, facilitate and encourage reform, and gave priority to the key competences framework. The Recommendation proposed here therefore presents a European reference tool for key competences and suggests how access to these competences can be ensured for all citizens through lifelong learning (p. 2).

During the ongoing negotiation period, Turkey as a candidate to the EU, started to adapt its education system and policy with regard to the EU implementations. Due to that, the MoNE, in compliance with Lisbon process, accepts that education system should be handled in an integrated way and with life long learning to promote development of human resources. According to the MoNE's announcement on the Structure of Turkish National Education System and 21<sup>st</sup> Century Skills and Competences of Learners (2008), it is officially underlined that "in this framework, new primary school curriculum aiming at progress in eight key qualification areas (correct and efficient use of Turkish, critical thinking, creative thinking, communication, problem solving, inquiry, use of information and communication technologies, entrepreneurship) has been entered into force as of 2005 - 2006 Academic Year" (p. 2). In the official Introductory Handbook of Primary Education Programs, Karip et. al. (2005) emphasized that "the programmes are mainly based on the construction of the knowledge in student's mind and connecting them with their everyday life experiences, (..) individual aspects and multiple intelligences of pupils are essential and they should be taken into consideration in teaching. (...) In short, the new education programme targets an instruction based on constructivist learning and multiple intelligence theories, due to the EU standarts"(pp. 15-17). In the report of Organisation of the Education System in Turkey 2008/09 (2008), "due to the new constructivist primary education programs, selecting the teaching methods and techniques appropriate to that approach and carrying out teaching student centered is the general principle. Within this framework, the methods of teaching in primary schools are determined by teachers. Every teacher is responsible from making necessary preliminary studies based on the curricula related with their course" (p. 99).

As it is seen in Table 4 given below in the primary education institutions, there are compulsory foreign language courses from 4<sup>th</sup> grade. Accordingly, in the Council of

Ministers decides on which languages and dialects will be educated and instructed in Turkey. From same grade, for the aim of reinforcing compulsory foreign language courses or as a second foreign language there may be elective foreign language courses. In Article 2 of the Law on Foreign Language Teaching and Learning (1983), it is determined that “the foreign languages to be taught in Turkey are determined with the resolution of the Board of Ministers, History of the Revolution and Principles of Atatürk, Language skills, Turkish Literature, History, Geography, Social Issues, Religion and Ethics courses and other courses relating to Turkish Culture cannot be taught in foreign language. The courses and the schools to offer education in foreign language amongst the primary, secondary and non-formal education institutions are determined by the MoNE”. Taking into consideration all educational levels, it is possible to mention the following regarding the foreign language education:

Table 3 : The Compulsory and Optional School Subjects in Primary Education Programme

**Weekly Course Schedule for Primary Education Schools (2007 - 2008 Academic Year)**

COURSES		GRADES							
		1	2	3	4	5	6	7	8
	Turkish	12	12	12	6	6	5	5	5
	Mathematics	4	4	4	4	4	4	4	4
	Knowledge of Life	5	5	5					
	Science and Technology				4	4	4	4	4
	Social Sciences				3	3	3	3	
	T.R. History of Reforms and Kemalism								3
	Foreign Language				3	3	4	4	4
	Religious Culture and Ethics				2	2	2	2	2
	Visual Arts	2	2	2	1	1	1	1	1
	Music	2	2	2	1	1	1	1	1
	Physical Education	2	2	2	2	2	1	1	1
	Technology and Design						2	2	2
	Traffic and First Aid				1	1			
	Guidance/Social Activities	1	1	1	1	1	1	1	1
<b>OVERALL COMPULSORY COURSE HOURS</b>		<b>28</b>	<b>28</b>	<b>28</b>	<b>28</b>	<b>28</b>	<b>28</b>	<b>28</b>	<b>28</b>
IVE	Foreign Language				2	2	2	2	2
	Artistic Activities (Drama, Theatre, Folklore, Instrument, Drawing, Photography, Sculpture, etc.)	1	1	1	2	2	2	2	2
	Sportive Activities (Wrestling, Football, Basketball, Volleyball, Table Tennis, etc.)	1	1	1	2	2	2	2	2
	IT Tecnologies	1	1	1	2	2	1	1	1
	Chess	1	1	1	1	1	1	1	1
	Thinking Education						1	1	1
	Agriculture/Animal Husbandry Applications						1	1	1
	Folk Culture						1	1	1
	Media Literacy						1	1	1
	Consolidation and Preliminary Studies	1	1	1					
<b>OVERALL ELECTIVE COURSE HOURS</b>		<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>
<b>GRAND TOTAL</b>		<b>30</b>	<b>30</b>	<b>30</b>	<b>30</b>	<b>30</b>	<b>30</b>	<b>30</b>	<b>30</b>

Legislation: Law on organization and Duties of Ministry of National Education

Legislation: The Law on Foreign Language Education

Legislation: Regulation on Foreign Language Education

Bibliography: İlköğretim Programları Tanıtım El Kitabı

Institutions: Turkish Education Board

### **2 . 4. 3 . English Language Teaching in Turkish Primary Education**

Turkey has revised its foreign language primary education programme together with the other courses programmes in 2006 through the aspect of Lisbon Strategy of the EU based on constructivist, communicative view. In 2009, in the Commission Staff Working Document Accompanying document to the: Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and Committee of the Regions on Key Competences for a Changing World Progress towards the Lisbon Objectives in Education and Training - Analysis of implementation at the European and national levels {COM(2009) 640} SEC(2009) 1598, it was stated that “Turkey performs below EU average in all school related areas: Participation in early childhood education, Low achievers in reading, mathematics and science, Early leavers from education and training and Upper secondary completion rate. However, as regards all school related participation rates Turkey has made significant progress since 2000” (p. 259). Besides, in the same report it was underlined that “since 2006 the country developed its provision for Key Competences. Competence Based Modular Education Programmes are implemented in schools, are open to all kinds of horizontal and vertical transfer and lead to a wide base of certificate and diplomas encompassing all vocational and technical secondary education” and added that “for mother tongue the education programme has been updated in all grades of general education from preschool to the 9th grade by taking the level of students in consideration. (...) For foreign languages education programmes contain the same skills as those in Turkish. First foreign language should be B2+ level at the end of 12<sup>th</sup> grade and second foreign language will be progressively included as compulsory” (p. 260).

In the Synthesis Report on Study Visits 2008/09 (including the visit to Turkey) - Developing Key Competences in Education and Training (2010); it was underlined the importance of eight key competences of the European framework - accepted by the EP and Council in 2006, which are essentially relevant for language teaching and learning from various aspects”, and reminded them as follows :

communication in the mother tongue;  
communication in foreign languages;  
mathematical competence and basic competences in science and technology;  
digital competence;  
learning to learn;  
social and civic competences;  
sense of initiative and entrepreneurship; and  
cultural awareness and expression (p. 1).

In the same report mentioned above it was emphasized that :

The acquisition of key competences by all citizens regardless of their age, their social, cultural, religious background and their personal abilities is a clear priority for education and training systems. In its recent communication “Key competences for a changing world”, the European Commission maintained that the framework of key competences has significantly contributed to the trend across the EU towards competence-based teaching and learning and a learning outcomes approach (2009). It noted a good progress made in the school curricula with more emphasis on cross-curricular approaches and ‘real-life’ applications. (...) Initial education and training should support the development of these key competences to a level that equips all young people – including the disadvantaged – for further learning and working life (p. 1).

After the unification of education in 1924, so many educational reforms, adoptions and regulations made. Demirel (1999) underlined that “because education was admitted as the crucial power of socio - cultural change, development, modernization and civilisation. In context of reaching the common goals of civilisation, foreign language learning was regarded to be essential for the transition of the country from a traditional state to a contemporary one” (p. 19), and he continued that “therefore, the teaching of English, German and French in state schools was integrated into general education. However, it was after the World War II that the significance of foreign languages was fully recognized due to the social, political, economical and technological developments in the western world” (p. 21).

In addition to these, Keskil (1999) mentioned that :

In 1972, the MoNE decided on developing a program which would improve and modernize the foreign language teaching at secondary schools. A center that was established to develop foreign language teaching (Yabancı Diller Öğretimini

Geliştirme Merkezi) prepared an appropriate syllabus, a list of the necessary teaching materials, and the foreign language teaching methods to be employed. Among the languages being taught as foreign languages, English steadily gained importance and became the most popular language students wanted to learn. In fact, nowadays, it is the only foreign language taught in most schools.

Demircan lists the priority attributed to various foreign languages in different years as follows:

1773-1923:	1923-1950:	1950-1980:	After 1980:
Arabic	French	English	English
Persian	English	French	German
French	German	German	French
English	Arabic	Arabic	Arabic
German		Persian	Persian (Keskil, 1999, p. 70)

Apart from these, Kirkgöz (2008) stressed that :

Turkey has a strategic and geopolitical status that makes the learning of English particularly important. (...) Turkish is the official language in Turkey; it is the language of instruction and the mother tongue. In this non – English speaking environment, English has the status of a foreign language that is taught as part of the school curriculum and used mainly in the government and business sectors, particularly in written communication. Since the establishment of the Turkish Republic in 1923, Turkey has desired to strengthen her relations with outside world in order to pursue rapid economic development. English plays crucial role in this respect (Kirkgöz, 2008, p. 167).

In the CoE’s seminar on the ELP held in Istanbul from 23 to 25 October 2003 sponsored by the MoNE, the Turkish National Education Foundation and the Association of Turkish Private Schools, Demirel (2003) affirmed that “English, German and French are necessary for Turkey’s economic, cultural and political relations with other countries”, and stressed that “most people would like to learn a foreign language, especially English. Foreign languages are offered from the primary education (98% of pupils take English)”.

The foreign language education starts during the early years of primary education (since 4<sup>th</sup> grades in schools with suitable conditions and infrastructure) and perpetuates until graduation from the tertiary education. This regulation seems to impose continuity and integrity among grade levels in terms of curriculum goals, contents and methodologies. In Article 7 in the Regulation on Foreign Language Teaching and Learning (1985), it was mentioned that “foreign language education

course programs appropriate for the level of students may be applied in all grades at extracurricular time. At the 4<sup>th</sup> and 5<sup>th</sup> grades of primary schools on the condition that not exceeding 10 hours per week, not effecting grade passing and be as a course nature and 5 and 6 age group preschool education institutions, 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> grades of primary schools may apply foreign language teaching activities”.

Demirel (2005) stated that “with the American support, starting from 1950’s up to early 1970’s, all state schools in Turkey used E.V. Gatenby’s English books based on direct and audio lingual methods. But from 1970’s, all state schools in Turkey began to use An English Course for Turks in which we could notice the common standards and principles of language teaching with regard to new inovations and approaches of the CoE. These were leaded under the head of MoNE’s TEB and the Development Center for Foreign Language Teaching. The new program and the new textbooks were presented in 1973”.

Furthermore, Demircan (1988) reported that “but for the anatolian schools, private schools, minority schools and foreign schools – including the lower secondary education of the preparatory classes and grades 6,7,8; from the point of foreign language teaching programs and learning implications, the situation was different. After 1980s systematic curricular development attempts began”, and he continued that “before then, basically the content of foreign language course books were taken as the content of foreign language teaching programs and published by the Board of Education as part of the general curriculum. When the programs of the books are taken into consideration it is seen that most of them were based on structural – topical view” (pp. 135 - 136). Besides, Keskil (1999) emphasised that “since the need to teach foreign languages never ceased, some schools such as the so-called 'Anatolian High Schools' and many private schools increased the hours of foreign language (mainly English) instruction, and made students attend prep classes which enabled learners to take up to 25 hours per week of foreign language instruction”, furthermore, she pointed out that “in line with the belief that younger leamers can be more successful at leaming foreign languages, all students both in state and private schools started to receive foreign language



teaching instruction at earlier ages, and some subjects like Mathematics, Science, Physics, Chemistry and Biology were taught in the foreign language from the sixth grade on” (p. 71).

In 1997 the duration of the compulsory primary education was lengthened from five years to eight years and the English language teaching started from 4<sup>th</sup> grades obligatorily (Official Gazette, 1997 No: 4306). With regard to this crucial innovation, the 4<sup>th</sup> and 5<sup>th</sup> grades English Language Teaching Programmes (hereafter ELTP) for primary education were presented due to the curriculum reforms that took place in all other subject areas. The 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grade’s teaching programs that had been renewed in 1991, however, continued to be implemented without any changes.

Topkaya et. al. (2010) mentioned that “the 1997 4<sup>th</sup> and 5<sup>th</sup> Grades’ ELTP, similar to the general principles of the standardized curriculum, had a more traditional approach to teaching English. Although it upheld the ideals of communicative language teaching and emphasized the importance of student-centered, game – based way of instruction, in which language was used as a medium of communication, it largely depended upon the transfer of knowledge which was later recapped through the exercises and games” (p.54), and expanded their claims by interpreting Çınar et. al.’s (2006) prepositions “the curriculum was founded on the codes of the behaviourist psychology taken as a departure point by the Turkish education system for years which considered learning as a habitual formation” (p. 54).

Parallel to the changes in different subject areas, the ELTP was also redeveloped with regard to the constructivist view, as a result, the implementation of the new ELTP started with the 4<sup>th</sup> grades in the 2006-2007 Academic Year, progressively including the other grade levels as well. Due to the constructivist view, in the ELTP (2006), it was stated as follows :

The basic theoretical hypothesis in process - oriented approaches is that underlying any language behaviour are certain skills and strategies which the learners use in order to comprehend or produce discourse. The learning situation is important since learners become aware of their abilities and potential in the learning situation. Understanding how learning takes place is also important because it motivates learners to tackle with the target language tasks on their own even after the end of the course which leads to learner autonomy (independence). (pp. 21 - 22)

In the 2005 Progress Report of Turkey on Implementing the Education and Training 2010 - Modernisation of the Education and Training Systems Towards the 2010 common goals: Turkey - , it was affirmed that “the current reform efforts are quite comprehensive taking a holistic approach to improve quality and relevance of education and training” (p. 4), and it was underlined that “the MoNE has been renewing foreign languages curricula in accordance with the **Common European Framework of Reference for Languages (CEFR)** which facilitates a clear definition of teaching and learning objectives and methods and provides the necessary tools for assessment of proficiency” (p. 19).

In the CoE’s seminar on the ELP held in Istanbul from 23 to 25 October 2003 sponsored by the MoNE, the Turkish National Education Foundation and the Association of Turkish Private Schools, Yağızatlı - the Director General of the External Relations of the MoNE and Turkey’s representative on the CoE’s Steering Committee for Education - claimed that :

Turkey attaches great importance to the fundamental principles of the CoE and plays a full part in all CoE projects, including its educational programmes. Stressing that language learning is a lifelong process, he argued that encouraging widespread language learning is one of the most important educational objectives in an age of increasing globalisation. In Turkey, one foreign language is compulsory from the 4<sup>th</sup> grade of primary education, and a second foreign language is included among the elective courses from the same grade onwards. Foreign languages have also been introduced to pre-primary classes in those educational institutions that have the necessary infrastructure. After the European Year of Languages (2001), the Turkish authorities decided to pilot the ELP in a number of schools. Twenty schools in Ankara and Antalya provinces were selected to take part in the project, each school being represented by one teacher of English. Implementation started in September 2002, and from the beginning seminars have been organized for teachers on the CEFR and the ELP. At the same time the English curriculum for English-medium schools has been redesigned in accordance with the principles of the CEFR. The Ministry plans to

launch projects to develop an ELP for young learners, an ELP for adults, new foreign language curricula and textbooks, and the teaching of Turkish as a foreign language in other European countries. The Ministry is committed to quality in foreign language teaching and learning in the school system, and places special emphasis on teacher training and the use of the information and communication technologies. (Yağızatlı, 2003 pp. 3 - 4)

Besides, Egel (2009) stated as follows :

In 2001 with the dissemination of the “European Year of Languages” the CoE officially launched the implementation of the ELP. (...) The first Turkish ELP model for students aged 15+, after being submitted for validation to the CoE Secretariat of the LPD in the year 2003, was approved by the European Validation Committee. (...) In Turkey, under the auspices of the MoNE, the second ELP commission was formed in order to design a junior ELP model for children aged 05-09 and 10-14. This ELP model was prepared and piloted in 15 primary schools. This model was sent to the CoE for validation and in 2006 the Turkish Model for learners aged from 10-14 was approved by the European Validation Committee. (...) In Turkey, the MoNE will officially launch the implementation of the ELP for learners aged 15+ and the ELP for learners aged 10 -14 in the following academic year (2009 - 2010). According to the official website of MoNE, it is noted that in the globalizing world, foreign language teaching in our country, like in many other countries, has become a fundamental problem in education. An important step in the solving of this problem is going to be put into practice on a national basis in the following academic year. This practice is called ELP. (...) In the website of MoNE, it is stated that every student in elementary and secondary schools will receive a folder and language passport with the foreign language books supplied to them by the Ministry. Students are expected to fill in the required details and from time to time are needed to update this information. (Egel, 2009, pp. 2 - 10)

In the discussion and implication section of her study, Doğan (2007) stated that “the new language framework of Turkey with regard to curriculum is getting nearer to the objectives and scales of the CEFR there is a contradictory between the flexibility of the CEFR and the strictness of the Turkish Primary Education ELTP”, and claimed that “the TEB aims to apply the ELP and Dossier in the primary education system but at the moment it is still not in practice” (p. 120).

#### **2 . 4 . 4 . Turkish Education in the EU's Progress Reports**

When it comes to the EU - Turkey relations throughout the accession negotiations, education is also one of the important chapters. In the Progress Reports between 1998 to 2009, it was reported that “from the point of education, Turkey made great progress in some areas such as schooling in primary and secondary education, pupils - especially the female ones - attendancy in primary schools, innovation in primary education programs, lengthening the primary and secondary school education, increasing the number of vocational schools and universities, reviewing both curricula and teaching methods in primary education, attempts to increase the number of schools and pupils in the pre - primary education, strengthening the links between the requirements of the labour market and the vocational education, steps aiming to increase the quality, the effectiveness and the efficiency of the education system, attendancy to the lifelong educational programs – Leonardo, Erasmus, Commenius, Socrates, Grundvidt in the EU and so on. But on the other hand, the EU always mentions that Turkey has to continue to focus its efforts on the transposition of the *acquis* in this field. With regard to administrative capacity, the reform process, including the decentralisation, should be accelerated. Turkey has to continue to improve its performance in relation to the European Union's common benchmarks, and needs to sustain its efforts in the area of education”.

On a study about the education in Turkey, Nohl et al. (2008) claimed as follows :

The perspectives from which the Turkish education system is viewed are without doubt mainly characterized by Western sensitivities, interests and patterns of perception. In the central document that recommends the opening of accession negotiations with Turkey, the European Commission goes as far as to advocate an improvement of the Turkish education system so as to satisfy the growing demand for a well-trained workforce in Europe. The paper states, for instance, that “the population dynamics of Turkey could make a contribution to offsetting the ageing of EU societies. In this context, the EU also has a strong interest in that reforms and investments should be made in education and training in Turkey over the next decade” (Commission of the European Communities 2004, p. 5). These hopes for a massive ‘brain gain’ from Turkey have been accompanied by various initiatives: the European Commission has invested hundreds of millions of euros in the reformation of the Turkish education system (p. 7)

In the the Report on the Budget of the MoNE for 2008 presented in the TGNA, it was stated that “with regard to the EU negotiations, the 9<sup>th</sup> Five Year Development Plan (2007-2013) was prepared with a vision of development of the country in stability, sharing of the national income in equality and in justice, having a universally competitive economy, transformed into information society and completed to the process of adaptation to the EU” and pointed out that “the aims and strategies related to the national education in the plan are transformed to a “working plan” and it is the major purpose of the Ministry that anticipated goals will be realized within the development plan term” (p. 25).

In the same report mentioned in the above paragraph (2008), it was also underlined that “the MoNE aims at cooperation in the fields of multinational education and youth activities, opportunities for education in abroad and exchange, possibilities for innovative education projects, establishment of academic and vocational proficiency networks, application of a common vocational education policy and making vocational education more common in the framework of relations with the EU. “Education 2010” programme integrating international cooperation studies to attain these objectives was prepared”, and emphasized that “this programme is focused on modernization of the education system and reform efforts within the system, an updated curriculum and improvement of education, improvement of teacher training and teacher quality, establishment of information and communication technologies, improvement of physical capacity and installations and increase of access to education” (p. 25).

With regard to the negotiations with the EU, Turkey described the present situation and put the target educational aims in her Ninth 5 Year Development Plan as follows :

Even though the education level of the labor force rose during the Plan period, it continued to remain low compared to the EU average. This situation is an important problem in today’s world, where it is essential to have a highly qualified and skilled labor force. During the Plan period, the education system remained insufficient to meet the requirements of the labor market. A remarkable reduction in the unemployment rates of young and educated people could not be achieved as

well. New mechanisms that would respond to the demands of the economy and the labor market and, particularly, increase the employability of young people are needed (p. 48). Important enhancements have been accomplished in the population's access to education (p. 49). A lifelong education strategy will be developed towards increasing the employment skills of individuals in line with the requirements of a changing and developing economy and labor market (p. 98). The education system will be handled with the integrated approach by taking lifelong education into consideration to support the development of human resources. (...) With the aim of increasing quality in education, curricula based on innovativeness and research will be extended throughout the country, and students will be encouraged for scientific research as well as entrepreneurship. (...) Teacher qualifications will be continuously developed considering the changes in curriculum programs and education methods and in order to provide the teachers with the necessary qualifications, effective methods will be used prior to service and in service training for teachers. (...) **Teaching foreign languages** will be made more effective in order to educate the labor force required in the transition process to the information society and methods that will allow for the information and communication technologies to be used in the classroom will be developed and disseminated (pp. 100 – 101). (...) With this system which will ensure coordination, monitoring and evaluation of the Plan activities; on the one hand, it will be ensured that the objectives, policies and targets of the Plan are taken into consideration during implementation and the necessary steering with the relevant organizations is realized in a timely manner, on the other hand an important step in harmonizing Turkey's monitoring and evaluation activities with the **EU** norms will have been taken. Within this system to be created, transparency will be provided with the published reports to inform the public about the developments (p. 113). (...) The education system will be handled with the **holistic** approach by taking lifelong education into consideration to support the development of human resources. The structure of the system, which is based on efficiency, accessibility and equal opportunities, will be strengthened. In order to increase quality in education, curricula based on development of innovativeness and research interest will be extended across the country, an effective guidance and counseling system will be established, the qualities of educators and physical premises and information technology infrastructure will be strengthened (122).

Above all from the point of Turkey - EU educational integration, Tarman clarified the situation in such a rationale. Tarman (2008) stated that "the complexity of integrating one nation with another is significantly difficult in itself. The challenge of integrating culturally distinct national entities into a functioning, peaceful community of states increases this difficulty by several orders of magnitude", moreover, Tarman pointed out that "in this age of globalization, the extent to which the EU can impose its educational norms on the Turkish education as the membership process unfolds is in question" (p. 1). According to Tarman :

The problem addressed in concerns the relationship between educational and national development in Turkey and the degree of influence the EU can exercise appropriately on that development. Based upon the assumption that the EU membership for Turkey is a positive step toward avoiding marginalization in the increasing integration motivated by globalization (...) the role of education as Turkey transits from a nationalistic orientation toward the EU membership and its inherent multinational/ multicultural integration. Of particular concern in this regard are: 1) the issues of sovereign and supra-nationalism which challenge Turkey's candidacy for membership in the EU in general, 2) the tense relationship between formal education and political power in Turkey (...) under these circumstances, the progress, challenges, and needed reforms to accomplish education reforms for both Turkey and the EU candidacy requirements. the differences between traditional pedagogy and curricular reforms for the whole of Turkish education. Turkey's efforts toward educational modernization; the rationale for such initiatives; and their role as creating complicating factors for both national education reform, and, simultaneously, EU acceptance of Turkey as a nation. (Tarman, 2008 pp. 1-2)

### **III . METHOD**

In this research, both qualitative and quantitative data analyses were used in accordance with the parts. In the study, the qualitative research method which was outlined by Fraenkel and Wallen (1990, p.368) and the Content Analysis – Pattern Coding (Miles & Hubermann, 1994) were used for the data. In context, triangulation technique (Selinger & Shohamy, 1989) was applied so as to strengthen the reliability and the validity of the research. The term triangulation was defined as using different types of data so that you can get a better understanding of the phenomenon you are investigating (Bogdan & Biklen, 1998; Richards, 2003) In this research, the questionnaire was derived and improved from an applied project questionnaire - which was prepared by a commission of a European project study group that searched and analysed “ the Assessment of Pupils’ Skills in English in Eight European Countries – Denmark, Finland, France, Germany, the Netherlands, Norway, Spain and Sweden ” in 1996 and 2002. This questionnaire was used in different function instead of an interview.

#### **3 . 1. Participants**

As the review part, this research was primarily based on the evaluation of language policy documents of the EU and the CoE. This examination was conducted through a content analysis interpretation section related to the provided content analysis.

Secondly, the study was based on the evaluation of the primary education curriculum of English as a Foreign Language (EFL) in Turkey in terms of its access to European language policies and the CEFR.

As the third dimension the study was based on the evaluation of the Turkish curriculum for EFL in terms of seeing the adaptations made for the EU language policy. Along with this perspective an EFL coursebook series which was published by the MoNE was examined to see whether they included any CLIL applications which were the main EU foreign language teaching syllabuses and methods.



As the last significant point of this research, the perceptions of Turkish teachers of EFL on European foreign language policies and the CLIL were examined through a questionnaire, although limited in number that may not represent a general result. The subjects of the study comprised of 10 teachers from 4 different public primary schools in Darıca, Kocaeli. The teachers and the schools were chosen randomly for the study. 3 of the participant English language teachers were male and 7 of the English language teachers were female. 2 of the public primary schools were settled in the central districts of Darıca and 2 of the primary schools are settled in the outer districts of Darıca. All the teachers had a BA degree. Their age and their experience in teaching were different. The age range was between 25 to 54. The mean age for female was  $m=35$ , and for male was  $m=41$ . The mean age for both genders was  $m=38$ .

### **3 . 2 . Instruments**

A questionnaire, which was planned to make it function as an interview, was applied with the teachers who were working in randomly selected public primary schools in Darıca, Kocaeli, Turkey. The questionnaire consisted of 39 questions. 30 of the questions were close - ended and 9 of the questions were open - ended. The questionnaire used in this study was addressed to the participants who were teaching English in the randomly chosen public primary schools from the central and outer districts in Darıca, Kocaeli and aimed at obtaining data about the teaching process of the English language and the professional characteristics of teachers. These data could have provided information on different aspects of the teachers' profession which could affect their pupils' attainment in a positive way, and could have also provided information in order to facilitate a better understanding of the different pupils' achievements in the participating primary schools in the survey.

The variables included in the questionnaire were to some extent the same as the ones in the questionnaires used in a European Project commissioned by the European Network of Policy Makers for the Evaluation of Education Systems

applied in 8 different European countries – Denmark, Finland, France, Germany, The Netherlands, Norway, Spain and Sweden in 1996 and 2002, but it was considered necessary to revise and adapt that questionnaire so as to improve some of the variables or to include new ones with regard to the aims of this study. In the questionnaire applied to the teacher, the researcher used 28 questions from the original questionnaire text and added 11 questions by himself in accordance with the aims of the research study. A colleague was asked to read the added questions and he / she considered that they were convenient to be applied.

The variables in the questionnaire were grouped under the following aspects of teachers teaching this subject area:

- Personal data
- Initial training
- In-service training
- Professional experience
- The teaching profession
- Methodology
- Resources used
- Relationships between colleagues
- Level of difficulty of the test administered to their pupils
- Awareness of the CEFR, the CLIL and the new primary education curriculum

Concerning the personal data two variables were used, one referring to gender and another one to the age of teachers.

Teacher training variables concerning their initial and their in-service training were also included. The first ones aimed at obtaining information about the qualifications they held, and whether they had been trained as teachers in an English speaking country, or whether they had stayed in English speaking countries for different reasons from those concerning their studies. The second

ones devoted to gather information about the type of in-service training they had done in the last four years.

The questions aimed at collecting information about teachers' professional experience were about the number of years teaching English and also the number of years in the schools they had been working. They were also asked about their opinions concerning the value that both society and pupils gave to their teaching profession.

The section devoted to the teaching practice was the longest part of the questionnaire. Nineteen questions were included in this part, so as to gather information about a variety of aspects of this practice, for instance: following the progression of a text book, the use of the English language during the lessons, how to teach new content, pair work or group work with pupils, how to motivate pupils to use the English language inside and outside the English class, pupils participation in the class activities, how often they give homework to their pupils, how to deal with mixed ability problems in the lessons and so on.

In terms of the use of resources, teachers were asked about how often they made use of a variety of resources such as : audio and video recordings of different types, games, songs, magazines, books, the Internet, and other materials.

Another section in this questionnaire was devoted to the questions about the activities that teachers organised so as to encourage their pupils to use the English language in real situations such as : whether they organise exchanges with teachers and pupils from other countries, whether they organise out of school activities to foster the practice of the language, whether they set up discussion groups on the Internet and so on.

The other section in the questionnaire, included two questions about the teacher's opinions regarding the level of difficulty of the tests administered to their pupils in

order to measure their achievement and regarding how familiar the types of exercises used in that test to their pupils.

At the end of the questionnaire eleven questions were asked so as to gather information about the teachers' awareness on the recent developments and current changes in the field of language teaching from the point of the CEFR and the CLIL with regard to the implementations in Europe, and the new curriculum and new textbooks in primary education.

For correct interpretation of the data, it was very important to state that the teachers who participated in the survey did not constitute a representative sample of all the teachers who taught the English language to students who were at the same level with the participant students of this study.

### **3 . 3 . Data Collection Procedure**

The data in this study were obtained and gathered from the EU language policy documents primary education curriculum for the English as a foreign language and the answers of the applied questionnaire filled by the randomly chosen teachers. In order to collect the needed data the following procedures were followed.

1 . The first step of the data collection stage aimed at exploring the related CLIL and to some extent CEFR documents and interpreting them through a content analysis to see the descriptions of the terms the CEFR and the CLIL in the literature, and the laws and regulations the current English Language Curriculum in Primary Education. All the terms described in the literature were collected from the official publications of the EU, the CoE and the MoNE and also, from the related publications of the experts in the field listed in the reference section.

2 . The second step of the data collection stage aimed at finding out the public primary schools were chosen randomly from the central and outer districts of Darica, Kocaeli. In the third step, the randomly chosen teachers who were

teaching English as a foreign language in the determined public primary schools were interviewed before the application of the questionnaire. In the interview, only the explanations of the questions were given and they were requested to state their weekly teaching hours and the total number of students they were teaching at that moment.

3 . In order to classify and label the answers of the teachers gathered from the questionnaire the researcher needed the descriptions of the terms the CEFR and the CLIL in the literature, and the current English Language Curriculum in Primary Education. All the terms described in the literature were collected from the official publications of the CoE and the EU and also, from the related publications of the experts in the field listed in the reference section as stated above.

4 . In the fourth step, the questionnaires were analysed in accordance with the mentioned methods.

5 . In the final step, all data were also cross – validated.

### **3 . 4 . Data Analysis**

The data of the study were collected throughout the first term of the 2009 - 2010 Academic Year. First, the related literature documents were read and analysed. Then, a questionnaire was given to the teachers so as to get the result of their awareness about the CEFR and the CLIL. As the last step, their answers were evaluated. All the data were analysed both quantitatively and qualitatively manually due to the limited numbers of participants. Due to the qualitative characteristics of the texts in the literature review, all the data were analysed and evaluated by means of content analysis (Fraenkel and Wallen, 1990), With regard to the qualitative data analyses the mixed type questionnaire was coded and analysed with the principles of pattern coding approach (Miles & Hubermann, 1994).

## IV . RESULTS

In this section, firstly the results of the content analyses of the official EU language policy documents related to multilingualism and the CLIL were given. Then, the Turkish Primary Education Curriculum for EFL and two sample units at each grade from 6 to 8 classes were analysed through the CLIL. Finally, the information gathered from the questionnaire which was addressed to the English language teachers was evaluated.

### 4 . 1 . Analysis of the EU's Official Documents

The EU has its own legislature and executive and an independent judiciary, which are supported and complemented by an additional set of institutions and bodies. The EU's rules and decision-making procedures are laid down in the **Treaties**. The powers conferred on the EU institutions derive from the **founding Treaties**, which were negotiated by the Member States and ratified by each of them. The Treaty establishing the European Community mentions five European institutions in the strict sense of the term. Three of these are responsible for drafting policies and taking decisions. The parts of the 'institutional triangle' are the EP, the Council of the EU and the European Commission. In the Consolidated Version of the Treaty Establishing the European Community, Article 7 defined that "the tasks entrusted to the Community shall be carried out by the following institutions: a EP, a Council, a Commission, a Court of Justice and a Court of Auditors. Each institution shall act within the limits of the powers conferred upon it by this Treaty", and added that "the Council and the Commission shall be assisted by an Economic and Social Committee and a Committee of the Regions acting in an advisory capacity". Besides, the ECJ of the Communities ensures the upholding of Community law. The European Court of Auditors (hereafter ECA) examines the legality and regularity of Union revenue and expenditure and ensures sound financial management. Several other bodies and agencies are responsible for carrying out specific tasks.

The citizens in the EU are free to travel, live and work throughout the member states. However, this could be possible only under an effective system due to the protection fundamental rights and freedoms within the EU and should be put in place and maintained in legal basis. All people have the same rights and freedoms. And language learning is one of them. Under the basis of multilingualism within the frame of linguistic and cultural diversity, and the guarantee of the Treaties. This right is on.

In the Consolidated Version of the Treaty Establishing the European Community, In Article 21, the citizens languages are recognized officially under the title of Citizenship of the Union “every citizen of the Union may write to any of the institutions or bodies referred to in this Article or in Article 7 in one of the **languages** mentioned in Article 314 and have an answer in the same **language**”.

In Chapter 3 under the heading of Education, Vocational Training and Youth, Article 149 underlined that “1. The Community shall contribute to the development of quality education by encouraging cooperation between Member States and, if necessary, by supporting and supplementing their action, while fully respecting the responsibility of the Member States for the content of **teaching** and the organisation of education systems and their cultural and **linguistic diversity**.

2. Community action shall be aimed at developing the European dimension in education, particularly through the **teaching** and dissemination of the **languages** of the Member States.

3. The Community and the Member States shall foster cooperation with third countries and the competent international organisations in the **field of education**, in particular the **CoE**.

4. In order to contribute to the achievement of the objectives referred to in this Article, the Council:

acting in accordance with the procedure referred to in Article 251, after consulting the Economic and Social Committee and the Committee of the Regions, shall adopt incentive measures, excluding any harmonisation of the laws and regulations of the Member States, acting by a qualified majority on a proposal from the Commission, shall adopt recommendations”.

In Article 314, it was stated that “This Treaty, drawn up in a single original in the Dutch, French, German, and Italian languages, all four texts being equally authentic, shall be deposited in the archives of the Government of the Italian Republic, which shall transmit a certified copy to each of the Governments of the other signatory States. Pursuant to the Accession Treaties, the Danish, English, Finnish, Greek, Irish, Portuguese, Spanish and Swedish versions of this Treaty shall also be authentic. In witness whereof, the undersigned Plenipotentiaries have signed this Treaty. Done at Rome this twenty-fifth day of March in the year one thousand nine hundred and fifty-seven”.

As it was mentioned in the literature review section, the Treaty of Paris (1951), Treaties of Rome (1957), the SEA (1986), the Treaty of Maastricht (1993), the Treaty of Amsterdam (1997), the Treaty of Nice (2001) and the Treaty of Lisbon (2009) are protected the **linguistic** and cultural **diversity** in **multinational** Europe by accepting all official languages of the Member States as the official languages of the EU institutions; all the documents are translated into all the official languages, recognising and accepting the right of citizens write to and get a respond from the EU institutions in their language.

In this part of the results section, the related acts with regard to **multilingualism** and **language learning** were presented.

The first basic policy document was prepared by the CoE in 1992 and this was also accepted by the EU. Then, from 1995 to 2009 “twenty - one” policy documents were prepared and put into force in the EU by the European Council, the EP, the Commission of the European Communities, Committee of the Regions, and European Economic and Social Committee. Apart from those, eight Information Brochures were announced and presented between 2004 and 2008; eight Reports were announced and presented between 2003 and 2008; thirty - three Studies were prepared and presented between 1999 and 2009; and eight Surveys were done and presented between 2000 and 2008. Below, the researcher presented the articles on “**multilingualism and language teaching and learning**”



in the related policy documents in chronological order. (In the official documents listed below, between 1 – 22, please note that not the whole texts but only the related parts were given.)

1 . The European Charter for Regional or Minority Languages (ETS 148, CoE, Strasbourg, 05.XI.1992)

Stressing the value of interculturalism and **multilingualism** and considering that the protection and encouragement of **regional** or **minority languages** should not be to the detriment of the **official languages** and the need to **learn** them has approved. (p. 2)

2 . White Paper on Education and Training and Teaching and Learning Towards the Learning Society 1995 – European Commission

This White Paper is part of a process designed simultaneously to provide an analysis and to put forward guidelines for action in the fields of education and training. (...) This White Paper whilst looking forward to the Madrid European Council meeting, draws upon the conclusions of the Cannes European Council of June 1995, which state that: "Training and apprenticeship policies, which are fundamental for improving employment and competitiveness, must be strengthened, especially continuing training".

The main lines of action at the European level envisaged for 1996 include objectives to:

encourage the acquisition of new knowledge;

bring school and the business sector closer together;

combat exclusion;

**develop proficiency in three European languages;**

treat capital investment and investment in training on an equal basis. (p. 2)

IV. Fourth general objective : "Proficiency in Three **Community Languages**"

**Languages** are also the key to knowing other people. 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. **Learning languages** also has another important effect: experience shows that when undertaken from a very **early age**, it is an important factor in doing well at school. Contact with **another language** is not only compatible with becoming proficient in one's mother tongue, it also makes it easier. It opens the mind, stimulates intellectual agility and, of course, expands people's cultural horizon. **Multilingualism** is part and parcel of both European identity / citizenship and the learning society. It is no longer possible to reserve proficiency in **foreign languages** for an elite or for those who acquire it on account of their geographical mobility.

In line with the resolution of the Council of Education Ministers of 31 March 1995, it is becoming necessary for everyone, irrespective of training and education routes chosen, to be able to acquire and keep up their ability to communicate in at least two **Community languages** in addition to their mother tongue. In order to make for proficiency in three **Community languages**, it is desirable for **foreign language learning** to start at **pre-school level**. It seems essential for such teaching to be placed on a systematic footing in **primary education**, with the **learning** of a second Community **foreign language** starting in secondary school. It could even be argued that secondary school pupils should study certain subjects in the first **foreign language learned**, as is the case in the European schools. Upon completing initial training everyone should be proficient in two **Community foreign languages**. (p. 51)

### 3 . Decision No 1934/2000/EC of the EP and of the Council of 17 July 2000 on the European Year of Languages 2001

Having regard to the Treaty establishing the European Community and in particular to Articles 149 and 150 thereof,

Acting in accordance with the procedure laid down in Article 251 of the Treaty

Whereas:

(2) ... The ability to use **foreign languages** is essential in order in practice fully to exercise that right.

(3) ... Among the cultural aspects, matters pertaining to **languages** are of great importance.

(4) All the **European languages**, in their spoken and written forms, are equal in value and dignity from the cultural point of view and form an integral part of European cultures and civilisation.

(5) The **languages** question is a challenge that must be tackled as part of the European integration process and the European Year of Languages may therefore prove to be highly instructive as far as the formulation of measures to encourage cultural and **linguistic diversity** is concerned.

(7) Access to the vast literary heritage in the **languages** in which it was originally produced would contribute to developing mutual understanding and giving a tangible content to the concept of European citizenship.

(9) In addition to the human, cultural and political advantages, **learning languages** is also of considerable potential economic benefit.

(12) The Council Conclusions of 12 June 1995 on **linguistic diversity** and **multilingualism** in the EU emphasised that **linguistic diversity** must be preserved and **multilingualism** promoted in the Union, with equal respect for the languages of the Union and with due regard to the principle of subsidiarity. Decision No 2493/95/EC of the EP and Council (5) of 23 October 1995 establishing 1996 as the 'European Year of Lifelong Learning' highlighted the importance of the role of **lifelong learning** in developing **competencies**, including **linguistic**, throughout an individual's lifetime. (p. 1)

(13) The Commission's 1995 White Paper 'Education, training, research: Teaching and learning: towards a learning society' established as its Objective Four proficiency for all in three **Community languages**. The Commission's 1996 Green Paper 'Education, Training, Research: The obstacles to transnational mobility' concluded that '**learning** at least two **Community languages** has become a precondition if citizens of the EU are to benefit from occupational and personal opportunities open to them in the single market'.

(14) Council Resolution of 31 March 1995 on improving and diversifying **language learning** and **teaching** within the education systems of the EU (1) states that pupils should as a general rule have the opportunity of **learning two languages** of

the EU other than their mother tongue(s) for a minimum of two consecutive years during compulsory schooling and if possible for a longer period.

(19) The Report of the High Level Panel on the Free Movement of Persons presented to the Commission on 18 March 1997, considered 'the multiplicity of **European languages** [to be] ... a treasure to be safeguarded' and suggested measures to foster **language training** and the use of **languages** in the Community. (p. 2)

Article 2 Objectives :

The objectives of the European Year of Languages shall be:

(b) to encourage **multilingualism**;

(d) to encourage the **lifelong learning of languages**, where appropriate, starting at **preschool** and **primary school age** and related skills involving the use of languages for specific purposes, particularly in a professional context by all persons residing in the Member States, whatever their age, background, social situation or previous educational experiences and achievements. (p. 3)

#### 4 . Charter of Fundamental Rights of the EU (2000/C 364/01) (2000)

Article 22 Cultural, Religious and Linguistic Diversity

The Union shall respect cultural, religious and **linguistic diversity**. (p. 13)

Article 41 Right to Good Administration

4. Every person may write to the institutions of the Union in one of **the languages of the Treaties** and must have an answer in the same **language**. (p. 18)

#### 5 . EP Resolution on Regional and Lesser-used European Languages (13 December 2001 – Strasbourg)

The European Parliament,

Having regard to Decision No 1934/2000/EC of the EP and the Council of 17 July 2000, establishing the European Year of Languages 2001 ,

Having regard to the Council Resolution of 23 November 2001 on **Linguistic Diversity and Language Learning**,

Having regard to Article 22 of the Charter of Fundamental Rights of the EU, which guarantees **linguistic diversity**, (...) including those :

B. whereas **linguistic diversity** must be preserved and **multilingualism** promoted in the Union, with equal respect for the **languages** of the Union, and with due regard to the principle of subsidiarity,

E. whereas the principal objectives of the European Year of Languages were to raise awareness of the richness of **linguistic diversity** within the EU, to bring to the notice of the widest possible public the advantages of **competencies** in a range of **languages** as a key element in personal development and intercultural understanding, to encourage **lifelong learning of languages** and related skills by all persons legally residing in the Member States, whatever their age, background or education, and to collect and disseminate information about **the teaching and learning of languages**,

1. Reaffirms that the Member States and the Commission must take measures to enable all citizens to **learn languages** for purposes of communication as a basis for improved mutual understanding and tolerance, personal mobility and access to information in a **multilingual** and multicultural Europe;

2. Stresses the importance for Europe of ensuring provision of lifelong **language learning**;

4. Calls on the Commission to propose measures to promote **linguistic diversity** and **language learning**;

6. ... considers also that the EU has a responsibility to support the member and candidate countries in developing their cultures and protecting **linguistic diversity** within their borders.

6 . Council Resolution of 14 February 2002 on the Promotion of Linguistic Diversity and Language Learning in the Framework of the Implementation of the Objectives of the European Year of Languages 2001 (2002/C 50/01) (2002)

The Council of the EU, Recalling:

(1) the Council Resolution of 31 March 1995 on improving and diversifying **language learning** and **teaching** within the education systems of the EU,

according to which pupils should, as a general rule, have the opportunity of **learning two languages** of the Union other than their mother tongue(s);

(2) the responsibility of Member States for the content of **teaching** and the organisation of education systems and their cultural and **linguistic diversity**;

(3) the Commission's 1995 White Paper entitled Teaching and learning: Towards the learning society;

(4) the Council Conclusions of 12 June 1995 on **linguistic diversity** and **multilingualism** in the EU;

(5) the Council Resolution of 16 December 1997 on the **early teaching** of EU **languages** ;

(6) the Presidency conclusions of the Lisbon European Council of 23 and 24 March 2000 which include **foreign languages** within a European framework for the definition of basic skills;

(7) Decision No 1934/2000/EC of the EP and of the Council of 17 July 2000 on the European Year of Languages 2001;

(8) Article 22 of the Charter of Fundamental Rights of the EU of 7 December 2000, welcomed by the the Nice European Council, which states that the Union shall respect cultural, religious and **linguistic diversity**;

(12) the Commission's 2000 Memorandum on **lifelong learning** which has given an impetus to a broad discussion, both at European level and in the Member States, on how to implement broad and coherent strategies for **lifelong learning**, inter alia in the field of **language learning**;

(14) the activities developed by the **CoE** in the field of the promotion of **linguistic diversity** and **language learning**. (p. 1)

Emphasizes that :

(1) the **knowledge of languages** is one of the basic skills which each citizen needs to acquire in order to take part effectively in the European knowledge society and

therefore facilitates both integration into society and social cohesion; a thorough knowledge of one's mother tongue(s) can facilitate the **learning of other languages**;

(2) **knowledge of languages** plays an important role in facilitating mobility, both in an educational context as well as for professional purposes and for cultural and personal reasons;

(3) **knowledge of languages** is also beneficial for European cohesion, in the light of EU enlargement.

Recalls that :

the European Year of Languages 2001, organised in cooperation with the **CoE**, is stimulating awareness of **linguistic diversity** and the promotion of **language learning**; the Report of the Education Council of 12 February 2001 on the concrete future objectives of education and training systems, which explicitly includes improving **foreign language learning** as one of its objectives, should be implemented via a detailed work programme to be defined in a joint report which the Council and Commission will present to the Barcelona European Council.

Invites the Member States within the framework, limits and priorities of their respective political, legal, budgetary, educational and training systems:

(1) to take the measures they deem appropriate to offer pupils, as far as possible, the opportunity to **learn** two, or where appropriate, more **languages** in addition to their mother tongues, and to promote the **learning of foreign languages** by others in the context of **lifelong learning**, taking into account the diverse needs of the target public and the importance of providing equal access to **learning** opportunities.

(2) to ensure that study programmes and educational objectives promote a positive attitude to other **languages** and cultures and stimulate intercultural communication skills from an **early age**;

(7) to set up systems of validation of **competence in language** knowledge based on the **CEFR** developed by the **CoE**, taking sufficient account of skills acquired through informal learning;

(8) to stimulate European cooperation in order to promote transparency of qualifications and quality assurance of **language learning**;

Invites the Commission:

(3) to draw up proposals by early 2003 for actions for the promotion of **linguistic diversity** and **language learning** while ensuring consistency with the

implementation of the report on concrete future objectives of education and training systems. (p. 2)

7 . Promoting Language Learning and Linguistic Diversity : An Action Plan 2004 - 2006 (2003)

**Language skills** are a basic knowledge of great use for all citizens of the EU. It serves to link the around 450 million inhabitants of the EU together. The **knowledge of foreign languages** is necessary for studying abroad, as well as a requirement needed if the free movement of labour within Europe is to be put into practice.

8 . The EP Resolution with Recommendations to the Commission on European Regional and Lesser-used Languages – the Languages of Minorities in the EU – in the Context of Enlargement and Cultural Diversity (2003/2057(INI)) (4 September 2003 - Strasbourg)

The EP ,

Having regard to Article 192, second paragraph, of the EC Treaty,

Having regard to Articles 149, 150, 151 and 308 of the EC Treaty,

Having regard to Articles 21 and 22 of the Charter of Fundamental Rights of the EU,

Having regard to its resolution of 14 January 2003 on the role of regional and local authorities in European integration and the reference therein to **linguistic diversity** in Europe,

Having regard to European Parliament and Council Decision No 1934/2000/EC of 17 July 2000 on the European Year of Languages 2001 ,

Having regard to the Council resolution of 14 February 2002 on the promotion of **linguistic diversity** and **language learning** in the framework of the implementation of the objectives of the European Year of Languages 2001

D. whereas respect for **linguistic** and cultural **diversity** is a basic principle of the EU and is enshrined in the following terms in Article 22 of the Charter of



Fundamental Rights of the European Union: "The Union shall respect cultural, religious and **linguistic diversity**",

E. whereas in its abovementioned resolution of 14 January 2003, it called for the following new Article to be inserted in the EC Treaty: "The Community shall, within its spheres of **competence**, respect and promote **linguistic diversity** in Europe,

1. Calls on the Commission, on the basis of Articles 149, 150, 151 and 308 of the EC Treaty, to submit to it by 31 March 2004 legislative proposals on **language diversity** and **language learning** ...

9 . The EP Report with Recommendations to the Commission on European Regional and Lesser-used Languages – the Languages of Minorities in the EU – in the Context of Enlargement and Cultural Diversity (2003/2057(INI)) Final A5-0271/2003 (14 July 2003)

The EP,

Having regard to Article 192, second paragraph, of the EC Treaty,

Having regard to Articles 149, 150, 151 and 308 of the EC Treaty,

Having regard to Articles 21 and 22 of the Charter of Fundamental Rights of the EU,

Having regard to its resolution of 14 January 2003 on the role of regional and local Authorities in European integration (2002/141(INI)) and the reference therein to **linguistic diversity** in Europe,

Having regard to Decision No 1934/2000/EC of the European Parliament and the Council of 17 July 2000 on the European Year of Languages 20011,

Having regard to the Council resolution of 14 February 2002 on the promotion of **linguistic diversity** and **language learning** in the framework of the implementation of the objectives of the European Year of Languages 20012, (p. 5)

D. whereas respect for **linguistic** and cultural **diversity** is a basic principle of the EU and is enshrined in the following terms in Article 22 of the Charter of Fundamental Rights of the EU: 'The Union shall respect cultural, religious and **linguistic diversity**',

E. whereas in its resolution on the role of regional and local authorities in European integration (2002/141(INI)) Parliament called for the following new article to be inserted in the EC Treaty: ‘The Community shall, within its spheres of **competence**, respect and promote **linguistic diversity** in Europe,

J. whereas, in the course of European enlargement ... will further enrich the EU’s **linguistic** and cultural **diversity**, (p. 6)

1. Calls on the Commission, on the basis of Articles 149, 150, 151 and 308 of the EC Treaty, to submit to it by 31 December 2003 legislative proposals on **language diversity** and **language learning** – to include European **regional** and **lesser-used languages** – in accordance with the accompanying recommendations and draft proposals annexed to this resolution;

2. Calls on the Commission to provide scientifically based criteria for a definition of a **minority** or **regional language** for the purposes of the possible programme for **linguistic diversity**; (p. 7)

Annex to the Motion for Resolution Detailed Recommendations on the Content of the Requested Proposal

A. Principles and Objectives of the Proposal

After the success of the European Year of Languages 2001, the Commission intends to publish in the summer of 2003 an Action Plan on **Language Learning** and **Linguistic Diversity**, based on resources available under current Community programmes and measures.

The EP regards this initiative as an important step towards a global approach to encouraging **language learning** and creating greater awareness of our **linguistic** and cultural **heritage**.

The EP calls for more measures in this area. Following the same approach used for the European Year against Racism 1997, which led to the setting-up of the European Monitoring Centre on Racism and Xenophobia and the launching of an action programme to combat discrimination, the EP calls for the setting-up of a European Agency on Linguistic Diversity and Language Learning and a multi-annual programme on **linguistic diversity** and **language learning**, building on the success of the European Year of Languages 2001.

The Agency on Linguistic Diversity and Language Learning should keep constant track of developments in this area and the implementation of the action plan and also introduce concrete measures, inter alia to help promote a **multilingual** Europe and a **language-friendly environment**, and develop a network to promote **linguistic diversity** ...

#### Recommendation 1

European Agency for Linguistic Diversity and Language Learning

I. Legal act: Proposal for a legal act setting up a European Agency for Linguistic Diversity and Language Learning, taking due account of **regional** and **minority European languages**;

II. Content: Taking into account the results of the feasibility study to be made by the European Commission on a European Agency for Linguistic Diversity and Language Learning, implementation of the measures proposed in the Commission's action plan; promotion of a **multilingual** Europe and a climate of acceptance of **multilingualism**; development of a network to promote **linguistic diversity**, with the inclusion of **European regional** and **minority languages**; collection and collation of data, without undermining data protection, on the situation of the **minority languages** in an enlarged EU, fully respecting Member State provision for educational instruction in the **indigenous language**.

#### Recommendation 2

Programme for **linguistic diversity** (to include **regional** and **minority languages**) and **language learning**

I. Legal act: Proposal for a legal act to establish a multi-annual programme for **linguistic diversity** (to include **regional**, **minority** and sign **languages**) and **language learning**;

II. Content: The establishment of concrete financial measures to promote projects relating to the creation of a climate of acceptance of **multilingualism**, especially as an exchange of experience between **multilingual** municipalities and regions, highlighting the benefits of **language learning** and supporting the European networks active in this field, also taking into account, when determining aims and priorities regarding **regional** or **minority languages**, the findings of the monitoring carried out under the **CoE's** European Charter for Regional or Minority Languages.

In addition to these two central measures, the EP considers that a global approach to promoting **linguistic diversity** and **language learning**, and to preserving our **linguistic** and cultural **heritage**, including that of Europe's **regional** and **minority languages**, requires the following measures. (p. 10)

The EP considers, therefore, that the Commission should:

1. on the basis of Article 3(1)(q) TEC, include the promotion of **linguistic diversity**, to include **regional** or **minority languages**, and **language learning**, among the objectives of the EU's cultural and educational programmes;
2. on the basis of Article 3(1) (q) TEC, ensure that the promotion of **linguistic diversity**, to include regional or minority **languages**, is also taken into account in other EU programmes ... ;
3. on the basis of Article 149 TEC, make all programmes accessible for proposals for all projects dealing with **all languages**, whether they are widely spoken or not;
5. take the necessary measures to ensure that, in future, the interpretation of Articles 149, 150 and 151 TEC is based on an inclusive approach to **linguistic diversity**; (p. 11)
16. support the development of networks for the promotion of **linguistic diversity** and **language learning**, involving representative political, academic and other bodies, especially those engaged in using new **language-learning techniques** such as the so-called language baths, and organise an annual information seminar on calls for tenders or proposals targeted at language communities.

the Intergovernmental Conference should:

21. include in the provisions concerning action by the EU in the field of culture an explicit reference to the promotion of **linguistic diversity** ... (p. 12)

(3)The Community and the Member States shall foster cooperation with competent international organisations in the promotion of **linguistic diversity**, in particular the CoE. (p. 13)

10 . Communication from the Commission to the Council, the EP, the Economic and Social Committee and the Committee of the Regions on Promoting Language Learning and Linguistic Diversity: An Action Plan 2004 – 2006 (Brussels, 24.07.2003 COM(2003) 449 Final)

Building a common home in which to live, work and trade together means acquiring the skills to communicate with one another effectively and to understand one another better. **Learning** and speaking **other languages** encourages us to become more open to others, their cultures and outlooks.

In the context of the Lisbon strategy of economic, social and environmental renewal launched in March 2000, the Union is developing a society based upon knowledge as a key element in moving towards its objective of becoming the most competitive knowledge - based economy in the world by the end of the decade. **Learning** other **languages** contributes to this goal by improving cognitive skills and strengthening learners' mother tongue skills, including reading and writing.

Also in this context, the Commission is working to develop the entrepreneurial spirit and skills of EU citizens (for example through the European Charter for Small Enterprises as well as the Green Paper on Entrepreneurship). Such goals will be easier to achieve if **language learning** is effectively promoted in the EU, making sure that European citizens, and companies, have the intercultural and **language skills** necessary to be effective in the global market-place. (p. 3)

**Language skills** are unevenly spread across countries and social groups. The range of **foreign languages** spoken by Europeans is narrow, being limited mainly to English, French, German, and Spanish. **Learning** one **lingua franca** alone is not enough. Every European citizen should have meaningful communicative **competence** in at least two other **languages** in addition to his or her mother tongue. This is an ambitious goal, but the progress already made by several Member States shows that it is perfectly attainable.

The European Year of Languages 2001 highlighted the many ways of promoting **language learning** and **linguistic diversity**. Heads of the State and Government in Barcelona in March 2002 recognised the need for European Union and Member State action to improve **language learning**; they called for further action to

improve the mastery of basic skills, in particular by **teaching** at least two **foreign languages** to all from a very **early age**.

A European Parliament Resolution of 13 December 2001 called for measures to promote **language learning** and **linguistic diversity**. On 14 February 2002 the Education Council invited Member States to take concrete steps to promote **linguistic diversity** and **language learning**, and invited the European Commission to draw up proposals in these fields.

This Action Plan is the European Commission's response to that request. It should be read in conjunction with the Consultation Document Promoting **Language Learning and Linguistic Diversity** (SEC 2002 12343) which sets out the European Commission's philosophy and the context for the actions proposed.

In summary, the main thrust of the Commission's analysis of the current situation and its proposals for the future was approved by respondents. There was, for example, agreement about the desirability of spreading the benefits of **multilingualism** to all European citizens through **lifelong language learning**, starting at a very **early age**. The propositions that English alone is not enough, and that lessons should be made available in a wide variety of **languages** were widely supported. The usefulness of programmes at national and European level that promote the mobility of language learners and teachers, and other forms of contact between citizens, was highlighted. The need to improve the quality of **language teaching** attracted very broad-based support. More effective mechanisms for ensuring the transparency of language certification were deemed necessary by many. (p. 4)

The consultation has highlighted a broad consensus that further action is to be taken now to improve **language learning** and to promote **linguistic diversity** in Europe. The views of the respondents have been taken into account in this Action Plan.

By their very nature, **language learning** and **linguistic diversity** are issues that can be addressed in different ways at different levels.

It is the authorities in Member States who bear the primary responsibility for implementing the new push for **language learning** in the light of local circumstances and policies, within overall European objectives.

The **CoE** encourages its Member States to reflect upon these responsibilities through a 'language audit' with a view to formulating **language education policies** that are coherent with the promotion of social inclusion and the development of democratic citizenship in Europe.

In their work on the Concrete Objectives of Education and Training systems, Member States have agreed common objectives towards which they work by setting indicators and benchmarks, sharing good practice and undertaking peer reviews. They have identified the improvement of **language skills** as a priority. This programme of work, by which Member States agree to move forward together in developing key aspects of **language policy** and practice, will therefore provide the framework for many of the actions required at Member State level to promote **language learning** and **linguistic diversity**.

The Action Plan is divided into two main parts.

Section 1 sets out the context and the main policy objectives to be pursued. The Consultation Document identified three broad areas in which action should be taken: extending the benefits of **life-long language learning** to all citizens, improving **language teaching**, and creating a more **language-friendly environment**. (p. 6)

...the key objective of extending the benefits of **language learning** to all citizens. **Language competencies** are part of the core of skills that every citizen needs for training, employment, cultural exchange and personal fulfilment; **language learning** is a **lifelong** activity.

It is a priority for Member States to ensure that **language learning** in **kindergarten** and **primary school** is effective, for it is here that key attitudes towards **other languages** and cultures are formed, and the foundations for later **language learning** are laid. The European Council in Barcelona called for "further action ... to improve the mastery of basic skills, in particular by **teaching** at least two foreign **languages** from a very **early age**".

The advantages of the **early learning of languages** - which include better skills in one's mother tongue - only accrue where teachers are trained specifically to **teach languages** to very young children, where class sizes are small enough for **language learning** to be effective, where appropriate training materials are

available, and where enough **curriculum** time is devoted to **languages**. Initiatives to make **language learning** available to an **ever-younger** group of pupils must be supported by appropriate resources, including resources for teacher training.

Early learners become aware of their own cultural values and influences and appreciate other cultures, becoming more open towards and interested in others. This benefit is limited if all pupils learn the same language: a range of **languages** should be available to **early learners**. Parents and teaching staff need better information about the benefits of this **early start**, and about the criteria that should inform the choice of children's first **foreign language**. (p. 7)

Content and Language Integrated Learning (**CLIL**), in which pupils **learn** a subject through the medium of a **foreign language**, has a major contribution to make to the Union's **language learning** goals. It can provide effective opportunities for pupils to use their new **language skills** now, rather than **learn** them now for use later. It opens doors on **languages** for a broader range of learners, nurturing self-confidence in **young learners** and those who have not responded well to formal **language** instruction in general education. It provides exposure to the **language** without requiring extra time in the **curriculum**, which can be of particular interest in vocational settings. The introduction of **CLIL** approaches into an institution can be facilitated by the presence of trained teachers who are native speakers of the vehicular **language**. (p. 8)

Promoting **linguistic diversity** means actively encouraging the **teaching** and **learning** of the widest possible range of **languages** in our schools, universities, adult education centres and enterprises. Taken as a whole, the range on offer should include the smaller **European languages** as well as all the larger ones, **regional, minority** and migrant **languages** as well as those with 'national' status, and the **languages** of our major trading partners throughout the world. The imminent enlargement of the EU will bring with it a wealth of **languages** from several **language** families; it requires a special effort to ensure that the **languages** of the new Member States become more widely **learned** in other countries. Member States have considerable scope to take a lead in promoting the **teaching** and **learning** of a wider range of **languages** than at present.



It is important that schools and training institutions adopt a holistic approach to the **teaching of language**, which makes appropriate connections between the teaching of 'mother tongue', '**foreign**' languages, the **language** of instruction, and the **languages** of migrant communities; such policies will help children to develop the full range of their communicative abilities. In this context, **multilingual** comprehension approaches can be of particular value because they encourage learners to become aware of similarities between **languages**, which is the basis for developing receptive **multilingualism**. (p. 9)

Language teachers have a crucial role to play in building a **multilingual** Europe. They, more than teachers of other subjects, are called upon to exemplify the European values of openness to others, tolerance of differences, and willingness to communicate.

It is important that they have all had adequate experience of using the target **language** and understanding its associated culture. All teachers of a **foreign language** should have spent an extended period in a country where that **language** is spoken and have regular opportunities to update their training. (p. 10)

Heads of State and Government in Barcelona in March 2002 noted the lack of data on citizens' actual **language skills**, and called for the establishment of a **European Indicator of Language Competence**. Such an indicator will provide valuable information for decisiontakers in the education and training systems. The Commission will shortly bring forward proposals for the design and administration of a periodic test of **language skills**, which will gather data for a new **European indicator of language competence**.

The **Common Reference Scales** of the CoE's **CEFR** provide a good basis for schemes to describe individuals' **language skills** in an objective, practical, transparent and portable manner. Effective mechanisms are needed to regulate the use of these **scales** by examining bodies. Teachers and others involved in testing **language skills** need adequate training in the practical application of the **CEFR**. European networks of relevant professionals could do much to help share good practice in this field. The **ELP** can help people to value, and make the most of, all their **language skills**, howsoever acquired, and to carry on learning **languages** by themselves. (p. 11)

**Language learning** is for all citizens, throughout their lives. Being aware of **other languages**, hearing **other languages**, **teaching** and **learning other languages**: these things need to happen in every home and every street, every library and cultural centre, as well as in every education or training institution and every business.

The regions, towns and villages of Europe are called upon to become more **language-friendly environments**, in which the needs of speakers of all **languages** are fully respected, in which the existing **diversity of languages** and cultures is used to good effect; and in which there is a healthy demand for and a rich supply of **language learning** opportunities .

The European Commission believes that the key areas for action at European level here are: fostering an inclusive approach to languages, building more **language friendly communities**, and improving the supply and take-up of **language learning**. (p. 12)

The point has already been made that the major share of action to extend the benefits of **lifelong language learning** to every citizen, to improve the quality of **language teaching**, and to create a more **language-friendly environment** will need to be borne by Member States.

Each Member State starts from a different position in terms, for example, of the spread of **language skills** amongst its population and their degree of openness to the idea of **lifelong language learning**;

the quantity and quality of the physical and virtual structures available for **language learning** in formal and informal settings;

the flexibility of school **curricula**; .... (p. 14)

In implementing their commitment to teach at least two **foreign languages** from a very **early age**, Member States should consider whether adjustments are necessary to **primary school curricula**, and whether provision for the training and deployment of additional specialist teaching staff and other **teaching** and **learning** resources in **primary** and **pre-primary schools** is adequate.

The Commission will propose that the general Socrates Call for Proposals published in 2004 be amended so as to increase support to schools wishing to

introduce a **CLIL** approach. In particular, extended exchanges of teachers between partner schools will be encouraged. 2005 and 2006

I.2.6 A European conference will be held for decision-takers and inspectors to launch a major new study on the benefits of **CLIL**. 2004

I.2.7 The European Eurydice Unit will gather and disseminate information on the availability of **CLIL** in European education and training systems, based on the collection of available data by its Network. 2005 (p. 16)

#### Testing **language skills**

In this respect, Member States were invited by the Council Resolution of 14 February 2002 to set up systems of validation of competence in **language knowledge** based on the **CEFR** developed by the **CoE**, and to stimulate European cooperation in order to promote transparency of qualifications and quality assurance of **language learning**.

A working conference will be organised at which Member States, testing organisations, education institutions, professional associations, social partners and others can devise mechanisms to support the effective and transparent use of the scales of the **CEFR** in language testing and certification. 2005 (p. 18)

#### 11 . Communication from the Commission to the EP and the Council : The European Indicator of Language Competence (Brussels, 1.8.2005 COM(2005) 356 Final)

The importance of encouraging societal and individual **multilingualism** in the EU was rehearsed in the Commission Communication 'Promoting **Language Learning** and **Linguistic Diversity** : an Action Plan 2004 - 2006'. The ability to understand and communicate in **languages** other than their mother tongue is a basic skill that all European citizens require. The further development of **foreign language skills** is important to encourage mobility within the Union; it will contribute to the creation of a truly European labour market by allowing citizens to take full advantage of the freedom to work or study in another Member State. Furthermore, a labour force with practical **language** and intercultural **skills** enables European enterprise to compete effectively in the global market - place.

**Learning** and speaking other **languages** encourages a more open approach to others, their cultures and outlooks. In addition, **learning** other **languages** improves cognitive skills and strengthens mother tongue skills, including reading and writing. **Learning** one **lingua franca** alone is not enough. The Commission's objective is a truly **multilingual** European society: a society in which the rate of individual **multilingualism** steadily increases until every citizen has practical skills in at least two **languages** in addition to his or her mother tongue.

Heads of State and Government in Barcelona in March 2002, having set the objective of making EU education and training systems a world quality reference by 2010, called "for further action ... to improve the mastery of basic skills, in particular by **teaching** at least two **foreign languages** from a very **early age**..." At the same time, they called for the "establishment of a **linguistic competence indicator** in 2003." This decision arose from the current lack of data on the actual **language skills** of people in the EU and the need for reliable systems to measure progress towards this new objective. (p. 3)

... the **diversity of languages** on offer is decreasing; there is a growing tendency for '**foreign language learning**' to mean simply 'learning English'.

The average number of **foreign languages** learned in secondary education is far from the target set by the Barcelona European Council of two **foreign languages** from a **very early age**...

... Education Survey, currently being developed by Eurostat and due to be carried out in countries during 2006, will include a module in which respondents self-report their **language skills** on the **scales** of the **CEFR**. (p. 4)

### **Scale**

The **indicator** should record the proficiency of the sample at each of the six levels of the **scales** of the **CEFR** (CoE). This is already widely accepted and used by several Member States for determining their own benchmarks in this area.

### **Skills**

The **indicator** should measure four **language skills**: reading, listening, speaking and writing. It may be, that, (again, for practical reasons) speaking competences would not be tested in the first round; should this be the case, experience gained

during the **first cycle** of tests should permit all four **language skills** to be tested in subsequent cycles. (p. 7)

**12 . Communication from the Commission to the Council, the EP, the Economic and Social Committee and the Committee of the Regions on a New Framework Strategy for Multilingualism (Brussels, 22.11.2005, COM(2005) 596 Final)**

For the first time, the portfolio of a European Commissioner explicitly includes responsibility for **multilingualism**. This document is the first Commission Communication to explore this policy area. It complements the Commission's current initiative to improve communication between European citizens and the institutions that serve them. It also reaffirms the Commission's commitment to **multilingualism** in the EU; sets out the Commission's strategy for promoting **multilingualism** in European society, in the economy and in the Commission itself; and proposes a number of specific actions stemming from this strategic framework.

The EU is founded on 'unity in **diversity**': **diversity** of cultures, customs and beliefs - and of **languages**. Besides the **20 official languages** of the Union, there are 60 or so other **indigenous languages** and scores of non-indigenous **languages** spoken by migrant communities.

It is this diversity that makes the EU what it is: not a 'melting pot' in which differences are rendered down, but a common home in which **diversity** is celebrated, and where our many mother tongues are a source of wealth and a bridge to greater solidarity and mutual understanding.

**Language** is the most direct expression of culture; it is what makes us human and what gives each of us a sense of identity. Article 22 of the Charter of Fundamental Rights of the EU states that the Union shall respect cultural, religious and **linguistic diversity**. Together with respect for the individual, openness towards other cultures, tolerance and acceptance of others, respect for **linguistic diversity** is a core value of the EU. Action by the Union and the Member States to uphold

**multilingualism** therefore has a direct impact on the life of every citizen. (pp. 2 – 3)

**Multilingualism** refers to both a person's ability to use several **languages** and the co-existence of different **language** communities in one geographical area. In this document, the term is used to describe the new field of Commission policy that promotes a climate that is conducive to the full expression of all **languages**, in which the **teaching** and **learning** of a variety of **languages** can flourish.

The Commission's **multilingualism policy** has three aims:

to encourage **language learning** and promoting **linguistic diversity** in society;  
to promote a healthy **multilingual** economy, and to give citizens access to EU legislation, procedures and information in their own **languages**.

In March 2002, the Heads of State or Government of the European Union meeting in Barcelona<sup>6</sup> called for at least two **foreign languages** to be **taught** from a **very early age**. The Commission's long-term objective is to increase individual **multilingualism** until every citizen has practical **skills** in at least two **languages** in addition to his or her mother tongue. (pp. 3 – 4)

... there is a growing tendency for '**foreign language learning**' to mean simply 'learning English'; the Commission has already pointed out that 'English is not enough'. (p. 4)

Following a request from the EP, the Commission in 2004 launched a feasibility study on the possible creation of a European Agency for Language Learning and Linguistic Diversity. The study concludes that there are unmet needs in this field, and proposes two options: creating an agency or setting up a European network of "Language Diversity Centres". The Commission believes that a network would be the most appropriate next step...

Experts have identified a need for national plans to give coherence and direction to actions to promote **multilingualism** amongst individuals and in society generally. These plans should establish clear objectives for **language teaching** at the various stages of education and be accompanied by a sustained effort to raise awareness of the importance of **linguistic diversity**.

The **curricula** and structures for training teachers of a **foreign language** need to respond to changing demands about the **language skills** that pupils and students should acquire. (pp. 4 – 5)

In most countries at least half of all **primary school** pupils now **learn a foreign language**.

A recent conference organised by the Luxembourg Presidency of the EU discussed developments in **CLIL** in which pupils **learn** a subject through the medium of a **foreign language**. This approach is being used increasingly across Europe and provides greater opportunities within the school **curriculum** for exposure to **foreign languages**.

Over the past few years, a number of universities have introduced chairs in fields of study related to **multilingualism** and interculturalism in European society. Current Commission support for research into **linguistic diversity** could be complemented by networks of such Chairs, along the lines of the successful Jean Monnet action. (p. 6)

The Commission will:

provide support through the proposed **Lifelong Learning** Programme for studies on the state of **multilingualism** in higher education and the creation of chairs in fields of study related to **multilingualism** and interculturalism;

continue to support the **teaching and learning of languages** through its cooperation programmes in the field of education, training, youth, citizenship and culture;

investigate ways of supporting **language diversity** networks through the new integrated **Lifelong Learning** programme

Member States are invited to:

establish national plans to give structure, coherence and direction to actions to promote **multilingualism**, including increasing the use and presence of a variety of **languages** in daily life;

review their current arrangements for **early language learning** in the light of best practice from across Europe; and

implement the Conclusions of the Luxembourg Presidency concerning **CLIL**, including raising awareness of the benefits of this approach, exchanging

information and scientific evidence on good **CLIL** practice and specific **CLIL** training for teachers. (pp. 8 – 9)

The EU is developing a highly competitive economy. Intercultural communication skills are assuming an ever-larger role in global marketing and sales strategies. To trade with companies in other Member States, European businesses need **skills** in the **languages** of the EU as well as in the **languages** of our other trading partners around the globe. (p. 9)

In Europe's information society, **linguistic diversity** is a fact of life. Web TV, online music, and movies on mobile phones are a reality for European businesses and citizens, emphasising the importance of being able to access and use information in a number of **languages**. (p. 10)

The EU adopts legislation which is directly binding on its citizens. It is therefore a prerequisite for the Union's democratic legitimacy and transparency that citizens should be able to communicate with its Institutions and read EU law in their own national **language**, and take part in the European project without encountering any language barriers. The very first Regulation adopted by the Council therefore defines the European Community as a **multilingual entity**, stipulates that legislation must be published in the **official languages** and requires its institutions to deal with citizens in the **official languages** of their choice. In the interests of equity and transparency, the Union maintains a substantial online public service giving access to the law and jurisprudence of the Union; this is the EUR-Lex service, which is fully **multilingual** and covers all **20 official languages**. (pp. 12 – 13)

The Commission will:

ensure, through an internal network, that all departments apply its **multilingualism** policy in a coherent way;

continue to foster **multilingualism** on its Internet portal (Europa) and in its publications;

launch a Languages portal on Europa providing information about **multilingualism** in the EU and accommodating new portals dedicated to language learners and language teachers. (p. 15)



**Multilingualism** is essential for the proper functioning of the EU. Increasing citizens' **language skills** will be equally important in achieving European policy goals, particularly against a background of increasing global competition and the challenge of better exploiting Europe's potential for sustainable growth and more and better jobs. Aware of its own responsibilities and of those of the other Institutions, the Commission considers that the situation can and must improve and therefore urges Member States to take additional measures to promote widespread individual **multilingualism** and to foster a society that respects all citizens' **linguistic identities**.

The Commission has already invited Member States to report in 2007 on the actions they have taken towards the objectives of the Action Plan 'Promoting Language Learning and Linguistic Diversity'. This Communication highlights further steps that are necessary if Member States are to achieve the objectives they have set themselves, and the Commission invites Member States to report also on the actions they have taken on the key areas outlined in this Communication in 2007.

**13 . Communication from the Commission to the Council on Framework for the European Survey on Language Competences (Brussels, 13.4.2007, COM(2007) 184 Final)**

**Multilingualism** is a core value in Europe. It is part of what makes Europe unique and contributes to the richness of its culture and society. **Learning languages** provides people with better career possibilities, deeper understanding of their own and others' cultures and increases their mobility.

Improving **language skills** in Europe is also an important objective within the drive to improve the skills and competences of the population as part of the Lisbon growth and jobs strategy. In March 2002 in Barcelona, the European Council called for further action "...to improve the mastery of basic skills, in particular by **teaching** at least two **foreign languages** from a very **early age**." They also "called for the establishment of a linguistic competence indicator in 2003."

Thus the Commission and the Member States undertake a range of different activities aimed at promoting good policy approaches for **language learning** within the Education and Training 2010 strategy.

In its Communication the European Indicator of Language Competence in 2005 the Commission outlined a detailed strategic approach for the creation of a European Survey on **Language Competence** as a means to collect the data necessary to construct a European level **indicator**. On this basis the Council concluded in May 2006<sup>4</sup> on a number of key issues concerning the **European Indicator of Language Competence**, and stressed that a survey should be carried out as soon as possible. (p. 2)

The purpose of the European survey is to measure “overall **foreign language competence** in each Member State” . In its final form, it should test all four **language skills**: reading;listening; writing; and speaking. However, some **skills** are easier to test than others. Tests of oral productive **skills** may require face-to-face tests with a human examiner and will be more complex than testing receptive **skills**.

The European survey in each Member State should cover tests in the first and second of the most **taught official European languages** of the EU, namely English, French, German, Spanish and Italian. The framework for testing will be made available for all countries that wish to ensure that tests other than in these five **languages** can be included in the first round of the survey as national options. (p. 3)

The survey should be based on an instrument measuring a continuum of increasing levels of **competences** from level A1 to level B2 on the **scales** of the **CEFR**.

The Council invited the Commission to develop the **European Indicator of Language Competence** and stated that “test scores should be based on the **scales** of the **CEFR**”.

The **CEFR** is a guideline used to describe achievements of learners of **foreign languages**. Its main aim is to provide framework for methods of assessing and teaching which applies to all **languages** in Europe. The **CEFR** consists of a **scale**

with six levels for different **language skills** divided into three broad divisions: Basic user (A1-A2), Independent user (B1-B2) and Proficient user (C1-C2).

The six reference levels are widely accepted in the Member States as a standard for grading an individual's language proficiency. Several European countries have already used tests related to the **scales** of the **CEFR** for testing proficiency of **languages**.

... the range of **competences** from Basic users to Independent users (levels A1 to B2). Very few pupils have the cognitive capacity to perform at a higher level than B2 at the concerned age and level of schooling. A test consisting of all the six levels would be a considerable challenge and expensive. Accordingly, it is proposed that tests should therefore be developed to cover the four levels from A1 to B2 of the **CEFR**. (p. 4)

The Commission invites the Council to take note of the proposed framework of the survey as presented in this Communication, concerning the following items:

**skills** to be tested; the **languages** to be tested; the levels the **CEFR** to be used ... (p. 9)

#### **14 . Council Conclusions of 22 May 2008 on Multilingualism (2008/C 140/10)**

The Council of the EU,

Having regard to :

1. the conclusions of the Lisbon European Council of 23 and 24 March 2000, which included **foreign languages** within a European framework for the definition of basic skills to be provided through **lifelong learning**;
2. Article 22 of the Charter of fundamental rights of the EU, which recognises the principle that the Union shall respect cultural, religious and **linguistic diversity**;
3. the conclusions of the Barcelona European Council of 15 and 16 March 2002, which called for further action to improve the mastery of basic skills, in particular by **teaching two foreign languages** to all from a **very early age** ;
4. the Commission communication of 24 July 2003 "Promoting Language Learning and Linguistic Diversity: an Action Plan 2004-2006", and the subsequent

Commission report of 25 September 2007 on the implementation of that Action Plan;

5. Decision No 2241/2004/EC of the EP and of the Council of 15 December 2004 on a single Community Framework for the Transparency of Qualifications and Competences (**Europass**);

6. the Commission communication of 22 November 2005 "A New Framework Strategy for **Multilingualism**", which encompasses both internal and external action on the **promotion of languages** and communication with the citizens;

7. the Council conclusions of 19 May 2006 on the European Indicator of Language Competence], which reaffirmed that **foreign language** skills, as well as helping to foster mutual understanding between peoples, are a prerequisite for a mobile workforce and contribute to the competitiveness of the EU economy;

8. the Recommendation 2006/962/EC of the EP and of the Council of 18 December 2006 on key competences for **lifelong learning**, one of which is communication in **foreign languages**;

9. the Resolution of the Council of 16 November 2007 on a European Agenda for Culture, which sets **multilingualism** as one of the priority areas for action to promote cultural heritage, and in the light of the discussions during the Ministerial Conference on **Multilingualism** held on 15 February 2008,

Considers that :

**linguistic** and cultural **diversity** are distinctive features in the daily lives of an increasing number of European citizens and companies as a result of increased mobility, migration and globalisation,

**linguistic competences** are a desirable life-skill for all EU citizens, enabling them to enjoy the economic, social and cultural benefits of free movement within the Union,

successive reports and recommendations by various stakeholder groups have shown that insufficient account is still taken of **language** needs in European society,

the importance attached to **multilingualism** and other **language policy** issues in the context of common EU policies imposes the need to pay these matters the attention they deserve, as well as the need for the European institutions to re-

emphasise their long-standing commitment to the promotion of **language learning** and **linguistic diversity**.

Affirms that :

1. **multilingualism policy** encompasses the economic, social and cultural aspects of **languages** in a **lifelong learning** perspective;
2. the **linguistic diversity** of Europe should be preserved and parity between **languages** fully respected. The EU institutions should play a key role in pursuing these objectives;
3. as well as contributing to personal and cultural enrichment, a knowledge of **languages** is one of the basic skills European citizens need to acquire in order to play an active part in the European knowledge society, and one that both promotes mobility and facilitates social integration and cohesion;
4. since language needs may vary according to each individual's interests, work and cultural background, the broadest possible range of **languages** should be available to learners, with the support of new technologies, innovative approaches and networking between educational providers;
5. with a view to promoting economic growth and competitiveness, it is important for Europe also to maintain a sufficient knowledge base in non - European languages with a global reach. At the same time, efforts should be made to uphold the position of **European languages** on the international stage;
6. quality **teaching** is essential for successful **learning** at any age and efforts should therefore be made to ensure that language teachers have a solid command of the **language** they **teach**, have access to high quality initial and continuous training and possess the necessary intercultural skills. As part of language teacher training, exchange programmes between Member States should be actively encouraged and supported;
7. to help them integrate successfully, sufficient support should be provided to migrants to enable them to **learn the language(s)** of the host country, while members of the host communities should be encouraged to show an interest in the cultures of newcomers;
8. **linguistic** and cultural **competences** lie at the heart of education. Proficiency in the first **language** may facilitate the **learning** of other **languages**, while **early**

**language learning**, bilingual education and **CLIL** are effective means of improving **language learning** provision;

9. quality interpretation and translation is needed to ensure efficient communication between speakers of different **languages**, while greater attention should be paid to **linguistic** considerations in the marketing and distribution of goods and services, in particular audiovisual media services.

Invites the Member States, with the support of the Commission, to :

1. work together to enhance European cooperation on **multilingualism** and — in consultation with the relevant stakeholders — pursue the above - mentioned policy orientations, making use as appropriate of the open method of coordination to facilitate the exchange of experience and good practice;

2. take appropriate steps to improve effective **language teaching** and continuity for **language learning** in a **lifelong learning** perspective, including by making existing resources and infrastructure more widely available, accessible and attractive to all, developing resources and increasing the **diversity of languages** offered;

3. promote the **learning** of their national **languages** in other Member States, including through greater use of distance learning technologies, and encourage the **learning** of less widely used **EU languages**, and non-European **languages**;

4. use existing tools to confirm **language knowledge**, such as the **CoE's ELP** and the **Europass Language Portfolio**;

5. encourage measures to facilitate **language learning** by people with special needs, as a means of contributing to their social inclusion, better career opportunities and welfare;

6. cooperate with international organisations working on issues relating to **multilingualism**, in particular the **CoE** and Unesco.

Invites the Commission to :

1. support the Member States in their efforts to pursue the above priorities;

2. draw up proposals by the end of 2008 for a comprehensive policy framework on **multilingualism**, which takes due account of the **linguistic needs** of citizens and institutions, including by respecting their right to communicate with the institutions of the EU in any one of its **official languages**.

15 . Communication from the Commission to the Council, the EP, the Economic and Social Committee and the Committee of the Regions on Multilingualism : An Asset for Europe and a Shared Commitment {SEC(2008) 2443} {SEC(2008) 2444} {SEC(2008) 2445} (Brussels, 18.9.2008, COM(2008) 566 Final)

The harmonious co-existence of many **languages** in Europe is a powerful symbol of the EU's aspiration to be united in **diversity**, one of the cornerstones of the European project. **Languages** define personal identities, but are also part of a shared inheritance. They can serve as a bridge to other people and open access to other countries and cultures, promoting mutual understanding. A successful **multilingualism policy** can strengthen life chances of citizens: it may increase their employability, facilitate access to services and rights and contribute to solidarity through enhanced intercultural dialogue and social cohesion.

Approached in this spirit, **linguistic diversity** can become a precious asset, increasingly so in today's globalised world. The Commission's renewed social Agenda, adopted on 2 July 2008, set out a new approach to managing change in our globalising world focusing on the key principles of opportunities, access and solidarity. In a **multilingual** EU, this means that: i) everybody should have the opportunity to communicate appropriately in order to realise his or her potential and make the most of the opportunities offered by the modern and innovative EU; ii) everybody should have access to appropriate **language training** or to other means of facilitating communication so that there is no undue **linguistic** obstacle to living, working or communicating in the EU; iii) in the spirit of solidarity, even those who may not be able to **learn** other **languages** should be provided with appropriate means of communication, allowing them access to the **multilingual** environment.

The 2005 Commission communication a New Framework Strategy for **Multilingualism** reaffirmed the value of **linguistic diversity** and revealed the need for a broader policy to promote **multilingualism**, as recommended by the independent High Level Group on Multilingualism. This analysis was confirmed by a broad consultation in 2007-08 which included an online consultation attracting

over 2 400 replies, and two advisory groups reporting on the contribution of **multilingualism** to intercultural dialogue and on the role played by **languages** in business. (p. 3)

The Council's first ministerial conference on **multilingualism** took place on 15 February 2008 with a view to preparing the ground for a broader policy.

Within this context, the Commission has worked since 2002 with Member States towards the Barcelona objective of enabling citizens to communicate in **two languages** in addition to their mother tongue, in particular, by developing an indicator of **language competence**, by setting out strategic action and recommendations, and by including skills in **foreign languages** among the key competences for **lifelong learning**. (p. 4)

The current challenge is to minimise the obstacles that EU citizens and companies encounter and to empower them to take advantage of the opportunities presented by **multilingualism**. It is also to show that **languages** can work as an asset for the benefit of the European society as a whole.

This communication concentrates on people: their ability to use several **languages**, their opportunity to access culture and participate as active citizens, to benefit from better communication, inclusiveness and wider employment and business opportunities. The main objective is therefore to raise awareness of the value and opportunities of the **EU's linguistic diversity** and encourage the removal of barriers to intercultural dialogue.

A key instrument in this respect is the Barcelona objective - communication in mother tongue plus two **languages**. More effort is needed towards achieving this objective for all citizens.

Concrete measures are also needed for a large part of European society, which is still missing out on the advantages of **multilingualism**...

A concerted effort is required to ensure that, within existing resources, **multilingualism** is 'mainstreamed' across a series of EU policy areas, including **lifelong learning**, employment, social inclusion, competitiveness, culture, youth and civil society, research and the media. (p. 5)

There are also untapped **linguistic resources** in our society: different mother tongues and other **languages** spoken at home and in local and neighbouring



environments should be valued more highly. For instance, children with different mother tongues — whether from the EU or a third country — present schools with the challenge of **teaching the language** of instruction as a second language, but they can also motivate their classmates to **learn different languages** and open up to other cultures. (p. 6)

The Commission will make strategic use of relevant EU programmes and initiatives to bring **multilingualism** closer to the citizen:

run awareness-raising campaigns on the benefits of **linguistic diversity** and **language learning** for intercultural dialogue...

**Languages** can be a competitive advantage for EU business. **Multilingual** companies prove how **linguistic diversity** and investing in **language** and intercultural skills can be turned into a real asset for prosperity and a benefit for all. Some European **languages** are widely spoken around the world and can be a valuable communication tool for business.

The Business Forum for **Multilingualism** made recommendations to boost competitiveness and improve employability through better management of **linguistic diversity**.(p. 7)

A Commission study on the impact on the EU economy of shortages of **foreign language** skills in enterprise estimated that 11% of exporting EU SMEs may be losing business because of **language** barriers. Although English has a leading role as the business **language** of the world, it is **other languages** that will provide EU companies with a competitive edge and allow them to conquer new markets. Better **language skills** are an asset across all activities, not only for sales and marketing.

**Linguistic** and intercultural skills increase the chances of obtaining a better job. In particular, command of several **foreign languages** gives a competitive advantage: companies are increasingly looking for skills in a number of **languages** to conduct business in the EU and abroad. Those mastering more **languages** can choose among a wider range of job offers, including jobs abroad: lack of **language skills** is reported as the primary barrier to working abroad. There is empirical evidence that skill in several **languages** fosters creativity and innovation: **multilingual** people are aware that problems can be tackled in different ways according to

different **linguistic** and cultural backgrounds and can use this ability to find new solutions. (p. 8)

The Commission:

will use EU programmes to support **teaching** of more **languages** through lifelong **learning**, teacher and student mobility, language teacher training, school partnerships, and research and development of innovative methods adapted to different target groups.

The Member States are invited to:

provide genuine opportunities for all to master the national **language(s)** and two **other languages**; make a wider range of **languages** available to learners to allow individual choice and match local needs in the **languages** that can be **learned**; enhance the training of all teachers and others involved in **language teaching**; promote mobility among language teachers to enhance their **language** and intercultural **skills**. (p. 12)

16 . Commission Staff Working Document Accompanying Document to the Communication from the Commission to the Council, the EP, the Economic and Social Committee and the Committee of the Regions on Multilingualism : An Asset for Europe and a Shared Commitment an Inventory of Community Actions in the Field of Multilingualism and Results of the Online Public Consultation {COM(2008) 566 Final} {SEC(2008) 2444} {SEC(2008) 2445} (Brussels, 18.9.2008,SEC(2008) 2443)

This staff working paper accompanies the communication '**Multilingualism: an asset for Europe and a shared commitment**'. The strategies adopted in that communication go beyond the '**mother tongue plus two**' recommendations of the Barcelona Council in that they extend the scope of **multilingualism policy** to new areas such as the internal market, enterprise and employment.

While the communication sets out the new policy approach on **multilingualism**, the Commission staff working paper creates a framework by mapping action currently taken in this field by the various Commission departments, paying particular attention to cross-cutting aspects of **multilingualism** in the Commission,

among stakeholder groups and among the general public. The paper also serves as a basis for further work in line with the new policy approach set out in the communication.

The communication "A new framework strategy for **multilingualism**" was the first step towards promoting **multilingualism** in a wider context. It reaffirmed the Commission's commitment to **multilingualism** in the EU and set out a number of specific actions for the Commission and for Member States. (p. 4)

An internal network of Commission departments was set up and recently upgraded into an Interservice Group. It provided information for this paper, laying the foundations for mainstreaming **multilingualism** across a wider range of European policies.

Member States were invited to send in information as part of the follow-up to the 'Action plan promoting **language learning** and **linguistic diversity**, 2004-2006'. In 2006-2007, 19 Member States sent in detailed reports on the implementation of the Action Plan, and 17 provided additional information on the 2005 communication. Most of the actions recommended by the 2005 communication repeated and built upon recommendations in the Action Plan. The Report on the implementation of the Action Plan highlighted positive results (for instance the introduction of **early language learning**, and a more consistent approach to **language teaching and learning** and to teacher training) and areas for further cooperation (**languages** in vocational training and in adult education, groups at disadvantage, and further diversification of **languages taught**).

Establishing national plans for **multilingualism** was a new recommendation made in the 2005 communication. The Commission promoted a first exchange of practice in this field through the Working Group on Languages, bringing together Member States' representatives, in 2006.<sup>3</sup> The two last actions recommended by the 2005 communication — setting up a High Level Group on Multilingualism and holding a ministerial conference on **multilingualism** — paved the way for the current communication, to which this paper is attached. (p. 5)

'Improving **foreign language learning**' is one of the specific objectives of the Education and Training 2010 work programme and part of the broader strategic objective of 'opening up education and training systems to the wider world'. The

ability of all European citizens to understand and use a wide range of **foreign languages** is central to the Union's effort to develop a more dynamic and competitive knowledge-based economy, to increase the number and to improve the quality of jobs available, and to ensure that European companies are able to compete advantageously in global market. In addition, **language learning** promotes mutual understanding and greater tolerance of other cultures, and has relevance for two of the other objectives: developing skills for the knowledge society and supporting active citizenship, equal opportunities and social cohesion. This objective was further elaborated by the working group on languages, set up to make recommendations and exchange good practice and ideas on how to improve **foreign language learning**. It includes members appointed by Member States and representatives from the **CoE** and Eurydice. (p. 5)

The political decision to develop a **language indicator** was taken in 2002 at the Barcelona European Summit. The Council underlined that speaking **foreign languages** is a **basic skill** which needs to be improved by **teaching** at least two **foreign languages** from a **very early age**.

The **European Language Indicator** will show us the general level of **foreign language knowledge** of the pupils in the Member States and let us see how close we are to achieving our objective of making Europe's citizens **multilingual**. This will provide invaluable strategic information to policy makers, teachers and learners in all Member States wishing to improve the **teaching** and **learning** of **foreign languages**, thereby increasing the mobility of Europeans, and with it the competitiveness of the EU.

**Language skills** to be tested: reading comprehension, listening comprehension and writing. The Commission will take the initiative to develop instruments to cover a fourth skill, speaking, in subsequent surveys.

Languages to be tested: the **official EU languages** most taught as first and second **languages in the EU**, namely English, French, German, Spanish and Italian. The framework for testing will be made available for all countries that wish to carry out tests other than in these five **languages** as national options. The Commission will take the initiative to ensure that the next round of the survey covers all of the **official European languages taught** in the EU.

The framework of reference: the survey will be based on an instrument measuring a continuum of increasing levels of **competences** from level A1 (basic user) to level B2 (independent user), in line with the **scales** of the **CEFR**. (pp. 7 – 8)

**Europass** : The single Community framework for transparent qualifications and competencies — **Europass**, established in 2006, is designed to encourage mobility and **lifelong learning** among students, and to clarify the qualifications of the holder for employers. The **ELP** developed by the **CoE** is incorporated into **Europass**, as is **Europass** mobility.

The most important practical contribution to promoting **language skills** comes through the **Europass** portal, developed and run by Cedefop and available in 26 **languages** (EU+EEA+CC). In particular, it offers citizens the opportunity to complete their **Europass** CV and **Europass** Language Passport online, with the help of guidelines and a tutorial. The CV includes a section which summarises **language skills**. The passport, a component of the **ELP**, specifically allows citizens to describe their **language skills** in detail. Both documents use the **CEFR** by the **CoE** as a standard tool for self-assessment. (p. 11)

Another line of action linked with **multilingualism** is the work on synergies between culture and education to be pursued by a new working group of Member States' experts. This will cover formal, non-formal and informal education, including arts in education, and the development of projects to implement 'cultural awareness and expression', defined as a key competence for European citizens alongside communication in **foreign languages** and social and civic competencies. (p. 12)

The Youth in Action Programme aims to inspire a sense of active citizenship and tolerance among young Europeans and to involve them in shaping the Union's future. It promotes **multilingualism** by bringing young people of different nationalities and different **languages** together and by giving them the opportunity to participate in activities outside their country of residence.

The use of different **languages** is not compulsory, but is strongly encouraged. **Linguistic diversity** is encouraged within the wider framework of promoting cultural diversity and inter - cultural dialogue, which is a priority of the Programme. (...) The 'Europe for citizens' programme helps promote **linguistic diversity** as it

brings together European citizens of different nationalities who speak different **languages** and gives them the opportunity to participate in common activities. (pp. 13 - 14)

**Multilingualism policy** is of direct relevance for further development and good functioning of the EU's Single Market for two reasons.

Firstly, the more **languages** European citizens can speak, the easier they can move between Member States to work, live, study or provide services, and therefore, the more they can benefit from the opportunities offered by the Single Market.

Secondly, **linguistic diversity** being a source of benefit and richness, it can nevertheless create barriers for the functioning of the Single Market, i.e. for workers' mobility, cross-border activities of companies and for effective administrative cooperation between Member States, for those who do not have sufficient **knowledge of languages**. To overcome those barriers, it is necessary to make more effective use of new technologies, such as automatic translations or automated data exchange systems, to provide **linguistic** support. (p. 19)

While **language learning** is not a specific aim of enterprise policy, **language** barriers can be an obstacle to entrepreneurship. (p. 20)

**Languages** play an important role in cooperation and public diplomacy activities. (p. 21)

**Multilingualism** contributes to better understanding between European citizens and, in particular, to improving their awareness of their rights, and facilitates their Access to reliable information. In line with this, Article 21 of the EC treaty provides all the citizens of the Union with the right to write to any of the institutions or bodies in one of the **official languages**, and to receive an answer in the same **language**. (p. 22)

#### **17 . Council Conclusions of 22 May 2008 on Multilingualism (2008/C 140/10)**

The Council of the EU,  
Having regard to :

1. the conclusions of the Lisbon European Council of 23 and 24 March 2000, which included **foreign languages** within a European framework for the definition of basic skills to be provided through **lifelong learning**;
  2. Article 22 of the Charter of fundamental rights of the EU, which recognises the principle that the Union shall respect cultural, religious and **linguistic diversity**;
  3. the conclusions of the Barcelona European Council of 15 and 16 March 2002, which called for further action to improve the mastery of basic skills, in particular by **teaching two foreign languages** to all from a **very early age**;
  4. the Commission communication of 24 July 2003 "Promoting **Language Learning** and **Linguistic Diversity**: an Action Plan 2004-2006", and the subsequent Commission report of 25 September 2007 on the implementation of that Action Plan;
  5. Decision No 2241/2004/EC of the EP and of the Council of 15 December 2004 on a Single Community Framework for the Transparency of Qualifications and Competences (**Europass**) ;
  6. the Commission communication of 22 November 2005 "A New Framework Strategy for **Multilingualism**", which encompasses both internal and external action on the promotion of **languages** and communication with the citizens;
  7. the Council conclusions of 19 May 2006 on the **European Indicator of Language Competence**, which reaffirmed that **foreign language skills**, as well as helping to foster mutual understanding between peoples, are a prerequisite for a mobile workforce and contribute to the competitiveness of the EU economy;
  8. the Recommendation 2006/962/EC of the EP and of the Council of 18 December 2006 on key competences for **lifelong learning**, one of which is communication in **foreign languages**;
  9. the Resolution of the Council of 16 November 2007 on a European Agenda for Culture, which sets **multilingualism** as one of the priority areas for action to promote cultural heritage, and in the light of the discussions during the Ministerial Conference on **Multilingualism** held on 15 February 2008,
- Considers that :

**linguistic** and cultural **diversity** are distinctive features in the daily lives of an increasing number of European citizens and companies as a result of increased mobility, migration and globalisation,

**linguistic competences** are a desirable life-skill for all EU citizens, enabling them to enjoy the economic, social and cultural benefits of free movement within the Union,

successive reports and recommendations by various stakeholder groups have shown that insufficient account is still taken of **language needs** in European society,

the importance attached to **multilingualism** and other **language policy** issues in the context of common EU policies imposes the need to pay these matters the attention they deserve, as well as the need for the European institutions to re-emphasise their long-standing commitment to the promotion of **language learning** and **linguistic diversity**.

Affirms that :

1. **multilingualism policy** encompasses the economic, social and cultural aspects of **languages** in a **lifelong learning** perspective;
2. the **linguistic diversity** of Europe should be preserved and parity between **languages** fully respected. The EU institutions should play a key role in pursuing these objectives;
3. as well as contributing to personal and cultural enrichment, a **knowledge of languages** is one of the basic **skills** European citizens need to acquire in order to play an active part in the European knowledge society, and one that both promotes mobility and facilitates social integration and cohesion;
4. since **language needs** may vary according to each individual's interests, work and cultural background, the broadest possible range of **languages** should be available to learners, with the support of new technologies, innovative approaches and networking between educational providers;
5. with a view to promoting economic growth and competitiveness, it is important for Europe also to maintain a sufficient knowledge base in non - European languages with a global reach. At the same time, efforts should be made to uphold the position of **European languages** on the international stage;



6. quality **teaching** is essential for successful **learning** at any age and efforts should therefore be made to ensure that language teachers have a solid command of the **language** they **teach**, have access to high quality initial and continuous training and possess the necessary intercultural skills. As part of language teacher training, exchange programmes between Member States should be actively encouraged and supported;

7. to help them integrate successfully, sufficient support should be provided to migrants to enable them to **learn the language(s)** of the host country, while members of the host communities should be encouraged to show an interest in the cultures of newcomers;

8. **linguistic** and cultural **competences** lie at the heart of education. Proficiency in the first **language** may facilitate the **learning** of other **languages**, while **early language learning**, bilingual education and **CLIL** are effective means of improving **language learning** provision;

9. quality interpretation and translation is needed to ensure efficient communication between speakers of **different languages**, while greater attention should be paid to **linguistic** considerations in the marketing and distribution of goods and services, in particular audiovisual media services.

Invites to the Member States, with the support of the Commission, to :

1. work together to enhance European cooperation on **multilingualism** and — in consultation with the relevant stakeholders — pursue the above-mentioned policy orientations, making use as appropriate of the open method of coordination to facilitate the exchange of experience and good practice;

2. take appropriate steps to improve effective **language teaching** and continuity for **language learning** in a **lifelong learning** perspective, including by making existing resources and infrastructure more widely available, accessible and attractive to all, developing resources and increasing the **diversity of languages** offered;

3. promote the **learning** of their national **languages** in other Member States, including through greater use of distance learning technologies, and encourage the **learning** of less widely used **EU languages**, and non - European **languages**;

4. use existing tools to confirm **language knowledge**, such as the **CoE's ELP** and the **Europass Language Portfolio**;
5. encourage measures to facilitate **language learning** by people with special needs, as a means of contributing to their social inclusion, better career opportunities and welfare;
6. cooperate with international organisations working on issues relating to **multilingualism**, in particular the **CoE** and Unesco.

Invites to :

1. support the Member States in their efforts to pursue the above priorities;
2. draw up proposals by the end of 2008 for a comprehensive policy framework on **multilingualism**, which takes due account of the **linguistic needs** of citizens and institutions, including by respecting their right to communicate with the institutions of the EU in any one of its **official languages**.

18 . Commission Staff Working Document Accompanying Document to the Communication from the Commission to the Council, the EP, the Economic and Social Committee and the Committee of the Regions on An Updated Strategic Framework for European Cooperation in Education and Training {SEC(2008) 3047} {SEC(2008) 3048} (Brussels, 16.12.2008, COM(2008) 865 Final)

Building higher skills through better education and training systems is an essential part of Europe's strategy to meet future challenges such as the ageing of society and to deliver the high levels of sustainable, knowledge - based growth and jobs that are at the heart of the Lisbon strategy. Knowledge, skills and competences determine an individual's chances to succeed in the labour market and to have an active role in society. They are crucial for social cohesion as well as the competitiveness and innovative capacity of enterprises and the entire economy.

As set out in the initiative on New Skills for New Jobs, also published with this year's Lisbon package, labour market changes will require both upgrading the skills of the population and skills development policies that better match current and future labour market needs. This will only happen if **lifelong learning** becomes a reality, not a slogan, allowing people to acquire key competences early

and update skills throughout their lives; and if education and training systems become more responsive to change and more open to the wider world... (p. 2)

Member States and the Commission should give priority to achieving better implementation in the following fields

Languages: To enable citizens to communicate in two **languages** in addition to their mother tongue ... (p. 8)

Incorporate into the benchmarks framework targets that were set by the Barcelona European Council of 2002 (i.e. on participation in **pre-primary education** and on access to **early language teaching**) ...

**Languages:** The Commission would propose a new benchmark that at least 80 % of pupils in **lower secondary education** should be **taught** at least two **foreign languages**. This proposal would seek to deliver on the demand of the Barcelona European Council to provide **teaching** in at least two **foreign languages** from an **early age**. There has recently been rapid growth in **language teaching in early education**. (p. 14)

#### 19 . Council Resolution of 21 November 2008 on a European Strategy for Multilingualism (2008/C 320/01)

The Council of the EU,

Referring to :

1. the Council Resolution of 14 February 2002 on the promotion of **linguistic diversity** and **language learning**, which stressed that the **knowledge of languages** is one of the basic **skills** each citizen needs in order to take part effectively in the European knowledge society and therefore facilitates both integration into society and social cohesion;
2. the conclusions of the European Council meeting in Barcelona on 15 and 16 March 2002, which called for further action to improve the mastery of basic skills, in particular by **teaching two foreign languages** to all from a **very early age**;
3. Decision No 1983/2006/EC of the EP and of the Council of 30 December 2006 concerning the European Year of Intercultural Dialogue (2008);

4. the Council conclusions of 19 May 2006 on the **European Indicator of Language Competence**, which reaffirmed that **foreign language skills**, as well as helping to foster mutual understanding between peoples, are a prerequisite for a mobile workforce and contribute to the competitiveness of the EU economy;
5. the Council conclusions of 22 May 2008 on the Work Plan for Culture 2008-2010, which point up the cultural dimension of **multilingualism** and in particular its role in access to culture and its contribution to creativity;
6. the Council conclusions of 22 May 2008 on Intercultural Competences, which acknowledge the role of **language learning** and translation in the acquisition of intercultural competences;
7. the Council conclusions of 22 May 2008 on **multilingualism**, which, inter alia, invite the Commission to draw up proposals by the end of 2008 for a comprehensive policy framework on **multilingualism**.

Welcoming :

the Commission communication of 18 September 2008 entitled "**Multilingualism: an asset for Europe and a shared commitment**" [6].

Taking note of :

the Commission Green Paper of 3 July 2008 entitled "Migration and Mobility: Challenges and opportunities for EU education systems", and in the light of the proceedings of the convention on **multilingualism** held in Paris on 26 September 2008.

Considers that :

**linguistic** and cultural **diversity** is part and parcel of the European identity; it is at once a shared heritage, a wealth, a challenge and an asset for Europe, **multilingualism** is a major cross-cutting theme encompassing the social, cultural, economic and therefore educational spheres, the promotion of less widely used **European languages** represents an important contribution to **multilingualism**, significant efforts should still be made to **promote language learning** and to value the cultural aspects of **linguistic diversity** at all levels of education and training, while also improving information on the variety of **European languages** and their dissemination across the world,

**multilingualism** is also of particular significance in promoting cultural diversity, inter alia in the field of media and content online, and intercultural dialogue within Europe and with the other regions of the world; translation, on account of the links it establishes between **languages** and cultures and the broad access it provides to works and ideas, plays a special role in this process,

**linguistic diversity** within Europe constitutes an added value for the development of economic and cultural relations between the EU and the rest of the world,

**multilingualism** contributes to developing creativity by allowing access to other ways of thinking, interpreting the world and expressing the imagination.

Invites the Member States and the Commission, within their respective Spheres of Competence and in full accordance with the principle of subsidiarity, to :

1. Promote **multilingualism** with a view to strengthening social cohesion, intercultural dialogue and European construction

(a) increase awareness of the benefits of **language diversity** and **language learning** among members of the public and in particular young people undergoing initial training in both general and vocational education;

(b) provide **teaching of the language** of the host country for migrants, especially young people, as an essential element for successful integration and employability, while respecting the **languages** of their countries of origin.

2. Strengthen **lifelong language learning**

(a) endeavour to provide young people, from the earliest age and continuing beyond general education into vocational and higher education, with a diverse and high-quality supply of **language** and culture education options enabling them to master at least two **foreign languages**, which is a factor of integration in a knowledge - based society;

(b) make efforts to promote the acquisition and regular updating of **language skills** for all, in formal, non-formal and informal contexts;

(c) endeavour to broaden the selection of **languages taught** at different levels of education — including recognised **languages** which are less widely used, so as to enable pupils to choose on the basis of considerations such as personal interests or geographical situation;

(d) encourage the **learning** and dissemination of **European languages**, by making use of innovative tools such as digital communication technology and distance learning and approaches such as those based on the intercomprehension of related **languages**;

(e) promote learner assessment on the basis of recognised tools — such as the **CoE's CEFR** and the **Europass** Language Passport — and, where appropriate, the **European Indicator of Language Competence**;

(f) devote particular attention to the further training of language teachers and to enhancing the **language competences** of teachers in general, in order to promote the teaching of non-linguistic subjects in **foreign languages (CLIL** — Content and Language Integrated Learning);

(g) foster European mobility and exchanges among language teachers, with the aim that as many as possible should have spent a period of time in a country where the **language they teach** is spoken;

(h) use the **Lifelong Learning** Programme and relevant national schemes to provide all target groups — in particular young people in training and teachers — with mobility opportunities which can help them improve their **language skills**, and initiatives such as the European Language Label to develop learning and teaching materials for languages.

3. Better promote **multilingualism** as a factor in the European economy's competitiveness and people's mobility and employability

(a) support the provision and **learning** of a wide range of **languages**, in order to help enterprises, especially SMEs, to broaden their access to markets — in particular emerging markets — across the world;

(b) encourage greater account to be taken of **language skills** in the career development of employees, particularly in small and medium-size enterprises;

(c) draw on the European Structural Funds, where appropriate, in order to provide job-specific **language** courses in further vocational training and adult education;

(d) value and make use of the **linguistic competences** of citizens with migrant backgrounds, as a means of strengthening both intercultural dialogue and economic competitiveness.

4. Promote the **linguistic diversity** and intercultural dialogue by stepping up assistance for translation, in order to encourage the circulation of works and the dissemination of ideas and knowledge in Europe and across the world

A. In the framework of existing policies and programmes:

... (d) support the networking of **multilingual** terminology databases to facilitate the work of translators and interpreters;

5. **Promote EU languages** across the world

(a) strengthen cooperation between Member States and between their cultural institutions or other representative bodies in third countries, and **promote language** partnerships and intercultural dialogue with third countries;

(b) make best use of the potential of **European languages** for developing cultural and economic dialogue with the rest of the world and enhancing the role of the EU on the international stage;

(c) enhance cooperation with both national and international organisations, in particular the **CoE** and UNESCO, working in the field of **language learning** and **linguistic** and cultural **diversity**.

Invites the Commission to :

1. support Member States in their efforts to achieve the objectives set out in this Resolution, by using the full potential of European cooperation in education, culture and other **relevant policy** areas;

2. adopt measures, within the context of the new comprehensive policy framework on **multilingualism** and within the limits of its competences, aimed at taking due account of the **linguistic needs** of citizens and institutions, paying particular attention to:

the relations between the European institutions and the public,

the relations between the European institutions and national institutions, and taking particular care to provide information in all **official languages** and to promote **multilingualism** on the Commission's websites;

3. report, by mid-2011, on the implementation of this Resolution, in cooperation with the Member States and placing special emphasis on examples of good practice;

4. periodically review the situation with regard to **language skills** in Europe, in particular on the basis of any existing research carried out by Member States, the **CEFR** and, where appropriate, the **European Indicator of Language Competence**.

20 . Opinion of the European Economic and Social Committee on "Multilingualism" (2009/C 77/25)

In a letter dated 4 February 2008, Ms Margot Wallström, Vice-President of the European Commission, asked the European Economic and Social Committee, under Article 262 of the Treaty establishing the European Community, to draw up an exploratory opinion on **Multilingualism**.

The Section for Employment, Social Affairs and Citizenship, which was responsible for preparing the Committee's work on the subject, adopted its opinion on 18 July 2008. The rapporteur was Ms Le Nouail-Marlière.

At its 447th plenary session, held on 17 and 18 September 2008 (meeting of 18 September), the European Economic and Social Committee adopted the following opinion by 144 votes to eight, with 13 abstentions.

Summary of the opinion and its conclusions

Considering that this subject is growing in importance, both in political and economic terms, the Committee regrets that instead of putting forward a concrete programme that follows up on the "New framework strategy for **multilingualism**" adopted in 2005, the Commission has chosen to present a new strategy for the last part of its term of office.

The Committee calls on the Commission and Member States to speed up the discussion on the objectives before specifying the initiatives to be pursued through coordination in the fields of culture and education.

Regarding the choice of the first **foreign language taught and learnt**, it encourages the Member States and the Commission to **promote** the choice of **languages** other than Anglo-American English, and to promote the **learning** and use of **European languages** in extra-Community exchanges.



The Committee notes the close correlation between European citizens' **language needs**, the European employment strategy, and the convergence objectives pursued by the EU Structural Funds, in particular the Cohesion Fund. It therefore calls on them to use these funds to help people to improve their command of their mother tongue, as well as two additional living **languages**, and even to make this a priority in the use of the funds. It adds that this objective should comprise two qualitative aims: to preserve the vitality of **European languages**, and to diversify **knowledge of languages** to include non - Community **languages** that are useful for the cultural, social, political and economic relations that Europeans engage in, as they help to promote knowledge of other cultures, as well as peace and friendship between peoples...

#### 1. Introduction

On 6 September 2006, shortly before the creation of a new Commission portfolio on **multilingualism** and intercultural dialogue and the appointment of Commissioner Leonard Orban, the EESC adopted an opinion on a "new framework strategy for **multilingualism**" ...

#### 2. General comments

2.3 In its above-mentioned opinion, the Committee recommended that:

The Commission should give the Member States precise indications about the links which could be established and additional measures which could be taken in the national plans, stressing that **multilingualism** or **plurilingualism** can help to promote cultural and political integration, and foster understanding and social inclusion;

in order to achieve long-term results, the **language training** on offer needs to be coordinated at EU level, with the potential pool of **language skills** spanning a wide range of **languages**;

**multilingualism** in the professional, cultural, political, scientific and social fields should be developed and promoted;

2.4 Overall, the EESC pointed out the need to involve as many people as possible in these **language learning**, practice and **skill** strategies and to find realistic means of achieving that. It warned against creating new forms of social discrimination. It called for thinking to include the full range of **languages**

available, so that the EU would not become constrained by **language**, cultural and economic barriers. It recommended striking a balance between economic, cultural and public interests, and working hard to catch up in the area of employment and work.

### 3. Specific comments

3.1 The Commission began a public consultation process on 14 September 2007, which ended on 15 April 2008 with a conference during which it presented various findings to a number of associations and organisations active in culture or education, garnered from the following sources:

The Group of Intellectuals chaired by Mr Amin Maalouf

The "Business Forum", chaired by Mr Davignon

The "ELAN Report: Effects on the European Union Economy of Shortages of Foreign Language Skills in Enterprise", by the National Centre for Languages, UK

Formal Consultation of the Committees (CoR and EESC)

Consultation of the Member States: Ministerial Conference, February 2008

Recommendations of the High Level Group on Multilingualism

Contributions received via the on-line consultation.

3.2 A number of challenges were mentioned during the discussions:

Economic challenges

Political challenges (**multilingualism** and regional integration)

Challenges in the cultural domain (**multilingualism** and interculturalism)

Personal and collective communication can lead one to consider that **language** is just one more communication tool.

#### **Multilingualism and plurilingualism**

The CoE has stressed ... **multilingualism** serving **diversity** should not present a danger of exclusion.

3.3 The Commission's general objectives for promoting **linguistic diversity**, presented during the hearing

3.3.1 Diversifying **language skills** within the EU (English is not enough)

3.3.3 In the economic field:

developing **language skills** with a view to improving workers' employment prospects and companies' competitiveness;

weaving a **multilingualism** strand into all European policies, starting with a survey (inventory).

### 3.3.4 **Multilingualism** and EU foreign policy:

The Commission confirms the "Barcelona objective", namely the decision to promote knowledge by every citizen of their mother tongue plus two modern **languages**, and goes one step further to specify the mother tongue plus one international **language** and one personal "adoptive" **language**.

### 3.4 ELAN Report

The ELAN Report explores the benefits for businesses of having a **multilingual**, skilled workforce.

#### 3.4.1 Report from the Business Forum chaired by Mr Davignon

This report, published at the end of June 2008, shows why from the point of view of the Business Forum it is important to invest in **language skills**. It sums up what has already been done to **promote languages** in business and makes recommendations to businesses on how to improve their performance in the area of **multilingual** business communication, stating that they should: take stock of existing **language skills** within the company; revise recruitment policies and development strategies within HR management; invest in language training; employ native speakers of different **languages**; use language technology and work with translators, interpreters, communicators and cultural mediators; and enhance international mobility for staff. The report also addresses recommendations to Europe and its institutions and to local, regional and national governments. It argues in favour of **multilingualism**.

#### 3.5 Report by Mr Amin Maalouf's group

The Committee approves the Commission's initiative of consulting a group of distinguished intellectuals, whose report was described by the group's representative at the hearing on 15 April as "probably the best written and easiest to read of all the Commission reports ever produced", which is true in some ways. It puts forward the idea of **learning** one international **language** and one "personal adoptive **language**", in other words a **language** which one **learns** out of personal interest rather than for economic reasons.

#### 4. Conclusions

4.3 The Member States should continue to promote local (whether in **linguistic** or geographical terms) and family ties in the **European languages** they offer at all levels of education: **nursery, primary**, secondary, higher and **lifelong learning**, ensuring **diversity**.

4.12 This means that civil society in Europe today has other aspirations and it is not enough to preach the benefits of being **plurilingual** in a **multilingual** environment; civil society will want its own initiatives within associations to be recognised, its needs to be acknowledged and, in all cases, adequate resources to succeed, whether of public or private origin.

4.15 Articles 21 and 22 of the Charter of Fundamental Rights promote **linguistic diversity** and prohibit discrimination on grounds of **language**. The Commission should determine which Member States have legislation on the subject, referring cases to the Fundamental Rights Agency if necessary, and examine whether the fact that Member States apply different systems creates distortions and unequal treatment between Europeans, particularly as regards mobility, recruitment, etc. A distinction should be made between two levels that are relevant here: the degree of **linguistic knowledge** needed to perform the job - related tasks (contact with members of the public or clients who are foreign), and the communication of the instructions necessary for carrying out the tasks in the **language** of the person performing them.

#### 21 . European Parliament Resolution of 24 March 2009 on Multilingualism: an Asset for Europe and a Shared Commitment (2008/2225(INI))

The EP ,

Having regard to Articles 149 and 151 of the EC Treaty,

Having regard to Articles 21 and 22 of the Charter of Fundamental Rights of the EU,

Having regard to the 2003 UNESCO Convention for the Safeguarding of the Intangible Cultural Heritage,

Having regard to the Commission Communication of 18 September 2008 entitled **Multilingualism: An Asset for Europe and a Shared Commitment** (COM(2008)0566) and to the accompanying Commission staff working document (SEC(2008)2443, SEC(2008)2444, SEC(2008)2445),

Having regard to the Commission Communication of 13 April 2007 entitled Framework for the European Survey on **Language Competences** (COM(2007)0184),

Having regard to the Commission working document of 15 November 2007 entitled Report on the implementation of the Action Plan "Promoting **Language Learning and Linguistic Diversity**"(COM(2007)0554), and to the accompanying staff working document (SEC(2007)1222),

Having regard to its resolution of 10 April 2008 on a European agenda for culture in a globalising world,

Having regard to its resolution of 15 November 2006 on a new framework strategy for **multilingualism**,

Having regard to its resolution of 27 April 2006 on measures to promote **multilingualism and language learning** in the EU : **European Indicator of Language Competence** ,

Having regard to its resolution of 4 September 2003 with recommendations to the Commission on **European regional and lesser-used languages - the languages of minorities** in the EU - in the context of enlargement and cultural diversity ,

Having regard to Decision No 1934/2000/EC of the European Parliament and of the Council of 17 July 2000 on the European Year of Languages 2001 ,

Having regard to the Presidency Conclusions of the Barcelona European Council of 15 and 16 March 2002,

Having regard to the conclusions of the Education, Youth and Culture Council of 21 and 22 May 2008, with specific reference to **multilingualism**,

Having regard to the Conclusions of 20 November 2008 of the Council and of the Representatives of the Governments of the Member States, meeting within the Council, on the promotion of cultural diversity and intercultural dialogue in the external relations of the Union and its Member States ,

Having regard to the opinion of the Committee of the Regions on **multilingualism** of 18-19 June 2008 and to the opinion of the European Economic and Social Committee of 18 September 2008 on **multilingualism**,

Having regard to Rule 45 of its Rules of Procedure,

Having regard to the report of the Committee on Culture and Education and the opinion of the Committee on Employment and Social Affairs (A6-0092/2009),

A. whereas **linguistic** and cultural **diversity** have a significant impact on the daily life of citizens of the EU due to media penetration, increasing mobility and migration and advancing globalisation,

B. whereas the acquisition of a diverse range of **language skills** is considered to be of the greatest importance for all EU citizens, since it enables them to derive full economic, social and cultural benefit from freedom of movement within the Union and from the Union's relations with third countries,

C. whereas **multilingualism** is of increasing importance in the context of relations between Member States, cohabitation in our multicultural societies, and in the Union's common policies,

D. whereas the evaluation of **multilingualism** needs to be validated by recognised instruments, such as the **CEFR** and others,

E. whereas certain **European languages** form a vital bridge in relations with third countries and between peoples and nations from the most diverse regions of the world,

F. whereas **linguistic diversity** is acknowledged as a citizen's right in Articles 21 and 22 of the Charter of Fundamental Rights, and **multilingualism** should also have the goal of encouraging respect for diversity and tolerance, so as to prevent the emergence of possible conflicts, whether active or passive, between the different **linguistic** communities within the Member States,

1. Welcomes the submission of the Commission Communication on **multilingualism** and the attention paid to it by the Council;

2. Reiterates the positions it has upheld over time on **multilingualism** and cultural diversity;

3. Insists on the need for recognition of parity between the **EU's official languages** in all aspects of public activity;

4. Considers that Europe's **linguistic diversity** constitutes a major cultural asset and it would be wrong for the European Union to restrict itself to a single main **language**;
5. Stresses the crucial role of the EU institutions in ensuring respect for the principle of linguistic parity, in relations between Member States and in the EU institutions themselves, as also in EU citizens relations with national administrations and with Community and international institutions and bodies;
6. Recalls that the importance of **multilingualism** is not confined to economic and social aspects and that attention must also be paid to cultural and scientific creation and transmission and to the importance of translation, both literary and technical, in the lives of citizens and for the EU's long - term development; and last but not least, the role played by **languages** in shaping and strengthening identity;
7. Stresses that **multilingualism** is a transversal issue that has a major impact on the lives of European citizens; calls on Member States also, therefore, to mainstream **multilingualism** in policies other than education, such as **lifelong learning**, social inclusion, employment, media and research;
8. Stresses the vital importance of creating specific programmes to support translation and of setting up **multilingual** terminology database networks;
9. Recalls that information and communication technologies are to be used for promoting **multilingualism** and therefore emphasises the role and the use of the appropriate international standard (ISO 10646) - which allows for the representation of the alphabets of all **languages** - in European and Member States' administrative systems and media;
10. Proposes introducing a European Day of the Translator and Interpreter or taking account of and raising the profile of these professions during the European Day of Languages, celebrated on 26 September each year;
11. Asserts that it is vital to safeguard **multilingualism** in countries or regions in which two or more **official languages** coexist;
12. Stresses the need, in Member States with more than one **official language**, to ensure full mutual intelligibility between those **languages**, especially in relation to senior citizens and to the legal system, health, administration and employment;

13. Encourages the **learning** of a second **European Union language** by officials who come into contact with the citizens of other Member States in their work;
14. Believes it necessary and appropriate to create opportunities for **foreign language learning** in adulthood and, through vocational and **lifelong learning** programmes, with a view to personal and professional development;
15. Emphasises the vital need to provide special attention and support at school to pupils who cannot be educated in their mother tongue, and warmly welcomes the Commission proposal to promote "**mother tongue plus two**" in education;
16. Regrets that the Commission has not as yet instituted either a multi-annual programme on **linguistic diversity** and **language learning** or a European Agency on **linguistic diversity** and **language learning**, as called for in the abovementioned resolution adopted by Parliament by a large majority on 4 September 2003;
17. Stresses, further, the importance of a full knowledge of the host state's **official languages** for the full integration of immigrants and their families and emphasises that national governments must effectively promote special **language** courses, particularly for women and older people; calls on Member States to act responsibly vis-à-vis immigrants, providing immigrants with the necessary means to learn the **language** and culture of the host country, while allowing and encouraging them to maintain their own **language**;
18. Recalls that for these reasons it is vital to ensure quality in this context, including relevant teacher training;
19. Stresses the need to give sufficient importance at **pre-school** level to **learning languages**, and above all the national **language** of the country where the children attend school;
20. Takes the view that children should, in their own interest, be able to speak the **language** of the country in which they live to ensure that they are not subject to discrimination in the course of their education or subsequent training and are capable of taking part in all activities on an equal basis;
21. Suggests to the Member States that they examine the possibility of exchanges of teaching staff at different educational levels, with the aim of teaching different school subjects in different **languages**, and believes that this possibility



could be exploited, in particular, in border regions and thus improve worker mobility and citizens' **knowledge of languages**;

22. Believes it is vital to promote mobility and exchanges of language teachers and students; recalls that the fluid movement of language teachers in the European Union will help ensure effective contact for as many of those professionals as possible with the native environment of the **languages** they **teach**;

23. Urges the Commission and the Member States to encourage professional mobility for teachers and cooperation between schools and different countries in carrying out technologically and culturally innovative teaching projects;

24. Encourages and supports the introduction of mother-tongue **minority**, local and **foreign languages** on a non-compulsory basis within school programmes and/or in the context of extracurricular activities open to the community;

25. Calls on the Council to produce an annual progress report on **multilingualism** in formal and informal education systems, vocational training and adult education in the Member States, paying attention to the relationship between the prevalence of national, **regional** and **minority languages** and immigration;

26. Reiterates its longstanding commitment to the promotion of **language learning, multilingualism** and **linguistic diversity** in the EU, including **regional** and **minority languages**, as these are cultural assets that must be safeguarded and nurtured; considers that **multilingualism** is essential for effective communication and represents a means of facilitating comprehension between individuals and hence acceptance of **diversity** and of minorities;

27. Recommends that Member States' academic **curricula** include optional study of a third **foreign language**, starting at secondary school level;

28. Stresses the importance of studying the **languages** of neighbouring countries as a way of facilitating communications, enhancing mutual understanding in and strengthening the EU;

29. Recommends support for **learning the languages** of neighbouring countries and regions, especially in the border regions;

30. Reiterates the importance of promoting and supporting the development of innovative pedagogical models and approaches for **language teaching** in order to

encourage the acquisition of **language skills** and to raise awareness and motivation among citizens;

31. Proposes that at every level of education, and regardless of geographical environment, there should be qualified **foreign language** teachers;

32. Recommends consultation of the European federations and associations of modern language teachers on the programmes and methodologies to be applied;

33. Insists on the need for policies to stimulate reading and encourage creative writing with a view to achieving these objectives;

34. Welcomes plans by the Commission to launch information and awareness campaigns regarding the benefits of **language learning** through the mass media and new technologies; urges the Commission to draw on the conclusions of the consultations regarding **language learning** for migrant children and the **teaching** in the host Member State of the **language** and culture of the country of origin;

35. Recommends and encourages the use of ICTs as an indispensable tool in **language teaching**;

36. Reiterates its political priority of the acquisition of **language skills** through the **learning** of other **EU languages**, one of which should be the **language** of a neighbouring country and another an international "**lingua franca**": considers that this would give citizens competences and qualifications for participating in democratic society in terms of active citizenship, employability and knowledge of other cultures;

37. Suggests that an adequate degree of **multilingualism** should also be ensured in the media and in Internet content, and most particularly in the **language policy** of European and other European Union - linked sites and portals, where European **multilingualism** must be fully respected, at least as far as the 23 **official EU languages** are concerned;

38. Notes that the use of subtitles in television programmes will facilitate the learning and practice of **EU languages** and better understanding of the cultural background to audiovisual productions;

39. Encourages the EU to reap the potential dividends offered by **European languages** in its external relations, and calls for further development of this asset in cultural, economic and social dialogue with the rest of the world with a view to

strengthening and adding value to the EU's role on the international scene and to benefitting third countries, in the spirit of the development policy promoted by the EU;

40. Proposes that the Council co-organise, with civil society, a first European Conference on **language diversity** in order to discuss this matter thoroughly, in the framework of the recommendation of the United Nations international expert group on **indigenous languages**, adopted in the Report of the Permanent Forum on Indigenous Issues at its Seventh Session in May 2008 (E/2008/43);

41. Believes that in the context of **life-long learning**, sufficient support should be provided to help citizens of all age groups to develop and improve their **language skills** on an ongoing basis by giving them access to suitable **language learning** or other facilities for easier communication, including **language learning** at an **early age**, with a view to improving their social inclusion, employment prospects and welfare;

42. Invites the Commission and the Member States to promote measures facilitating **language learning** by people in disadvantaged situations, persons belonging to national minorities and migrants, in order to enable these persons to **learn the language(s)** of the host country and / or region in order to achieve social integration and combat social exclusion; stresses that it is necessary for migrants to be able to use their main **language** in developing their **language skills**; urges the Member States, accordingly, to encourage the use of a person's main **language** as well as the **learning** of the national **language(s)**;

43. Advocates greater support for the international projection of European **languages** worldwide, with these constituting an asset for the European project, in the light of the key importance of the **linguistic**, historical and cultural ties between the EU and third countries and in the spirit of promoting democratic values in those countries;

44. Believes that companies in the EU, and especially SMEs, should be provided with proper support for **language** instruction and use, thus facilitating their access to world markets and especially to emerging markets;

45. Underlines the right of consumers to receive information about products sold on the market of their place of residence in the **official language** or **languages** of that place of residence;
46. Draws particular attention to possible dangers in the communication gap between individuals with different cultural backgrounds and the social divide between **multilingual** and monolingual people; draws attention to the fact that the lack of **language skills** continues to be a serious obstacle to the social and labour market integration of non-national workers in many Member States; urges the Commission and the Member States, therefore, to take measures to narrow the gap between **multilingual** people, who have more opportunities in the EU and monolingual people who are excluded from many opportunities;
47. Believes that support should be provided for learning third country **languages**, including within the EU;
48. Demands that the coverage of the **language competence indicators** should be extended as soon as possible to all the **official EU languages**, without prejudice to their also being extended to **other languages** spoken in the EU;
49. Considers that the collection of data should include testing the four **language skills**, that is, understanding of the written and spoken **language** and written and oral expression;
50. Calls on the Commission and the Member States to strengthen their efforts in enhancing cooperation between the Member States by making use of the open method of coordination, in order to facilitate the exchange of experiences and good practices in the area of **multilingualism**, taking account of the economic benefits, for example in **multilingual** undertakings;
51. Instructs its President to forward this resolution to the Council, the Commission and the Governments and Parliaments of the Member States.

**22 . Council Conclusions of 12 May 2009 on a Strategic Framework for European Cooperation in Education and Training ("ET 2020") 2009/C 119/02**

The Council of the EU,  
Recalling :

the endorsement by the March 2002 Barcelona European Council of the "Education and Training 2010" work programme which — in the context of the Lisbon Strategy — established for the first time a solid framework for European cooperation in the field of education and training, based on common objectives and aimed primarily at supporting the improvement of national education and training systems through the development of complementary EU-level tools, mutual learning and the exchange of good practice via the open method of coordination,

and Acknowledging :

that cooperation under the aforementioned work programme, including the Copenhagen process and initiatives in the context of the Bologna process, have led to significant progress being made — notably in support of national reforms of **lifelong learning**, the modernisation of higher education and the development of common European instruments promoting quality, transparency and mobility — but that substantial challenges still remain, if Europe is to achieve its ambition to become the most competitive and dynamic knowledge - based economy in the world,

Emphasises that :

1. Education and training have a crucial role to play in meeting the many socio-economic, demographic, environmental and technological challenges facing Europe and its citizens today and in the years ahead.
2. Efficient investment in human capital through education and training systems is an essential component of Europe's strategy to deliver the high levels of sustainable, knowledge - based growth and jobs that lie at the heart of the Lisbon strategy, at the same time as promoting personal fulfilment, social cohesion and active citizenship,

Recognises that :

1. While valuing European **diversity** and the unique opportunities which this affords, and while fully respecting the Member States' responsibility for their education systems, an updated strategic framework for European cooperation in education and training — building on the progress made under the "Education and Training 2010" work programme — could further enhance the efficiency of such

cooperation and provide continuing benefits and support for Member States' education and training systems up to the year 2020.

2. Education and training have made a substantial contribution towards achieving the long-term goals of the Lisbon strategy for growth and jobs. In anticipation of future developments with this process, efforts should therefore be maintained to ensure that education and training remain firmly anchored in the broader strategy. It is also essential that the framework for European cooperation should remain flexible enough to respond to both current and future challenges, including those arising under any new strategy after 2010,

Notes with interest :

the communication from the Commission to the EP, the Council, the European Economic and Social Committee and the Committee of the Regions on "An updated strategic framework for European cooperation in education and training"

Agrees that :

1. In the period up to 2020, the primary goal of European cooperation should be to support the further development of education and training systems in the Member States which are aimed at ensuring:

(a) the personal, social and professional fulfilment of all citizens;

(b) sustainable economic prosperity and employability, whilst promoting democratic values, social cohesion, active citizenship, and intercultural dialogue.

2. Such aims should be viewed in a worldwide perspective. Member States acknowledge the importance of openness to the world at large as a prerequisite for the global development and prosperity which — through the provision of excellent and attractive education, training and research opportunities — will help the EU achieve its objective of becoming a world - leading knowledge economy.

3. European cooperation in education and training for the period up to 2020 should be established in the context of a strategic framework spanning education and training systems as a whole in a **lifelong learning** perspective. Indeed, **lifelong learning** should be regarded as a fundamental principle underpinning the entire framework, which is designed to cover learning in all contexts — whether formal, non-formal or informal — and at all levels: from early childhood education and

schools through to higher education, vocational education and training and adult learning.

Specifically, the framework should address the following four strategic objectives (detailed further below):

1. Making **lifelong learning** and mobility a reality;
2. Improving the quality and efficiency of education and training;
3. Promoting equity, social cohesion and active citizenship;
4. Enhancing creativity and innovation, including entrepreneurship, at all levels of education and training.

4. The periodic monitoring of progress towards a set objective provides an essential contribution towards evidence-based policy making. The strategic objectives outlined above should accordingly be accompanied during the period 2010-2020 by **indicators** and by reference levels for European average performance ("European benchmarks"), as set out in Annex I to this document. Building on the existing benchmarks, these will help to measure at European level the overall progress made and to show what has been achieved.

Strategic objective 1: Making **lifelong learning** and mobility a reality

The challenges posed by demographic change and the regular need to update and develop skills in line with changing economic and social circumstances call for a **lifelong** approach to **learning** and for education and training systems which are more responsive to change and more open to the wider world. While new initiatives in the field of **lifelong learning** may be developed to reflect future challenges, further progress with ongoing initiatives is still required, especially in implementing coherent and comprehensive **lifelong learning** strategies. In particular, work is needed to ensure the development of national qualifications frameworks based on relevant learning outcomes and their link to the European Qualifications Framework, the establishment of more flexible learning pathways — including better transitions between the various education and training sectors, greater openness towards non-formal and informal learning, and increased transparency and recognition of learning outcomes. Further efforts are also required to promote adult learning, to increase the quality of guidance systems, and to make learning more attractive in general — including through the

development of new forms of learning and the use of new teaching and learning technologies.

As an essential element of **lifelong learning** and an important means of enhancing people's employability and adaptability, mobility for learners, teachers and teacher trainers should be gradually expanded with a view to making periods of learning abroad — both within Europe and the wider world — the rule rather than the exception. In so doing, the principles laid down in the European Quality Charter for Mobility should be applied. To achieve this will require renewed efforts on the part of all concerned, for instance with regard to securing adequate funding.

Strategic objective 2: Improving the quality and efficiency of education and training

High quality education and training systems which are both efficient and equitable are crucial for Europe's success and for enhancing employability. The major challenge is to ensure the acquisition of key competences by everyone, while developing the excellence and attractiveness at all levels of education and training that will allow Europe to retain a strong global role. To achieve this on a sustainable basis, greater attention needs to be paid to raising the level of basic skills such as literacy and numeracy, making mathematics, science and technology more attractive and to strengthening **linguistic competences**. At the same time, there is a need to ensure high quality teaching, to provide adequate initial teacher education, continuous professional development for teachers and trainers, and to make teaching an attractive career-choice. It is also important to improve the governance and leadership of education and training institutions, and to develop effective quality assurance systems. High quality will only be achieved through the efficient and sustainable use of resources — both public and private, as appropriate — and through the promotion of evidence-based policy and practice in education and training.

Strategic objective 3: Promoting equity, social cohesion and active citizenship

Education and training policy should enable all citizens, irrespective of their personal, social or economic circumstances, to acquire, update and develop over a lifetime both job - specific skills and the key competences needed for their employability and to foster further learning, active citizenship and intercultural dialogue. Educational disadvantage should be addressed by providing high quality



**early childhood** education and targeted support, and by promoting inclusive education. Education and training systems should aim to ensure that all learners — including those from disadvantaged backgrounds, those with special needs and migrants — complete their education, including, where appropriate, through second-chance education and the provision of more personalised learning. Education should promote intercultural competences, democratic values and respect for fundamental rights and the environment, as well as combat all forms of discrimination, equipping all young people to interact positively with their peers from diverse backgrounds.

Strategic objective 4: Enhancing creativity and innovation, including entrepreneurship, at all levels of education and training

As well as engendering personal fulfilment, creativity constitutes a prime source of innovation, which in turn is acknowledged as one of the key drivers of sustainable economic development. Creativity and innovation are crucial to enterprise development and to Europe's ability to compete internationally. A first challenge is to promote the acquisition by all citizens of transversal key competences such as digital competence, learning to learn, a sense of initiative and entrepreneurship, and cultural awareness. A second challenge is to ensure a fully functioning knowledge triangle of education-research-innovation. Partnership between the world of enterprise and different levels and sectors of education, training and research can help to ensure a better focus on the skills and competences required in the labour market and on fostering innovation and entrepreneurship in all forms of learning. Broader learning communities, involving representatives of civil society and other stakeholders, should be promoted with a view to creating a climate conducive to creativity and better reconciling professional and social needs, as well as individual well-being,

Further agrees that :

1. In endeavouring to achieve the above strategic objectives and thereby ensure an effective contribution to national reforms, the following principles should be observed in the period up to 2020:

(a) European cooperation in education and training should be implemented in a **lifelong learning** perspective making effective use of the open method of

coordination (OMC) and developing synergies between the different education and training sectors. While fully respecting Member States' responsibility for their educational systems and the voluntary nature of European cooperation in education and training, the OMC should draw on:

the four strategic objectives for European cooperation outlined above,

**common reference tools and approaches,**

peer learning and the exchange of good practice, including the dissemination of outcomes,

periodic monitoring and reporting,

evidence and data from all relevant European agencies, European networks, and international organisations,

making full use of the opportunities available under Community programmes, particularly in the field of **lifelong learning**.

(b) European cooperation in education and training should be pertinent and concrete. It should produce clear and visible outcomes which should be presented, reviewed and disseminated on a regular basis and in a structured manner, thereby establishing a basis for continuous evaluation and development.

(c) The Copenhagen process in the field of vocational education and training is an important aspect of European cooperation under the open method of coordination. The aims and priorities pursued under this process should contribute to achieving the objectives set out in this framework.

(d) In order to support Member States' efforts to modernise higher education and develop a European Higher Education Area, close synergy with the Bologna process should also be aimed for, in particular with regard to quality assurance, recognition, mobility and transparency instruments.

(e) Where relevant, cross-sectoral cooperation should be sought between EU initiatives in education and training and those in related policy areas — particularly employment, enterprise, social policy, youth policy and culture. With specific regard to the knowledge triangle, special attention should be paid to the synergies between education, research and innovation, as well as to complementarity with the aims of the European Research Area.

(f) Well-functioning cooperation using new, transparent ways of networking is needed not only between the relevant EU institutions, but also with all relevant stakeholders, who have a considerable contribution to make in terms of policy development, implementation and evaluation.

(g) Policy dialogue with third countries and cooperation with international organisations should be reinforced, thereby providing a source of fresh ideas and comparison.

(h) Where appropriate, financial resources from the European Structural Funds may be used to enhance education and training systems in accordance with the overall strategic objectives and Member States' priorities.

2. The success of the open method of coordination in education and training depends on the political commitment of Member States and on effective working methods at European level. From this perspective, and with a view to greater flexibility, the working methods used in the context of European cooperation should be based on the following:

(a) Work cycles: the period up to 2020 will be divided up into a series of cycles, with the first cycle covering the 3 years from 2009 to 2011.

(b) Priority areas: for each cycle, a number of priority areas for European cooperation based on the strategic objectives will be adopted by the Council on the basis of a Commission proposal. The European priority areas will be designed to allow either for broad cooperation between all the Member States or for closer cooperation between a more limited number of Member States, in accordance with national priorities. The priority areas for the first cycle under this new framework are set out in Annex II hereto.

(c) Mutual learning: European cooperation in the aforementioned priority areas can be carried out by such means as peer learning activities, conferences and seminars, high level fora or expert groups, panels, studies and analyses and web-based cooperation and, where appropriate, with the involvement of relevant stakeholders. All of these initiatives should be developed on the basis of clear mandates, time schedules and planned outputs to be proposed by the Commission in cooperation with the Member States (see also paragraph (f) below).

(d) Dissemination of results: to enhance visibility and impact at national and European level, the outcomes of cooperation will be widely disseminated among all relevant stakeholders and, where appropriate, discussed at the level of Directors-General or Ministers.

(e) Progress reporting: at the end of each cycle — and in the case of the first under the new framework, no earlier than the beginning of 2012 — a joint Council-Commission report should be drawn up. This will evaluate the overall progress in achieving the objectives under this framework during the most recent cycle and/or in a particular thematic area which would be defined by the Commission in cooperation with the Member States (see also paragraph (f) below). Joint reports should be based on national reports drawn up by the Member States, as well as on existing information and statistical data. The joint reports may be developed to include factual analyses of the different situations in individual Member States, with their full agreement. The joint reports should also serve as the basis for establishing a fresh set of priority areas for the following cycle.

(f) Monitoring of the process: to promote the delivery of results through the open method of coordination as well as ownership of the method at both national and European level, the Member States and the Commission will work closely together in steering, taking forward and evaluating the process and its outcomes.

3. The strategic framework — including benchmarks and working methods — may be reviewed and any necessary adjustments made by the Council in the light of any major new developments in Europe, particularly decisions taken on the EU strategy for growth and jobs beyond 2010,

Accordingly invites the Member States to :

1. Work together, with the support of the Commission and using the open method of coordination as outlined in these conclusions, to enhance European cooperation in education and training in the period up to 2020 on the basis of the four strategic objectives, the principles and working methods described above, and of the priority areas agreed for each cycle (those for the first cycle 2009-2011 being outlined in Annex II hereto).

2. Consider, on the basis of national priorities, the adoption of measures at national level aimed at achieving the objectives outlined in the strategic framework

and contributing to the collective achievement of the European benchmarks identified in Annex I hereto. Further consider whether inspiration can be drawn from mutual learning at European level, when devising national education and training policies,

Invites the Commission :

1. Work with and support the Member States — during the period up to 2020 — in cooperating within this framework on the basis of the four strategic objectives, the principles and working methods described above, and the benchmarks and agreed priority areas outlined respectively in Annexes I and II hereto.
2. Examine, in particular through the joint progress reports, the degree to which the objectives of this framework have been met. In addition, conduct an evaluation during 2010 of the progress made in achieving the benchmarks adopted under the "Education and Training 2010" work programme.
3. Conduct work on proposals for possible benchmarks in the areas of mobility, employability and **language learning**, as indicated in Annex I hereto.
4. Work with the Member States to examine how to improve existing indicators, including those on early leavers from education and training, and report back to the Council by the end of 2010 on the extent to which the coherent framework of indicators and benchmarks adopted by the Council in May 2007 might be adjusted, so as to ensure its coherence with the strategic objectives under this framework. In this context, special attention should be paid to the areas of creativity, innovation and entrepreneurship.

[1] Doc. 17535/08 + ADD 1 + ADD 2.

[2] In particular, Cedefop and the European Training Foundation.

[3] Whenever reference to the OECD is made or implied in this text, it is to be understood that the right of participation of all Member States in the work of that organisation should be ensured.

[4] Council conclusions of 25 May 2007 on a coherent framework of indicators and benchmarks for monitoring progress towards the Lisbon objectives in education and training (OJ C 311, 21.12.2007, pp. 13-15).

## ANNEX I

### REFERENCE LEVELS OF EUROPEAN AVERAGE PERFORMANCE

("European benchmarks")

As a means of monitoring progress and identifying challenges, as well as contributing to evidence-based policy making, a series of reference levels of European average performance ("European benchmarks") should support the strategic objectives outlined in the above conclusions for the period 2010-2020.

These benchmarks build on the existing ones adopted under the "Education and Training 2010" work programme. They should be based solely on comparable data and take account of the differing situations in individual Member States. They should not be considered as concrete targets for individual countries to reach by 2020. Rather, Member States are invited to consider, on the basis of national priorities and whilst taking account of changing economic circumstances, how and to what extent they can contribute to the collective achievement of the European benchmarks through national actions.

On this basis, the Member States agree to the following five benchmarks:

Adult participation in lifelong learning

With a view to increasing the participation of adults in lifelong learning, particularly that of the low-skilled:

- By 2020, an average of at least 15 % of adults should participate in lifelong learning.

Low achievers in basic skills

With a view to ensuring that all learners attain an adequate level of basic skills, especially in reading, mathematics and science:

- By 2020, the share of low-achieving 15-years olds in reading, mathematics and science should be less than 15 %.

Tertiary level attainment

Given the increasing demand for higher education attainment, and whilst acknowledging the equal importance of vocational education and training:

- By 2020, the share of 30-34 year olds with tertiary educational attainment should be at least 40 %.

Early leavers from education and training

As a contribution to ensuring that a maximum number of learners complete their education and training:

- By 2020, the share of early leavers from education and training should be less than 10 %.

#### Early childhood education

With a view to increasing participation in early childhood education as a foundation for later educational success, especially in the case of those from disadvantaged backgrounds:

- By 2020, at least 95 % of children between 4 years old and the age for starting compulsory **primary education** should participate in early childhood education.

In addition, the Council invites the Commission to work further in the following areas:

#### Mobility

Given the widely acknowledged added value of learning mobility, and with a view to increasing such mobility, the Commission is invited to submit to the Council a proposal for a benchmark in this area by the end 2010, focusing initially on physical mobility between countries in the field of higher education, taking both quantitative and qualitative aspects into account and reflecting the efforts made and the objectives agreed within the Bologna process, as highlighted most recently at the Leuven and Louvain-la-Neuve conference. At the same time, the Commission is invited to study the possibility of extending such a benchmark to include vocational education and training and teacher mobility.

#### Employability

Given the importance of enhancing employability through education and training in order to meet current and future labour market challenges, the Commission is invited to submit to the Council a proposal for a possible European benchmark in this area by the end of 2010.

#### Language learning

**In view of the importance of learning two foreign languages from an early age, as highlighted in the March 2002 Barcelona European Council conclusions, the Commission is invited to submit to the Council — by the**

**end of 2012 — a proposal for a possible benchmark in this area, based on the ongoing work on language competences.**

[1] Council conclusions of 5- 6 May 2003 on reference levels of European average performance in education and training (Benchmarks) (doc. 8981/03).

[2] i.e. The percentage of the population aged 25-64 participating in education and training during the 4 weeks prior to the survey (Eurostat/Labour Force Survey). Benefit can also be drawn from the information on adult participation in lifelong learning gathered by the Adult Education Survey.

[3] Source: OECD/PISA (the right of participation of all Member States in such work should be ensured). The relevant indicators will be monitored separately.

[4] i.e. The percentage of those aged 30-34 who have successfully completed tertiary level education (ISCED levels 5 and 6) (EUROSTAT, UOE).

[5] i.e. The share of the population aged 18-24 with only lower secondary education or less and no longer in education or training (EUROSTAT/Labour Force Survey). Efforts should be made to improve the quality of data, including by examining the feasibility of using additional data sources.

[6] Communiqué of the Conference of European Ministers responsible for Higher Education, Leuven and Louvain-la-Neuve, Belgium, 28- 29 April 2009.

[7] Council conclusions on the European Indicator of Language Competence (OJ C 172, 25.7.2006, p. 1).

## ANNEX II

### PRIORITY AREAS FOR EUROPEAN COOPERATION IN EDUCATION AND TRAINING DURING THE FIRST CYCLE: 2009-2011

With a view to achieving the four strategic objectives under the "ET 2020" framework, the identification of priority areas for a specific work cycle should improve the efficiency of European cooperation in education and training, as well as reflect the individual needs of Member States, especially as new circumstances and challenges arise.

The priority areas, as referred to in paragraphs 2(b) and 2(c) in the "further agrees" section above and detailed below, reflect the need to:

(i) pursue cooperation in areas where key challenges remain;



(ii) develop cooperation in areas regarded as particularly important during this particular work cycle.

Member States will select, in accordance with national priorities, those areas of work and cooperation in which they wish to participate in joint follow-up work. If Member States deem necessary, the work on specific priority areas can continue in subsequent work cycles.

Strategic objective 1: Making **lifelong learning** and mobility a reality

Pursue work on:

**Lifelong learning** strategies : Complete the process of implementation of national **lifelong learning** strategies, paying particular attention to the validation of non-formal and informal learning and guidance.

European Qualifications Framework : In accordance with the April 2008 Recommendation of the EP and of the Council, relate all national qualifications systems to the EQF by 2010, and support the use of an approach based on learning outcomes for standards and qualifications, assessment and validation procedures, credit transfer, **curricula** and quality assurance.

Develop cooperation on:

Expanding learning mobility : Work together to gradually eliminate barriers and to expand opportunities for learning mobility within Europe and worldwide, both for higher and other levels of education, including new objectives and financing instruments, and whilst taking into consideration the particular needs of disadvantaged persons.

Strategic objective 2: Improving the quality and efficiency of education and training

Pursue work on:

**Language learning** : To enable citizens to communicate in two **languages** in addition to their mother tongue, promote **language teaching**, where relevant, in VET and for adult learners, and provide migrants with opportunities to **learn** the **language** of the host country.

Professional development of teachers and trainers : Focus on the quality of initial education and early career support for new teachers and on raising the quality of continuing professional development opportunities for teachers, trainers and other educational staff (e.g. those involved in leadership or guidance activities).

Governance and funding : Promote the modernisation agenda for higher education (including **curricula**) and the quality assurance framework for VET, and develop the quality of provision, including staffing, in the adult learning sector. Promote evidence-based policy and practice, placing particular emphasis on establishing the case for sustainability of public and, where appropriate, private investment.

Develop cooperation on:

Basic skills in reading, mathematics and science : Investigate and disseminate existing good practice and research findings on reading performance among school pupils and draw conclusions on ways of improving literacy levels across the EU. Intensify existing cooperation to improve the take-up of maths and science at higher levels of education and training, and to strengthen science teaching. Concrete action is needed to improve the level of basic skills, including those of adults.

"New Skills for New Jobs" : Ensure that the assessment of future skill requirements and the matching of labour market needs are adequately taken on board in education and training planning processes.

Strategic objective 3: Promoting equity, social cohesion and active citizenship

Pursue work on:

Early leavers from education and training : Strengthen preventive approaches, build closer cooperation between general and vocational education sectors and remove barriers for drop-outs to return to education and training.

Develop cooperation on:

Pre-primary education : Promote generalised equitable access and reinforce the quality of provision and teacher support.

Migrants : Develop mutual learning on best practices for the education of learners from migrant backgrounds.

Learners with special needs : Promote inclusive education and personalised learning through timely support, the early identification of special needs and well-coordinated services. Integrate services within mainstream schooling and ensure pathways to further education and training.

Strategic objective 4: Enhancing innovation and creativity, including entrepreneurship, at all levels of education and training

Pursue work on:

Transversal key competences : In accordance with the December 2006 Recommendation of the EP and of the Council, take greater account of transversal key competences in **curricula**, assessment and qualifications.

Develop cooperation on:

Innovation-friendly institutions : Promote creativity and innovation by developing specific **teaching and learning methods** (including the use of new ICT tools and teacher training).

Partnership : Develop partnerships between education and training providers and businesses, research institutions, cultural actors and creative industries, and promote a well-functioning knowledge triangle.

Through the evaluation of twenty - two EU official documents on language policy given above, it was seen that some certain areas were overemphasised. This part of the study gave way a content analysis through these official documents in terms of frequency of important key areas emphasised in them. These key areas were written in bold throughout those official texts. They were counted and categorized according to their frequency. Ten main categories and forty – four sub - categories were found. Table 4 displayed the frequency distribution of this categorization.

Table 4 : The distribution of determined categories and their frequency throughout twenty – two official EU documents on language policy

NAME OF THE MAIN CATEGORIES AND THE SUB-CATEGORIES	FREQUENCY	TOTAL
<b>LANGUAGES</b>		<b>291</b>
1 – Language(s) without any determination (such as national, migrant, ... so on)	132	
2 – Foreign Languages	65	
3 – European / Community / Official Languages	49	
4 – Regional / Indigenous Languages	16	
5 – Minority Languages	14	
6 – Other / Another Languages	12	
7 – Lingua Franca	3	
<b>LANGUAGE LEARNING &amp; TEACHING</b>		<b>204</b>
1 – Language Learning / Learning of Languages	145	
2 – Language Teaching / Teaching of Languages	38	
3 – Language Learning & Teaching /Teaching & Learning of Languages	18	
4 – Language Training	3	
<b>MULTILINGUALISM</b>		<b>145</b>
1 – Multilingualism	110	
2 – Multiilingual	22	

3 – Promoting Languages / Promotion of Languages	7	
4 – Language Friendly Environment / Community	5	
5 – Multilingual Entity	1	
<b>PLURILINGUALISM</b>		<b>2</b>
1 – Plurilingualism	1	
2 – Plurilingual	1	
<b>POLICIES</b>		<b>14</b>
1 – Multilingualism Policy	7	
2 – Language Policy	5	
3 – Language Education Policy	2	
<b>LINGUISTIC &amp; DIVERSITY</b>		<b>157</b>
1 – Linguistic Diversity / Diversity of Languages	107	
2 – Linguistic Competence / Competence in Language	4	
3 – Diversity	10	
4 – Linguistic	9	
5 – Linguistic Needs / Language Needs	6	
6 – Linguistic Heritage	2	
7 – Linguistic Identity	1	
8 – Linguistic Knowledge	1	
9 – Linguistic Resources	1	
<b>LIFELONG LEARNING</b>		<b>46</b>
Lifelong Learning & Lifelong Language Learning	46	
<b>PRE – SCHOOL &amp; PRIMARY EDUCATION</b>		<b>45</b>
1 – Early Age / Early Teaching / Nursery / Pre – school Level	35	
2 – Primary Education / Primary School First Cycle	10	
<b>APPROACHES &amp; COMMON REFERENCE TOOLS</b>		<b>168</b>
1 – Language Skills	62	
2 – CEFR	21	
3 – European Indicator of Language Competence	22	
4 – CLIL	14	
5 – Europass Language Portfolio	12	
6 – Knowledge of Languages / Language Knowledge	13	
7 – Curriculum / Curricula	10	
8 – ELP	6	
9 – Common Reference Scales	8	
10 – Language Learning Techniques	1	
<b>OTHER ORGANIZATIONS</b>		<b>16</b>
CoE	16	

In Table 4, after counting and adding the frequencies of sub – categories under ten main categories, the frequencies were seen in total. According to the results seen in Table 4 “languages” were emphasised 291 times, “language learning and teaching” were emphasised 204 times, “approaches and common reference tools” were emphasised 168 times, “linguistic and diversity” were emphasised 157 times, “multilingualism” were emphasised 145 times, “lifelong learning” were emphasised 46 times, “pre – school and primary education” were emphasised 45 times, “other organizations” were emphasised 16 times, “policies” were emphasised 14 times and “ plurilingualism” were emphasised 2 times. The frequency of sub – categories could be seen in Table 4 as well.

Moreover, in the study, it was found out that the language policy of the EU depends on the founding treaties' determinations based on multilingual structure. This structure is derived from the linguistic diversity and rights and freedoms of citizens with regard to plurilingual view. According to the chronologically presented official language policy documents of the EU, language diversity, which is the complement of the cultural diversity is the wealth of the EU. The language diversity describes the multilingual Europe and the plurilingual European citizens. From the point of plurilingualism and citizenship, the EU's language policy is based on the CoE's ECC (1954) and the European Charter for Regional or Minority Languages (1992). Besides, from the point of multilingualism and Europeanisation "that is to say getting a fully integrated Europe and European society", the EU's language policy is based on the assumptions of the founding treaties, the Council Conclusions on Multilingualism (2008) and the Council Resolution on a European Strategy for Multilingualism (2008). The EU wanted to strengthen its multilingual structure on the basis of equality of states – since all official languages of the member states are accepted as the official languages of the EU institutions, and wanted to guarantee the minority rights and human rights by protecting the linguistic and cultural diversity through regional, communal and minority languages. The other important issue related to multilingualism is economic necessities. The EU is based on market economy, and the market is shared not only by the member states but also by the third parties (other countries in the world) and the global companies. So as to compete with those, the market needs well qualified workers. The entrepreneurs and the workers need to know other languages and language means business. The European citizens need to improve their language skills for several reasons such as education, mobility, getting employed in different member states and tourism.

In the study, it was also found out that from the point of maintaining linguistic diversity and strengthening multilingualism policy the EU supported language learning and teaching starting from a very early age under the discipline of lifelong learning. The main goal of the EU in language learning is based on the calls of the heads of states in Barcelona in 2002, which stated the language learning has to

start at a very early stage, and learning at least two (foreign) languages apart from their mother tongue through the end of secondary school and even three at the end of university. Apart from the basic skills, the curricula have to consist of eight new key competences. In 2003, in the Commissions' Action Plan for the Promotion of Language Learning and Linguistic Diversity, the EU accepted the CoE's CEFR and ELP to provide coherence and transparency in member states. In testing the EU accepted the six levels of the CEFR and aimed to evaluate reading, writing and listening abilities rather than speaking which usually improves later. Moreover, the EU accepted the teaching assessments of the CEFR as well. Besides, the Europass was introduced as an instrument providing the level of the learner in all countries. IT technologies and innovations were advised to be used in language learning and teaching. In addition to those, the researcher found out that the EU supported the CLIL in language teaching and learning in which both the mother tongue and the target language are used to teach not only the language but also the other disciplines such as mathematics, science, history, geography and so on. Because, the CLIL could provide a natural atmosphere in teaching. In 2003, in the Commissions' Action plan for the promotion of Language Learning and Linguistic Diversity, it was underlined that "the major contribution that teaching a subject through the medium of a foreign language, the CLIL can make to the EU's language learning goals". Since, Vez (2008) stated that "multilingualism reflects the educational development of a consciousness for the significance of plurilingual competence for participation in democratic and other social processes in the EU countries" (p. 19). Madinabeitia (2007) mentioned that "the CLIL promotes the development of a plurilingual and pluricultural competence which is parallel to the CEFR"; and emphasised that "the integrated curriculum and the CLIL share a concern with connecting tasks in the classroom with real life event (savoir – faire in the CEFR)" (p. 56).

## **4 . 2 . The CLIL in Turkish Context : Analyses of the Curriculum, the Coursebooks, and the Awareness of the EFL Teachers**

In this part of the result section, we tried to find out the answers of the following questions :

- 1 - Is the Turkish Primary Education ELTP for the 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grades prepared in accordance with CLIL?
- 2 - Are the textbooks used in the Turkish Primary Education for the 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grades prepared in accordance with the CLIL?
- 3 – Are the EFL teacher aware of European Innovations in terms of the CLIL and the CEFR?

### **4. 2. 1 . The CLIL in Turkish Context**

When we started to examine whether the Turkish Primary Education ELTP for the 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grades prepared in accordance with the CLIL or not, we had to find out the key concepts of CLIL at first. As Marsh (undated) stated that “CLIL is not new and has been used for centuries to provide linguistically-enhanced education which results in certain youngsters leaving school with the plurilingual ability to use two or more languages”, also, he added that “societies, knowing that some citizens should have the gift of speech in different languages, have long been involved with forms of CLIL” (p. 9)

Furthermore, on the official website of Factworld (2009) – a website for CLIL, Kelly rephrased the “similar explanation that “a CLIL approach is not necessarily a new one. A CLIL approach ‘guides language processing’ and ‘supports language production’ in the same way an FL course would by offering frames for note taking from reading or listening to text and structures for supporting spoken or written language. A main difference is that CLIL takes content curriculum guidelines as the focus for learning and places these guidelines alongside an investigation of learner language level achievement”

Besides, McKendry (2007) determined “the British Council has adopted the CLIL as a key methodology in teaching English internationally. The global experience of Teaching English as a Second or Other Language (hereafter TESOL) and the predominance of English in immersion programmes, can prove to be a useful source of practical advice and a useful approach to resources for IME” (p. 66).

Just like Marsh, Darn (2006) emphasized that “from a language point of view the CLIL ‘approach’ contains nothing new to the English language teacher” and he underlined that “the CLIL aims to guide language processing and support language production in the same way as English Language teaching by teaching strategies for reading and listening and structures and lexis for spoken or written language”. More, Darn (2006) determined “the difference that the language teacher is also the subject teacher, or that the teacher is also able to exploit opportunities for developing language skills. This is the essence of the CLIL training issue”.

However, in the CLIL Matrix, Wolf (2005) clarified that :

Content and Language Integrated Learning (CLIL) as an educational approach was developed in Europe and is, therefore, very strongly European-oriented. It is based on the well-known assumption that foreign languages are best learnt by focussing in the classroom not so much on language – its form and structure – but on the content which is transmitted through language. Compared to other content-based approaches the specific novelty of this approach is that classroom content is not so much taken from everyday life or the general content of the target language culture but rather drawn from content subjects or academic viz. scientific disciplines. (Wolf, 2005, p. 11)

On the website of the Modern Languages in Primary School Initiatives (2009), it was stated that “there are two types of CLIL. Regular CLIL (High Intensity CLIL/Soft CLIL) where a substantial amount of the curriculum or certain subjects are taught through the foreign language. Whereas Modular CLIL (Low Intensity/Hard CLIL) where the foreign language is used to teach part of a non-language subject or subjects over shorter periods of time. The latter one is the European type”, furthermore, on the same website, it is emphasised that “if the target language is used as the language of instruction to teach a subject or part of



a subject other than the language the approach is referred to as CLIL (content and language integrated learning). CLIL is a specific type of cross-curricular integration”.

In addition to these, Wolf (2005) underlined that :

The learning aims of modular CLIL are slightly different from regular CLIL. In a way, modular CLIL is an incentive to make learners understand how important a foreign language can be in understanding a content subject. Like regular CLIL it is a helpful tool to learn language registers which are useful in professional life. It is the language-for-specific purposes aspect which is particularly attractive although learners will not be as competent as regular CLIL learners at the end of their studies. But in dealing with the foreign language within a content subject context they better understand the use of foreign languages in their education. This usually has a highly motivating effect for their language learning processes. Modular CLIL can be defined as an approach to teaching content in a foreign language in non-language subjects over shorter periods of time.

On the whole, modular CLIL is a useful concept to help implementing the CLIL idea into our school systems. It certainly cannot replace CLIL as such but it can serve as a bridge between traditional language and content teaching on the one hand and regular CLIL on the other. (Wolf, 2005 pp. 14 -15)

Moreover, in his study Wolf (2005) clarified “the CLIL type schools; according to him, CLIL schools or CLIL branches are organised in such a way that one or more content subjects (in general from the Humanities and Social Sciences) are taught in a foreign language for at least four years, and he added that the content subjects most frequently chosen are History, Geography and Social Sciences” (p. 12). Apart from that, Darn (2007) on his personal website stated that “the MoNE is investigating the possibility of implementing CLIL as part of the elementary school curriculum”.

In the Turkish ELTP (2006), it was stated that “to the extent that the Turkish national education policy and curriculum allows, the best seems to adopt a topic-based approach where topics are selected in a cross-curricular manner. The goals and objectives should be set on a functional-notional and skills-based model” (p.24).

Vale et. al. (1995) clarified that “cross-curricular teaching depend on a conscience effort to apply knowledge, principles and values to more than one academic

discipline simultaneously”, and emphasized that “the disciplines may be related to one another through a shared theme. The organizational structure of interdisciplinary / cross-curricular teaching is called a theme, thematic union, or unit”. In the Commission Staff Working Document Accompanying the Communication from the Commission to the EP, the Council, the European Economic and Social Committee and the Committee of the Regions on Improving Competences for the 21<sup>st</sup> Century : An Agenda for European Cooperation on Schools (2008), it is stated that “cross-curricular themes are interdisciplinary themes, which integrate language skills (reading, speaking, listening, viewing, and thinking) with a variety of content areas, such as science, art, music and so on” (p. 15).

On the website of the Modern Languages in Primary School Initiatives (2009), it was stated that “CLIL can be viewed as a natural extension and merging of two methodological approaches; teaching through the target language and using a cross-curricular approach. The European CLIL is a particular type of cross-curricular integration”.

Besides, in the Turkish Primary Education ELTP (2006), it was stated that :

In most of the Turkish schools, English is taught as an isolated subject in the curriculum; hence, a possible innovation is thought to be teaching English through a cross-curricular model. Crosscurricular studies can be a way of teaching English through content in which the target language is the vehicle of interaction and knowledge, not the subject matter. Cross-curricular studies facilitate learning, integrating all subjects through the use of foreign language, allowing learners to inquire and connect experience and knowledge. By bringing together several disciplines and making content connections across subjects (subjects: mathematics, science, arts, music, social studies, etc.) in the classroom, we can show learners that a topic is relevant, related to their real world and previous experience (p. 22).

As Coyle stated many times, the CLIL was built on 4Cs Framework. Coyle (2007) explained the 4Cs as follows :

The 4Cs Framework is built on the following principles ;

(1) Subject matter is about much more than acquiring knowledge and skills.

It is about the learner constructing his/her own knowledge and developing skills which are relevant and appropriate (Lantolf, 2000; Vygotsky, 1978).

(2) Acquiring subject knowledge, skills and understanding involves learning and thinking (cognition). To enable the learner to construct an understanding of the subject matter, the linguistic demands of its content as the conduit for learning must be analysed and made accessible (Met, 1998).

(3) Thinking processes (cognition) require analysis in terms of their linguistic demands to facilitate development (Bloom, 1984; McGuinness, 1999).

(4) Language needs to be learned in context (i.e. learning through the language), which requires reconstructing the subject themes and their related cognitive processes through a foreign or second language e.g. language intake/output (Krashen, 1985; Swain, 2000).

(5) Interaction in the learning context is fundamental to learning. 'If teachers can provide more opportunities for exploratory talk and writing, students would have the chance to think through materials and make it their own' (Mohan, 1986: 13). This has implications when the learning context operates through L2 (Pica, 1991; van Lier, 1996).

(6) The interrelationship between cultures and languages is complex (Byram, 2001). The framework puts culture at the core and intercultural understanding pushes the boundaries towards alternative agendas such as transformative pedagogies, global citizenship, student voice and 'identity investment' (Cummins, 2004) (p. 551).

(...) the 4Cs conceptual framework is built on an approach to language learning and language using which could lead to greater transparency and a more holistic interpretation of effective learning in CLIL classrooms. (p. 556)

Just like Coyle, Darn (2006) also drew out the CLIL's characteristics as follows :

In a CLIL lesson, all four language skills should be combined. The skills are seen thus:

Listening is a normal input activity, vital for language learning

Reading, using meaningful material, is the major source of input

Speaking focuses on fluency. Accuracy is seen as subordinate

Writing is a series of lexical activities through which grammar is recycled.

For teachers from an ELT background, CLIL lessons exhibit the following characteristics :

Integrate language and skills, and receptive and productive skills.

Lessons are often based on reading or listening texts / passages.

The language focus in a lesson does not consider structural grading.

Language is functional and dictated by the context of the subject.

Language is approached lexically rather than grammatically.

Learner styles are taken into account in task types.

Moreover, Lasagabaster (2008) expanded his claims by interpreting Coyle's (2002) and Marsh's (2008) prepositions and emphasised that "there is theoretical basis which complies with the idea that CLIL boosts risk-taking, problem solving,

vocabulary learning skills, grammatical awareness, attitudes, linguistic spontaneity (talk), and addresses gender issues in motivation” (p. 34).

In his article Bowler (2007) stated that “CLIL is an umbrella term and covers a range of interpretations depending on the teaching context. At the end of the scale, the approach can mean including snippets of different subjects (cross curricular and cross cultural topics) within general English as a Foreign Language classes” (p. 7).

Freeman (2002) stated that “content based, task based, and participatory approaches do not begin with functions, or any other language items, they give priority to process over pre-determined linguistic content” (p. 137). Furthermore, she added citing from Howatt (1984) that “in these approaches rather than ‘learning to use English’ , students ‘use English to learn it’. The special contribution of content based instruction is that it integrates the learning of language with the learning of some other content” (p. 137). Besides, Freeman (2002) pointed out that “language objectives are dictated by the texts as the content based instruction rightfully fits in with the other methods. The selection and sequence of language items arise from communicative needs, not pre-determined syllabi” (p. 142). Moreover, Freeman (2002) - citing from Wesche (1993), pointed out that :

In some, what all models of content based instruction have in common is learning both specific content and related language skills. ‘In content based language teaching, the claim in essence is that students get “two for one” – both content knowledge and increased language proficiency (Freeman, 2002, p. 142)

Apart from these, Freeman (2002) mentioned that “both the Whole Language Approach and the Content Based Approach have much in common, especially both of them call for language to be regarded holistically, rather than as pieces, i.e. the vocabulary, the structures and pronunciation, and underlined that students work from the ‘top-down’ , attempting first to understand the meaning of the over all text before they work on the linguistic forms comprising it” (p. 146). Freeman (2002) explained that “a task based approach aims to supply pupils with a natural

context for language use” and stressing the Candlin and Murphy (1987), Freeman put forward that “the central aim which is concerned with is the language learning, tasks present this in the form of a problem solving negotiation between knowledge that the learner holds and new knowledge” (p. 144).

Freeman citing from Wallerstein (1983) emphasized that “the goal of the Participatory Approach helps student to get aware of the social, historical or cultural forces that affects their lives, and then to help empower students to take action and make decisions so as to gain control over their lives” (p. 154). After clarifying the setting, Freeman (2002) determined that “the curriculum is not a pre-determined product but the result of an ongoing context specific problem posing process”, and reported that “linguistic form occurs within a focus on content. Language skills are taught in service of action for change rather than isolation” (pp. 153 - 154).

With regard to integrated curriculum which is also named as interdisciplinary teaching or thematic teaching or synergistic teaching, in our case the CLIL, Madinabeita (2007) - cited from Shoemaker (1989) - put forward that “it can be defined as being “organized in such a way that cuts across subject - matter lines, bringing together various aspects of the curriculum into meaningful association to focus upon broad areas of study” (p. 55). And she added that :

In an integrated curriculum, the different fields of knowledge do not stand in isolation but overlap in such a way that knowledge and skills learned in one subject can be transferred to others (Lorenzo et. al. ,2005, p.28) This interconnection allows students to activate knowledge already acquired building logical associations between processes, data, experiments, facts, ... and so on. Covered in class which become more meaningful for their learning. In a second sense of ‘meaningfulness, the tasks in which learners are engaged with in an integrated curriculum are meaningful in the sense that they should be useful for learners’ lives outside school. The integration of unconnected areas with relative cognitive associations and meaningful tasks as well as a connection between the life in and outside the school, CLIL becomes a creative construction in a context in which learners are motivated and encouraged to experiment with linguistic forms so as to communicate with one another and with their teachers about academic and social matters through a creative construction which is at the core of constructivism (Madinabeitia, 2007, pp. 55 - 57).

In her article, Lauder (2007) clarified that “the CLIL uses task - based activities including a wide range of pair and group exercises; such as drama, role plays, conversations. Also it helps children develop critical thinking and reasoning skills, work on classifying tasks. Lots of exercises like graphic organisers, songs, projects are used in the CLIL method” (p. 3).

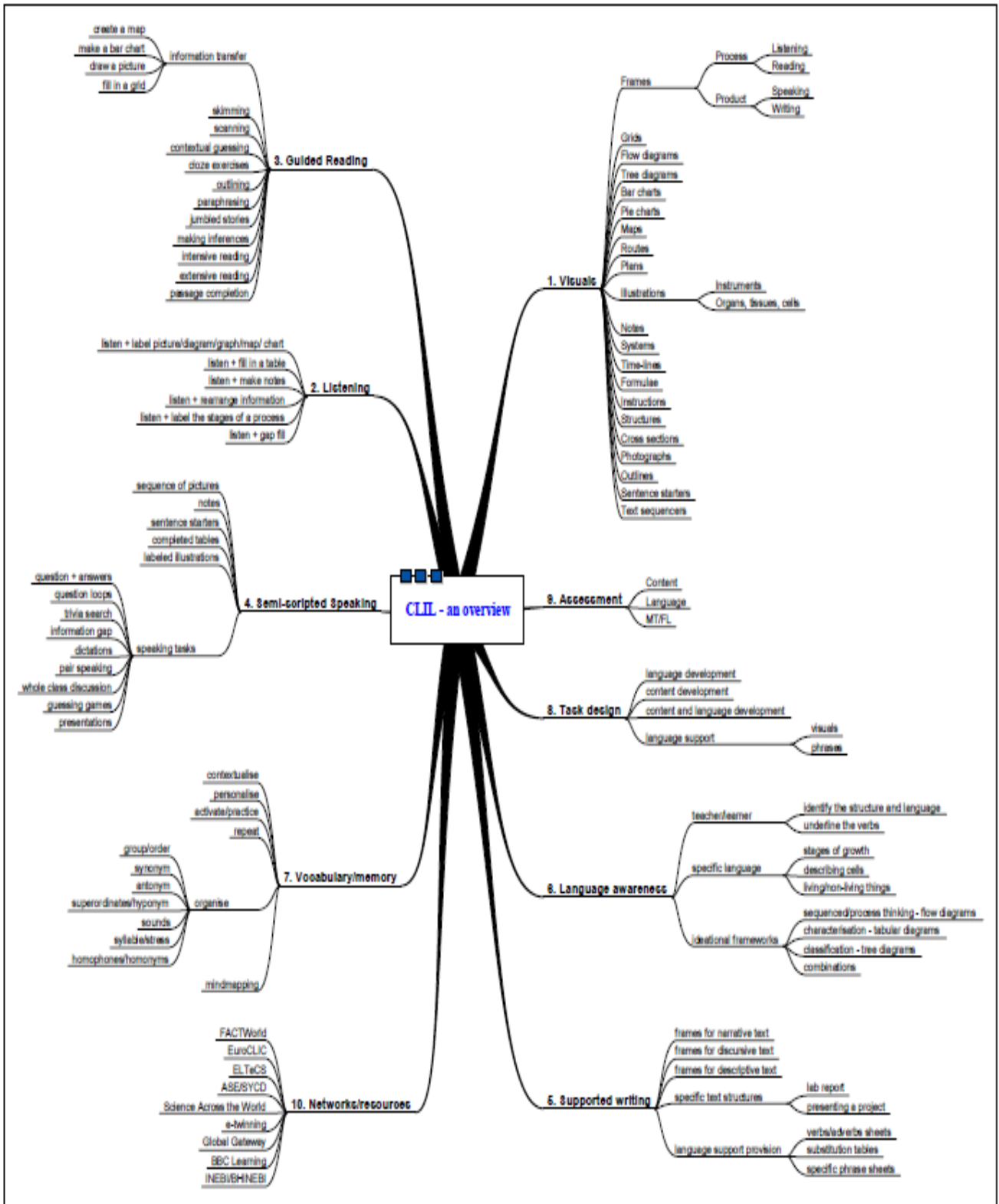
In addition to Lauder, Madinabeitia (2007) added that “tasks such as brainstorming, mind maps, note taking or flash cards presenting content may be introduced to link old and new information; observation sheets, experiments, hands - on or problem - solving activities in pairs or in small groups may promote cognitive conflict while dictagloss, corrective feedback or correction, discussion may draw students’ attention to linguistic reflection” (See Figure 3 in p. 229)

Moreover, Darn (2006) stated that :

The theory behind CLIL has foundations in interdisciplinary/cross-curricular teaching which provides a meaningful way in which students can use knowledge learned in one context as a knowledge base in other contexts. Many of the important concepts, strategies, and skills taught in the language arts are "portable", i.e. they transfer readily to other content areas. Strategies for monitoring comprehension, for example, can be directed to reading material in any content area while cause-and-effect relationships exist in literature, science, and social studies. Thus, interdisciplinary teaching helps learners to apply, integrate and transfer knowledge, and fosters critical thinking.

Interdisciplinary/cross-curricular teaching can increase students’ motivation for learning. In contrast to learning skills in isolation, when students participate in interdisciplinary experiences they see the value of what they are learning and become more actively engaged. Interdisciplinary/cross-curricular teaching provides the conditions under which effective learning occurs. Students learn more when they use language skills to explore, write and speak about what they are learning. Cross-curricular teaching is characterised by thematic units, offering the teacher flexibility over a period of time in terms of adopting a strict content-based or more global timetable of lessons.

Figure 3 : The CLIL - an Overview



CLIL - an overview.mmp - 29/07/2005 - KK - keithkelly@factworld.org

In the Turkish ELTP the four basic skills that CLIL underlines “Speaking, Reading, Listening and Writing” are placed effectively and in active use in every unit. The units are based on these four basic skills and the curriculum demands these features in every grade. (see Table 5)

Table 5 : A sample Unit for the 6th Grade in the Turkish ELTP

UNIT 1 FAMILY				
TOPIC	SKILLS	CONTEXT (Situations and Texts)	FUNCTIONS	TASKS
<b>PART A</b> <i>Family Tree</i>	<p><b>Listening</b></p> <ul style="list-style-type: none"> <li>* understanding phrases and expressions related to personal and family information in clear and slow speech.</li> <li>* understanding and extracting the essential information from short recorded passages about family.</li> </ul> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>* understanding very short, simple texts about family picking up familiar names, words and basic phrases and rereading as required.</li> <li>* getting an idea of the content of simple informational material and short simple descriptions, especially with the help of visual support.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>* writing simple isolated phrases and sentences.</li> <li>* writing a series of simple phrases and sentences linked with simple connectors like “and”, “but”</li> <li>* writing a series of simple phrases and sentences about their family</li> <li>* asking for or passing on personal details in written form</li> <li>* copy out single words and short texts presented in standard printed format.</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>* producing simple mainly isolated phrases about people.</li> <li>* asking and answering simple questions, initiating and responding to simple statements related to family</li> <li>* answering simple questions and responding to simple statements in an interview.</li> </ul>	Choose the appropriate ones from the list.	<p>Asking for and giving information</p> <p>Identifying people</p>	Creating a family tree of imaginary characters.

In the new ELTP (2006), at the beginning of each syllabus of the grades (6, 7, 8) it was determined that as for contexts (situations and texts) depend on the topic of the lesson so as to fulfil the functions, tasks and skills, the following can be used presumably by the teacher ;

**For Year 6 :**

- informal inter-personal dialogues and conversations between people
- short recorded dialogs and passages
- short, simple reading texts
- visuals (pictures, drawings, plans, maps, flags, cartoons, caricatures, photos, shadows, models, charts, puppets, etc.)
- OHP and transparencies
- phrases and sentences
- student conversations
- teacher-talk
- common everyday classroom language



short descriptive paragraphs  
 games (TPR games, spelling games, categorization games, ball games, miming games, board games, group games, dicto-games, etc.)  
 stories (story telling / story reading)  
 drama and dramatization  
 songs, chants and rhymes  
 poems, riddles, jokes, tongue twisters  
 handcraft and art activities  
 word puzzles, word hunts, jumbled words, word bingo  
 recorded sounds (animals, nature, etc.)  
 drawing and colouring activities  
 connect the dots and maze activities  
 various reading texts (ID forms, ID cards, mathematical problems, symbols, invitation cards, lists, Timetables, Weather reports, TV Guides, classroom rules, menus, food price lists, personal letters, postcards, e-mails, SMS, chat messages, speech bubbles, brochures and leaflets, road signs and traffic signs, newspaper headlines, extracts from magazines, etc)  
 information gap activities  
 videotapes, -cassettes, -discs;  
 audiotapes, -cassettes, -discs;  
 registration forms (hotel/ immigration office/ custom's office, etc)  
 diaries, memos, labels, signs and notices, questionnaires, etc.  
 scales, shapes, measurement units, containers, etc.  
 birth certificates  
 interviews  
 photo albums  
 short TV programs, video extracts (pp. 131-132)

**For Year 7 :**

informal inter-personal dialogues and conversations between people  
 short recorded dialogs and passages  
 short, simple reading texts  
 visuals (pictures, drawings, illustrations, plans, graphs, maps, flags, cartoons, caricatures, photos, shadows, models, charts, puppets, etc.)  
 OHP and transparencies  
 phrases and sentences  
 student conversations  
 teacher-talk  
 common everyday classroom language  
 short descriptive paragraphs  
 games (TPR games, spelling games, categorization games, ball games, miming games, board games, group games, dicto-games, etc.)  
 stories (story telling / story reading)  
 drama and dramatization  
 songs, chants and rhymes  
 poems, riddles, jokes, tongue twisters  
 handcraft and art activities  
 word puzzles, word hunts, jumbled words, word bingo  
 recorded sounds (animals, nature, etc.)  
 various reading texts (ads, ID forms, ID cards, mathematical problems, symbols, invitation cards, lists, timetables, weather reports, TV guides, classroom rules, menus, food price lists, personal letters, postcards, e-mails, internet, websites,

search engines, SMS, chat messages, speech bubbles, brochures and leaflets, road signs and traffic signs, newspaper headlines, extracts from magazines, scientific studies, research, findings, etc., tales and legends)  
 information gap activities, opinion gap activities;  
 videotapes, -cassettes, -discs;  
 audiotapes, -cassettes, -discs;  
 registration forms (hotel/ immigration office/ custom's office, etc)  
 diaries, memos, labels, price tags, price lists  
 signs and notices, questionnaires, etc.  
 scales, shapes, measurement units, containers, etc.  
 birth certificates  
 interviews  
 photo albums  
 hort TV programs, video extracts, excerpt from a film (e.g. documentary, movie), quiz shows, reality shows, etc., sitcoms, soap operas, etc., commercials, (pp. 167-168)

**For Year 8 :**

informal inter-personal dialogues and conversations between people  
 short recorded dialogs and passages  
 short, simple reading texts  
 visuals (pictures, drawings, plans, maps, grids, flags, cartoons, caricatures, photos, shadows, models, charts, puppets, etc.)  
 OHP and transparencies  
 phrases and sentences  
 student conversations  
 teacher-talk  
 anecdotes  
 common everyday classroom language  
 short descriptive paragraphs  
 games (TPR games, spelling games, categorization games, ball games, miming games, board games, group games, dicto-games, etc.)  
 stories (story telling / story reading)  
 drama and dramatization  
 songs, chants and rhymes  
 poems, riddles, jokes, tongue twisters  
 handcraft and art activities  
 word puzzles, word hunts, jumbled words, word bingo  
 recorded sounds (animals, nature, etc.)  
 drawing and colouring activities  
 connect the dots and maze activities  
 various reading texts (ID forms, ID cards, mathematical problems, symbols, invitation cards, lists, timetables, weather reports, TV Guides, classroom rules, menus, food price lists, personal letters, postcards, e-mails, SMS, chat messages, speech bubbles, brochures and leaflets, flyers, road signs and traffic signs, newspaper headlines, extracts from magazines, etc)  
 information gap activities, opinion gap activities  
 videotapes, -cassettes, -discs;  
 audiotapes, -cassettes, -discs;  
 registration forms (hotel/ immigration office/ custom's office, etc)  
 diaries, memos, labels, signs and notices, questionnaires, etc.  
 scales, shapes, measurement units, containers, etc.

- birth certificates
- interviews
- photo albums
- short TV programs, video extracts
- visualization activities, quotes or slogans (from NLP on setting outcomes), NLP stories, personality tests and their analyses
- vocabulary list / glossary
- mind mapping
- brainstorming
- indexes, content lists (pp. 201-202)

As it was seen above all the suggested contexts and related follow up activities are mainly task - based activities which CLIL includes.

As the researcher of the study presented in the literature review section, there is not a common framework for the CLIL which was officially determined and presented to be used in education through the Member States of the EU, however in 2009, the University of Cambridge published a handbook for teachers on “Teaching Knowledge Test (TKT) – Content and Language Integrated Learning (CLIL)”. In the handbook (2009), one of the aims of the CLIL was presented “to encourage teachers in their professional improvement by providing a step in a developmental framework of awards for teachers of English” (p. 4). Moreover, in the handbook (2009), three basic parts of teaching grammar through the CLIL type curriculum were proposed and drawn. These parts were defined as follows : “Language across the curriculum, cognitive skills across the curriculum, and learning skills across the curriculum” (p. 4)

In TKT – CLIL Handbook (2009), the subjects of the language across the curriculum were listed as follows :

- the use of: present, past and future forms (but not in any more detail e.g. present perfect continuous)
- comparative / superlative forms
- ‘will’ prediction
- modal verbs for expressing: ability; certainty; deduction; obligation; permission; preference; possibility; probability; prohibition; speculating
- conditionals
- passive forms

imperatives  
 questions  
 reported speech  
 personal and impersonal pronouns  
 time expressions  
 collocations  
 synonyms  
 opposites  
 use of specialist subject vocabulary connectors (and, but, or, because) (p. 6)

Besides, in the EFL Curriculum for the 2<sup>nd</sup> Cycle in Turkish Primary Education, the suggested parts were listed as follows :

**For Year 6**, the EFL curriculum suggested the given structures below in order to achieve the linguistic and socio – linguistic competence levels in the syllabus as follows :

Basic Sentence Patterns and Phrases

Simple present tense to be: affirmative, negative, interrogative

Wh- questions: What?, How? How many?, What color?, Where?, When?, How old?, How much?, Who?, Whose?

Prepositions of place (in, on, under, next to, behind, in front of, etc.)

Have got/ has got: affirmative, negative, interrogative

Adjectives of state (hungry, thirsty, etc.)

Can for ability: affirmative, negative, yes/no questions

Simple Present Tense affirmative, negative, interrogative

Like + N; Like + Gerund

I want/he wants .....

I + V + everyday, every morning, etc., in the morning, etc., at 7, etc., by bus, on foot, etc., every summer, every Sunday, etc.

action verbs

He + Vs everyday, every morning, etc., in the morning, etc., at 7, etc., by bus, on foot, etc.,

frequency adverbs (always, usually, sometimes, seldom, never, once, twice, etc.)

How often ...?

present tense for factual info

present tense + What is the weather like ..... in ....?

To be + adj.

present tense for rules and general information

Imperatives

Modals:

Can for requesting: affirmative, negative, interrogative

Should for advice: affirmative, negative, interrogative

can, could, would (for requests and possibility)

can/can't, must/mustn't

it opens/ closes

Common connectors: And, but, then

Possessive pronouns and adjectives

Possessive 's

Present Progressive Tense: affirmative, negative, interrogative

present progressive for future  
Future: will, going to - affirmative, negative, interrogative  
Countable and uncountable nouns  
Measurements kilometer, meter, kilograms, grams, liters, etc. How much does it weigh? How far ...?  
Plural nouns  
Predicate adjectives  
Prepositions of time on/at/ in  
adj. + noun combinations  
There is/ are  
Quantifiers: some, any, a lot of, a little, a few  
Numbers  
any + sisters/brothers  
nouns (occupations)  
adjectives (physical description)  
adjectives such as windy, foggy, snowy, sunny, etc.  
adverbs  
Conditionals (Zero and First types): If / when (PP. 129 – 131)

**For Year 7**, the EFL curriculum suggested the following structures given below in order to fulfil the linguistic competence level objectives the in the syllabus as follows :

Revision of tenses studied before  
let's, shall, why don't we ...,  
Modals: affirmative, negative, interrogative, Wh- questions  
Imperatives  
Comparatives with “-er” and “more” + Superlatives with “-est” and “most”  
Simple Past: “To be”- affirmative, negative, interrogative, Wh- questions  
Time phrases: at 5 o'clock, yesterday, last year, ago, etc.  
Adjectives and adverbs  
Simple past: (common verbs) affirmatives, negatives, interrogative, Wh- questions  
There + was/were  
after, before, while  
When I was .....,  
Could/ couldn't (past ability)  
Used to/ would (past habits)(pp. 165 – 166)

**For Year 8**, the EFL curriculum suggested the following structures given below in order to fulfil the expected linguistic competence level objectives the in the syllabus as follows :

adjectives and adverbs (bad vs badly)  
Past progressive (+ s. past) When / while  
Past progressive (+ s. past) When / while, affirmatives, negatives, questions, Wh- questions  
Present perfect “Ever/ never/ before”, when + s. past, affirmatives, negatives, questions, Wh- questions  
Present perfect “Just/already/yet”, affirmatives, negatives, questions  
Present perfect “for / since”, How long, affirmatives, negatives, questions  
why, because, in order to  
too and enough + adjectives and adverbs  
adjectives and adverbs (with prefixes, suffixes) (boring-bored)

If clause type 1 (revision)  
in case, so that  
Modals  
Imperatives  
would rather, had better, prefer  
Tenses studied before (pp. 200 - 201)

When the researcher examined and compared the Turkish EFL Curriculum in the 2<sup>nd</sup> Cycle of the Primary Education in accordance with the language across the curriculum part that was presented in the handbook of the University of Cambridge for the CLIL (2009), the researcher found out the following results. As it was seen above, most of the suggested parts of the curriculum were parallel to the Cambridge's presented items, but also differed to some extent such as "passive forms, reported speech, collocations".

#### 4. 2. 2 . The Analysis of the EFL Curriculum in Primary Education (2<sup>nd</sup> Cycle)

Is the Turkish Primary Education ELTP for the 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grades prepared in accordance with CLIL?

In the following tables below, the EFL curriculum for the second cycle in primary education was analysed and examined through the relationship of the determined topics of each grade's syllabus with the CLIL.

Table 6 : The Relation of Units in the Turkish ELTP with Other Subjects through Cross - curricular View (for Year 6)

List of topics in which take place in MoNE's EFL Curriculum for Year 6	MATHS	SCIENCE & TECHNOLOGY	SOCIAL SCIENCES (GEOGRAPHY & HISTORY)	PHYSICAL EDUCATION	TECHNOLOGY & DESIGN	ART	MUSIC	LITERATURE
<p>UNIT 1 FAMILY (Part A – Family Tree Part B – Family Members)</p> <p>Skills (Listening, speaking, reading and writing) All skills and texts are related to personal and family information and also description of people expressing personal preferences.</p> <p>Context : (Situations and Texts) Choose the appropriate ones from the list.</p> <p>Functions : (Asking for and giving information, identifying people)</p> <p>Tasks : (Creating a family tree of imaginary characters)</p>	<p>Ordinal and Cardinal Numbers (age, number of siblings, pets, cousins and so on)</p>	<p>Physical Appearance (some parts of the body), Kinds of pets, Likes &amp; Dislikes (kinds of food and drink)</p>	<p>Professions, Countries, Nationalities, Cities</p>	<p>Likes &amp; Dislikes (Types of Sports)</p>	<p>Likes &amp; Dislikes (handcraft, art. names of technological objects)</p>	<p>Colours, Likes &amp; Dislikes (painting, drawing and so on) Preparing a poster about their favourite cartoon characters.</p>	<p>Likes &amp; Dislikes (kinds of music)</p>	<p>Likes &amp; Dislikes (types of books)</p>

	MATHS	SCIENCE & TECHNOLOGY	SOCIAL SCIENCES (GEOGRAPHY & HISTORY)	PHYSICAL EDUCATION	TECHNOLOGY & DESIGN	ART	MUSIC	LITERATURE
<p>UNIT 2 HOBBIES AND INTERESTS (Part A – Hobbies Part B – Interests)</p> <p>Skills (Listening, speaking, reading and writing) All skills and texts are related to personal and family information and also description of people expressing personal preferences, hobbies, interests likes and dislikes.</p> <p>Context : (Situations and Texts) Choose the appropriate ones from the list.</p> <p>Functions : (Asking for and giving information, identifying people, asking for and expressing likes and dislikes)</p> <p>Tasks : (Preparing a poster about their favourite cartoon characters' likes and dislikes)</p>	Ordinal and Cardinal Numbers (age, number of siblings, pets, cousins and so on)	Physical Appearance (some parts of the body), Kinds of pets, Likes & Dislikes (kinds of food and drink)	Countries	Likes & Dislikes (Types of Sports)	Likes & Dislikes (handcraft, art, names of technological objects) Preparing a poster about their favourite cartoon characters.	Colours, Likes & Dislikes (painting, drawing and so on) Preparing a poster about their favourite cartoon characters.	Likes & Dislikes (kinds of music)	Likes & Dislikes (types of books) Making a list of hobbies and interests of their family members



	MATHS	SCIENCE & TECHNOLOGY	SOCIAL SCIENCES (GEOGRAPHY & HISTORY)	TECHNOLOGY & DESIGN	ART
<p>UNIT 3 FOOD AND DRINKS (Part A – Eating Part B – Eating out)</p> <p>Skills (Listening, speaking, reading and writing) All skills and texts are related to food and drinks, meals and menus, giving and receiving information about quantities, numbers and prices, likes and dislikes.</p> <p>Context : (Situations and Texts) Choose the appropriate ones from the list.</p> <p>Functions : (Asking for and giving information, asking for and telling quantities and the prices, making an order , asking for and expressing likes and dislikes)</p> <p>Tasks : (Drawing a fruit and vegetable basket, showing and telling it in the class, preparing a menu for their new restaurant.)</p>	<p>Cardinal numbers (quantities, numbers, prices and so on)</p>	<p>Types of food and drinks (vegetables, fruit and drinks) Perceptions (smell, taste, seem)</p>	<p>Currencies</p>	<p>Preparing a menu for their new restaurant.</p>	<p>Drawing a fruit and Vegetable basket.</p>

	MATHS	SCIENCE & TECHNOLOGY	SOCIAL SCIENCES (GEOGRAPHY & HISTORY)	PHYSICAL EDUCATION	TECHNOLOGY & DESIGN	ART	MUSIC	RELIGION & MORALS	LITERATURE
<p>UNIT 4 DAILY LIFE AND ROUTINES (Part A – A Day in My Life Part B – Occasions)</p> <p>Skills (Listening, speaking, reading and writing) All skills and texts about everyday aspects of people and place, daily activities and routines at home, work/school and in free time.</p> <p>Context : (Situations and Texts) Choose the appropriate ones from the list.</p> <p>Functions : (Asking for and giving information about personal habitual/daily activities , asking for and talking about daily routines)</p> <p>Tasks : (Making a list of their daily activities and making a list of preparations for a special day such as bayram, birthday, etc.)</p>	Cardinal and Ordinal Numbers (time,time tables, expressing birthdays)	Types of food and drinks (vegetables, fruit and drinks)	Types of school subjects, national holidays and bayrams, traditional festivals	Types of sports	Preparing a time table.	Types of fine arts	Types of musical instruments	Bayrams	Short simple personal letters

	MATHS	SCIENCE & TECHNOLOGY	SOCIAL SCIENCES (GEOGRAPHY & HISTORY)	PHYSICAL EDUCATION	TECHNOLOGY & DESIGN	ART	MUSIC	RELIGION & MORALS	LITERATURE
<p>UNIT 5 SCHOOL (Part A – Staff Part B – Places)</p> <p>Skills (Listening, speaking, reading and writing) All skills and texts about everyday aspects of his/her environment e.g. people, places, a job or study experience;a simple description or presentation of people, living or working conditions, daily routines, habits, likes/dislikes, etc.</p> <p>Context : (Situations and Texts) Choose the appropriate ones from the list.</p> <p>Functions : (Asking for and giving information about one’s self and other people, asking for and talking about daily routines, habits, likes/dislikes, describing people, places, working conditions, asking for and telling regulations and rules )</p> <p>Tasks : (Finding a staff member. Interviewing him/her, writing a short paragraph about him / her,drawing the plan of their school, naming the important places.)</p>	Cardinal Numbers (quantities, numbers, time, time tables, age and so on)	Types of food and drinks (vegetables, fruit and drinks) IT and Computer Science	Nationalities, Cities, Places, Social Rules, Regulations, School Rules	Types of Sports (likes and dislikes)	Preparing signs	Drawing the plan of a school	Types of music (likes and dislikes)	Moral values and regulations	Interviewing writing signs and notices

	MATHS	SCIENCE & TECHNOLOGY	SOCIAL SCIENCES (GEOGRAPHY & HISTORY)	TECHNOLOGY & DESIGN	ART
<p>UNIT 6 WEATHER CONDITIONS (Part A – Seasons Part B – Meteorology)</p> <p>Skills (Listening, speaking, reading and writing) All skills and texts are related to personal information (expressing birthdays), seasons, months and days, local geography and weather conditions</p> <p>Context : (Situations and Texts) Choose the appropriate ones from the list.</p> <p>Functions : (Asking for and giving information, describing places)</p> <p>Tasks : (Choosing a region or country, finding out the weather conditions there in different seasons, writing a short paragraph about it, reading the paragraph about the weather conditions of a country, drawing relevant symbols on the map to show the weather conditions - students are given a paragraph about the weather conditions of a country, and a map. )</p>	<p>Cardinal and Ordinal Numbers (temperatures, numbers, dates)</p>	<p>Climate, weather conditions, temperatures Living things (plants, animals)</p>	<p>Continents, countries, cities, geographic regions, seasons and months, local geography, climate, weather conditions, transportation, geographical features (mountain, valley, plateau, lake, sea, river island and so on)</p>	<p>Preparing a map or a chart of weather conditions</p>	<p>Drawing a map and the symbols of weather conditions, colours</p>

	MATHS	SCIENCE & TECHNOLOGY	PHYSICAL EDUCATION	TECHNOLOGY & DESIGN	ART	MUSIC	LITERATURE
<p>UNIT 7 HYGIENE (Part A – Personal Part B – Food and Drinks)</p> <p>Skills (Listening, speaking, reading and writing) All skills and texts are related to general and personal hygiene, educational TV and radio programmes, simple instructions on equipment encountered in everyday life – such as food labels, medicine, etc.</p> <p>Context : (Situations and Texts) Choose the appropriate ones from the list.</p> <p>Functions : (Asking for and giving information, making suggestions, giving orders)</p> <p>Tasks : (Preparing a poster to start a hygiene campaign, preparing a cartoon strip about hygiene.)</p>	<p>Cardinal Numbers (quantities, numbers, prices, body temperature and so on)</p>	<p>Types of general and personal cleaning products (soap, detergent, shampoo, foam, toothpaste and so on), parts of body, kinds of fruit and vegetables, healthy drinks (milk, ayran), kinds of healthy and unhealthy food and drinks, illnesses.</p>	<p>Daily exercises</p>	<p>Educational TV and radio programmes, preparing a poster to start a hygiene campaign</p>	<p>Preparing a poster or a cartoon strip about hygiene.</p>	<p>Preparing a chant or song for a hygiene campaign</p>	<p>Writing a poem or a slogan about hygiene</p>

	MATHS	SCIENCE & TECHNOLOGY	SOCIAL SCIENCES (GEOGRAPHY & HISTORY)	PHYSICAL EDUCATION	TECHNOLOGY & DESIGN	ART	MUSIC	LITERATURE
<p>UNIT 8 PARTIES (Part A – Planning a party Part B – Enjoying a party)</p> <p>Skills (Listening, speaking, reading and writing) All skills and texts are related to personal and family information and also description of people expressing personal preferences, hobbies, interests, likes and dislikes.</p> <p>Context : (Situations and Texts) Choose the appropriate ones from the list.</p> <p>Functions : (Asking for and giving information inviting, accepting or refusing, thanking, giving instructions, describing an event, greeting, saying farewell and leave- taking, making introductions, expressing feelings, asking for attention)</p> <p>Tasks : (Preparing an invitation card for an imaginary part, finding a cut-out picture or photo of a party, describing what is happening and what is going to happen.)</p>	Cardinal and Ordinal Numbers ( numbers, dates, time, prices and so on)	Types of food and drinks (vegetables, fruit and drinks)	Festivals (Halloween, St. Valentine and so on)	Games and dances	Preparing an invitation card for different party types, preparing ornaments for parties(party hat, wall decorations and so on)	Drawing pictures about parties, taking and demonstrating photos of parties, decorations	Kinds of music	Writing an invitation card

	MATHS	SCIENCE & TECHNOLOGY	SOCIAL SCIENCES (GEOGRAPHY & HISTORY)	TECHNOLOGY & DESIGN	ART	LITERATURE
<p><b>UNIT 9 LIVING BEINGS</b> (Part A – Animals / Part B – Plants)</p> <p>Skills (Listening, speaking, reading and writing) All skills and texts are related to living beings and their categorization, basic descriptions of animals (where they live, what they do, what they have) and plants (where they grow, what they are good for, what they have)</p> <p>Context : (Situations and Texts) Choose the appropriate ones from the list.</p> <p>Functions : (Asking for and giving information, describing an animal, describing and identifying plants)</p> <p>Tasks : (Finding an interesting animal, preparing posters and a speech bubble, giving a presentation on it, answering follow up questions, collecting some plants, finding their names in English, making a “My Favourite Plant” book )</p>	<p>Cardinal Numbers (quantities, numbers and so on)</p>	<p>Types of living beings, categorizing animals and plants, parts of animals and plants, environment</p>	<p>Continents, geographical locations and features, climate</p>	<p>Finding an interesting animal, preparing posters and a speech bubble, giving a presentation on it</p>	<p>Drawing and painting favourite plant</p>	<p>Making a “My Favourite Plant” book</p>

	MATHS	SCIENCE & TECHNOLOGY	SOCIAL SCIENCES (GEOGRAPHY & HISTORY)	PHYSICAL EDUCATION	TECHNOLOGY & DESIGN	ART	MUSIC	LITERATURE
<p>UNIT 10 GAMES AND SPORTS (Part A – Games Part B – Sports)</p> <p>Skills (Listening, speaking, reading and writing) All skills and texts are related to games and sports (their rules, suits with equipments, timing, where and how they played)</p> <p>Context : (Situations and Texts) Choose the appropriate ones from the list.</p> <p>Functions : (Asking for and giving information identifying options, giving instructions for making and doing things, asking people to do and not to do things, describing people)</p> <p>Tasks : (Preparing cards for a miming game, choosing their favourite star in sports, finding pictures or photos of that person, writing a short descriptive paragraph about him/her - their poster will be displayed in the classroom)</p>	<p>Cardinal Numbers (numbers, time, time tables, scores and so on)</p>	<p>Types of food and drinks (vegetables, fruit and drinks – healthy food) , parts of body</p>	<p>Seasons, countries, nationalities</p>	<p>Types of games and sports (their rules, suits with equipments, timing, where and how they played)</p>	<p>Preparing a card game about sports or games</p>	<p>Drawing a poster for a kind of sport and its famous sports character</p>	<p>Jingles for sports teams</p>	<p>Writing a short descriptive paragraph about a famous sports character</p>



	MATHS	SCIENCE & TECHNOLOGY	SOCIAL SCIENCES (GEOGRAPHY & HISTORY)	TECHNOLOGY & DESIGN	ART	TRAFFIC
<p>UNIT 11 SAFETY (Part A – Traffic Rules Part B – Other Safety Rules)</p> <p>Skills (Listening, speaking, reading and writing) All skills and texts are related to factual TV news items (accidents, fires, natural disasters, traffic) regulations, safety and rescue operations, signs and notices: in public places, such as in streets and workplaces, like hazard warnings, traffic and safety rules / obligations / regulations.</p> <p>Context : (Situations and Texts) Choose the appropriate ones from the list.</p> <p>Functions : (Asking for and giving information, asking for and making suggestions, expressing obligation, warning )</p> <p>Tasks : (Finding five more road or traffic signs, writing what they mean - their poster will be displayed in the classroom, finding what to do in case of an earthquake from the internet)</p>	<p>Cardinal Numbers (quantities, numbers, proportion, speed limits, temperature and so on)</p>	<p>First aid, natural disasters</p>	<p>Natural disasters (earthquake, flood, tsunami, volcanic eruption, avalanche) geographical features (volcano, river, mountain and so on)</p>	<p>Preparing traffic signs, finding what to do in case of an earthquake from the internet</p>	<p>Drawing traffic signs</p>	<p>Traffic signs, rules and so on</p>

	MATHS	SCIENCE & TECHNOLOGY	SOCIAL SCIENCES (GEOGRAPHY & HISTORY)	PHYSICAL EDUCATION	TECHNOLOGY & DESIGN	ART	MUSIC	RELIGION & MORALS	LITERATURE
<p>UNIT 12 DIFFERENT PLACES (Part A – A Trip Part B – Guests in Turkey)</p> <p>Skills (Listening, speaking, reading and writing) All skills and texts are related to personal and family information, holiday destinations, and also description of a place</p> <p>Context : (Situations and Texts) Choose the appropriate ones from the list.</p> <p>Functions : (Asking for and giving information, asking for and expressing decisions and plans, asking for and expressing definite arrangements, making decisions )</p> <p>Tasks : (Choosing a place where they want to go, planning what they will do there, preparing a sightseeing tour for a foreign friend who is visiting their city.)</p>	<p>Cardinal and Ordinal Numbers (quantities, numbers, dates, time tables, age, temperature s prices, phone / flight / room / home / flat number and so on)</p>	<p>Regional plants and animals, climate, types of traditional food and drinks</p>	<p>Destinations, countries, nationalities, cities, Currencies, climate, geographical features, customs, historical background, transportation</p>	<p>Traditional sports, folk dances</p>	<p>Preparing a sightseeing poster</p>	<p>Traditional fine arts</p>	<p>Traditional and folk music</p>	<p>Traditional religions and beliefs, national festivals or bayrams</p>	<p>Writing a diary about a trip, filling a form of registration</p> <p>Writing a postcard, short personal letters / notes / messages</p>

	MATHS	SOCIAL SCIENCES (GEOGRAPHY & HISTORY)	TECHNOLOGY & DESIGN	ART	MUSIC	RELIGION & MORALS	LITERATURE
<p>UNIT 13 HOLIDAYS (Part A – National Holidays Part B – Religious Holidays)</p> <p>Skills (Listening, speaking, reading and writing) All skills and texts are related to holidays and bayrams, description or presentation of people, living or working conditions, daily routines, time tables, etc. describing everyday aspects of his/her environment e.g. people, places, a job or study experience , plans and arrangements, habits and routines</p> <p>Context : (Situations and Texts) Choose the appropriate ones from the list.</p> <p>Functions : (Asking for and giving information asking for and expressing decisions and plans, asking for and expressing definite arrangements, making decisions)</p> <p>Tasks : (Finding the names of their national holidays in English and writing them down, drawing (or finding) the pictures of things and animals / plants associated with their religious holidays)</p>	<p>Cardinal and Ordinal Numbers (quantities, numbers, dates, time tables, age, prices and so on)</p>	<p>Traditional and historical backgrounds of national / regional holidays / festivals</p>	<p>Preparing a poster about national holidays</p>	<p>Drawing (or finding) the pictures of things and animals or plants associated with their religious holidays)</p>	<p>Sample marches or songs</p>	<p>Religious holidays , bayrams</p>	<p>Writing short, simple poems about holidays, writing short, simple notes and messages relating to matters in areas of immediate need.</p>

	MATHS	SCIENCE & TECHNOLOGY	TECHNOLOGY & DESIGN	ART
<p>UNIT 14 MATHEMATICAL PROBLEMS (Part A – Solving Problems Part B Shapes)</p> <p>Skills (Listening , speaking , reading and writing) All skills and texts are related to mathematical operations / problems and geometrical shapes</p> <p>Context : (Situations and Texts) Choose the appropriate ones from the list.</p> <p>Functions : (Imparting and seeking factual information- identifying, correcting, asking)</p> <p>Tasks : (Changing the given mathematical problem into a cartoon strip story, drawing the plan of their dream house using geometrical shapes)</p>	<p>Cardinal Numbers, mathematical problems, mathematical signs (plus, equal and so on) geometrical figures (triangle, square and so on)</p>	<p>Measurements (velocity, temperature, height, weight and so on)</p>	<p>Making or designing a model of an object (car, house, stationeries ) using geometrical shapes</p>	<p>Changing the given mathematical problem into a cartoon strip story, drawing the plan of their dream house using geometrical shapes</p>

	MATHS	SCIENCE & TECHNOLOGY	TECHNOLOGY & DESIGN	ART	LITERATURE
<p>UNIT 15 LABORATORY WORK (Part A – Matter Part B – Measurements)</p> <p>Skills (Listening, speaking, reading and writing) All skills and texts are related to a simple description or presentation of scientific processes, factual information, routine operational matters</p> <p>Context : (Situations and Texts) Choose the appropriate ones from the list.</p> <p>Functions : (Imparting and seeking factual information: identifying, correcting, asking)</p> <p>Tasks : (Doing an experiment on changing a matter and writing the steps of the experiments, finding 10 items for each measurement unit and writing them in categories)</p>	<p>Cardinal Numbers (quantities, numbers and so on), geometric figures</p>	<p>Scientific (Physical / chemicals / biological) Processes, Types of matters (solid, liquid, gas), measurements, types of energy, environment, laboratory tools</p>	<p>Designing a laboratory tool</p>	<p>Colours, drawing a cell or a scientific object</p>	<p>Writing a simple report about a scientific process</p>

	MATHS	SCIENCE & TECHNOLOGY	SOCIAL SCIENCES (GEOGRAPHY & HISTORY)	PHYSICAL EDUCATION	TECHNOLOGY & DESIGN	ART	MUSIC
<p>UNIT 16 DIFFERENT LIFE STYLES (Part A – The North Pole Part B – Life on the North Pole)</p> <p>Skills (Listening, speaking, reading and writing) All skills and texts are related to a simple description or presentation of people (personal features, living or working conditions, daily routines, likes/dislikes, etc), places, possessions and daily life</p> <p>Context : (Situations and Texts) Choose the appropriate ones from the list.</p> <p>Functions : (Imparting and seeking factual information, asking for and expressing definite arrangements, making decisions, asking for and expressing decisions and plans, expressing obligation, warning, asking for and making suggestions, expressing obligation, asking people to do and not to do things (Requesting) Identifying options, giving instructions, describing an event, person, place, animal, etc.; greeting, saying farewell and leave-taking, making introductions, expressing feelings, asking for attention, inviting, accepting or refusing, thanking, making suggestions, giving orders, asking for and telling regulations and rules, asking for and talking about daily routines, asking for and telling the price, making an order, asking for and telling quantity, expressing needs asking for and expressing likes and dislikes, asking for and giving information, Identifying people)</p> <p>Tasks : (Finding pictures showing different cultures, making an igloo using different materials.)</p>	<p>Cardinal and Ordinal Numbers (quantities, age, numbers, dates, prices and so on), geometrical figures</p>	<p>Types of food and drinks (vegetables, fruit and drinks) Perceptions (smell, taste, seem), living beings (animals / plants), parts of body, physical appearance, measurements and so on</p>	<p>Continents, countries, nationalities, cities, holidays, traditions, historical roots, tourism, geographical features and so on</p>	<p>Types of sports</p>	<p>Making an igloo using different materials.</p>	<p>Types of fine arts, colours</p>	<p>Types of music</p>

In Table 6, Syllabus for the 6<sup>th</sup> Year shows that every unit to some extent is related with other subjects like History, Geography, Mathematics, Science and so on. In the categorization derived from the framework of the contexts, the functions, the skills, the tasks, it was seen that units between 1 to 16 includes several interdisciplinary / cross – curricular subjects as follows :

Mathematics (cardinal and ordinal numbers, quantities, age, date, price, time table, time, birthday, temperature, measures, scores, speed limits, proportions, home / flight / room / flat numbers and so on, mathematical signs – plus, minus and so on, geometrical shapes – triangle, square and so on)

Science and Technology (physical appearance and parts of body – eye, ear, hand, foot, hair and so on, living beings – animals and plants – cat, dog, seal, polar bear, tree, flower and so on, parts of animals and plants – tail, whisker, paw, branch, stem, leaf and so on, kinds of pets, kinds of food and drinks – healthy and unhealthy food and drinks – vegetable, fruit, fizzy drinks, junk food, perceptions – smell, look, taste, seem and so on, climate – weather conditions and temperatures, illnesses, hygiene, chemicals and cleaning products – soap, detergent, shampoo and so on, environment – flora and fauna, first aid, measurements, velocity, temperature, height, weight and so on, laboratory tools, types of matter – solid, liquid, gas, scientific processes – physical, chemical, biological, types of energy)

Social Sciences (professions, countries, cities and nationalities, continents, regions, geographical locations and features, seasons, months, transportation, climate and weather conditions, landscapes, languages, currencies, national holidays, bayrams, traditional festivals, social rules and regulations, natural disasters, customs, historical backgrounds, tourism)

Physical Education (body movements, types of sports, games and dances, the rules of different sports, the equipments of different sports, the sports places – football pitch, swimming pool, basketball hall, ice rink, sports clothes – track suit,

swimming suit and so on, traditional and modern sports – sumo wrestling, cirit, paragliding and so on)

Technology and Design (handcraft, art and the names of technological objects – parts of computer, internet, Powerpoint)

Art (colours and types of fine art, painting)

Religion and Morals (moral values and regulations)

Music (kinds of music and musical instruments)

Literature (types of books, poems, biographies, personal letters, reports)



Table 7 : The Relation of Units in the Turkish ELTP with Other Subjects through Cross - curricular View (for Year 7)

List of topics in which take place in MoNE's EFL Curriculum for Year 7	MATHS	SCIENCE & TECHNOLOGY	SOCIAL SCIENCES (GEOGRAPHY & HISTORY)	PHYSICAL EDUCATION	TECHNOLOGY & DESIGN	ART	MUSIC	LITERATURE
<p>UNIT 1 INTERESTING BELIEFS (Part A – Horoscopes Part B – Superstition)</p> <p>Skills (Listening, speaking, reading and writing) All skills and texts are related to describing his/her family, living conditions, educational background, present or most recent job,describing people, places and possessions in simple terms, describing him/herself; what he/she does and where he/she lives, horoscopes.</p> <p>Context : (Situations and Texts) Choose the appropriate ones from the list.</p> <p>Functions : (Imparting and seeking factual information,)</p> <p>Tasks : (Finding out and making a list of the sun signs of their family members; writing their lucky number, color, object, day,etc.)</p>	Ordinal and Cardinal numbers (age, date, number of siblings, pets, cousins and so on)	Physical Appearance (some parts of the body), Kinds of pets, Likes and Dislikes (kinds of food and drink)	Professions, Countries, Cities, Nationalities	Likes and Dislikes (Types of Sports)	Likes and Dislikes (handcraft,art. names of technological objects) Making posters of different superstitious or horoscopes	Colours, Likes and Dislikes (painting, drawing and so on)	Likes and Dislikes (kinds of music)	Preparing a short horoscope for a school magazine

	MATHS	SCIENCE & TECHNOLOGY	SOCIAL SCIENCES (GEOGRAPHY & HISTORY)	PHYSICAL EDUCATION	TECHNOLOGY & DESIGN	ART	MUSIC	RELIGION & MORALS	LITERATURE
<p>UNIT 2 TOURIST ATTRACTIONS (Part A – Places to Visit Part B – Souvenirs to Buy) Skills (Listening, speaking, reading and writing) All skills and texts are related to specific, predictable information in simple everyday material such as travel guides, brochures, etc. , describing everyday aspects of his/her environment e.g. people and places, getting all the information needed from a tourist office, getting simple information about travel, use public transport: buses, trains, and taxis, ask and give directions, and buy tickets, giving and following simple directions and instructions e.g. explain how to get somewhere, asking for and giving directions referring to a map or plan, asking about things and make simple transactions in shops, giving and receiving information about quantities, numbers, prices etc., making simple purchases by stating what is wanted and asking the price. Context : (Situations and Texts) Choose the appropriate ones from the list. Functions : (Imparting and seeking factual information: identifying, asking, describing, expressing pleasure, liking, displeasure, dislike; Inquiring about pleasure, liking, displeasure, dislike; expressing interest or lack of interest; Inquiring about interest or lack of interest; getting things done (Suasion): Requesting others to do something, inviting others to do something) Tasks : (Preparing a poster to attract tourists to their area, designing an original souvenir representative of their home town and giving a name to it.)</p>	<p>Cardinal and Ordinal Numbers (quantities, numbers, dates, time tables, age, temperatures, prices, phone / flight / room / home / flat number and so on)</p>	<p>Regional plants and animals, climate, types of traditional food and drinks</p>	<p>Destinations, countries, nationalities, cities, currencies, climate, geographical features, customs, historical background, means of transportation</p>	<p>Likes and Dislikes (Types of Sports)  Traditional sports, folk dances to their area</p>	<p>Likes and Dislikes (handcraft, art. names of technological objects)  Preparing a sightseeing poster to their area  Designing an original souvenir representative of their home town</p>	<p>Colours, Likes and Dislikes (painting, drawing and so on)  Traditional fine arts (handmade ornaments)  Preparing a poster to attract tourists to their area</p>	<p>Likes and Dislikes (kinds of music) Traditional and folk music</p>	<p>Temples (Church, Mosque, Synagogue)</p>	<p>Likes and Dislikes (types of books)  Writing a brochure or a travel guide  Writing a postcard or a short holiday letter</p>

	MATHS	SCIENCE & TECHNOLOGY	SOCIAL SCIENCES (GEOGRAPHY & HISTORY)	PHYSICAL EDUCATION	TECHNOLOGY & DESIGN	ART	MUSIC	LITERATURE
<p>UNIT 3 OUR NATURAL HERITAGE (Part A – Preserving Our Environment Part B – Improving Our Environment)</p> <p>Skills (Listening, speaking, reading and writing) All skills and texts are related to factual TV news items reporting events, accidents etc. where the visual supports the commentary, describing everyday aspects of his/her environment, finding specific, predictable information in simple everyday material, writing short, simple notes and messages relating to matters in areas of immediate need. Context : (Situations and Texts) Choose the appropriate ones from the list. Functions : (Seeking and giving information, seeking and giving advice, getting things done: * suggesting a course of action, * inviting others to do something, * advising others to do something, * warning others to take care or to refrain from doing something, * instructing or directing others to do something, drawing simple conclusions and making recommendations, making and responding to offers and suggestions. Imparting and seeking factual information identifying, asking, describing; expressing pleasure, liking, displeasure, dislike; Inquiring about pleasure, liking, displeasure, dislike; expressing interest or lack of interest, inquiring about interest or lack of interest, getting things done (Suasion): Requesting others to do something, inviting others to do something. ) Tasks : (Designing an environment – friendly means of public transport. Preparing recycling bins and putting labels on them.)</p>	Ordinal and Cardinal Numbers (age, date, time and so on)	Types of heritage. Environment. Body Parts.	Continents, geographical locations and features, climate	Types of sports (trekking, diving)	Designing an environment – friendly means of public transport.  Preparing recycling bins and putting labels on them	Drawing pictures or preparing posters about environment for taking public attention  Statues, monuments, paintings, architecture	Traditional musical instruments	Reporting events, accidents; Commentaries

	MATHS	SCIENCE & TECHNOLOGY	SOCIAL SCIENCES (GEOGRAPHY & HISTORY)	TECHNOLOGY & DESIGN	ART	LITERATURE
<p>UNIT 4 COMPUTERS (Part A Surfing on the Net Part B Communicating with Others)</p> <p>Skills (Listening, speaking, reading and writing) All skills and texts are related to pc, IT, e-mails, surfing on the net, writing a short simple e-mail, using and writing keywords and using search engines deriving the probable meaning of unknown words from the context.</p> <p>Context : (Situations and Texts) Choose the appropriate ones from the list.</p> <p>Functions : (Seeking and giving information, drawing simple conclusions and making recommendations, making and responding to offers and suggestions, discussing pros and cons of options, making comparisons and expressing degrees of difference, exchanging greetings, inquiring and stating whether someone knows or does not know something or someone, inquiring and expressing capability and incapability)</p> <p>Tasks : (Preparing a draft for the home page of their personal website. Describing their ideal e-pal.)</p>	<p>Cardinal Numbers (age, numbers and so on)</p> <p>Measurements of computer science (kb.,mb., gb. and so on)</p>	<p>Computers and IT technologies.</p> <p>Types of computers.</p> <p>Parts and features of a computer.</p> <p>Using search engines of a computer.</p>	<p>Professions, Countries, Nationalities, Cities</p>	<p>Preparing a draft for the home page of their personal website.</p> <p>Preparing and presenting a powerpoint.</p>	<p>Drawing parts of a computer.</p>	<p>Writing a short simple e-mail.</p> <p>Describing their ideal e-pal.</p>

	MATHS	SCIENCE & TECHNOLOGY	SOCIAL SCIENCES (GEOGRAPHY & HISTORY)	PHYSICAL EDUCATION	TECHNOLOGY & DESIGN	ART	MUSIC	LITERATURE
<p>UNIT 5 FASHION (Part A – Technology Part B – Outfits)</p> <p>Skills (Listening, speaking, reading and writing) All skills and texts are related to fashion, trends and developments in technology, outfits, etc. , expressing personal preferences, comparing objects and possessions.</p> <p>Context : (Situations and Texts) Choose the appropriate ones from the list.</p> <p>Functions : (Seeking and giving information, drawing simple conclusions and making recommendations, making and responding to offers and suggestions, discussing pros and cons of options, making comparisons and expressing degrees of difference)</p> <p>Tasks : (Designing and advertising their technological device. Designing their own sports outfit and explaining how it is different.)</p>	Ordinal and Cardinal Numbers	Physical Appearance. Developments in technology.	Countries, cities, nationalities.	Trends in sports	Designing and advertising their technological device. Designing their own sports outfit and explaining how it is different.	Colours Trends in fine arts	Trends in music	Writing a short paragraph on comparing objects, outfits and possessions.

	MATHS	SCIENCE & TECHNOLOGY	SOCIAL SCIENCES (GEOGRAPHY & HISTORY)	PHYSICAL EDUCATION	TECHNOLOGY & DESIGN	ART	MUSIC	LITERATURE
<p>UNIT 6 TV PROGRAMS (Part A – Series Part B – Shows)</p> <p>Skills (Listening, speaking, reading and writing) All skills and texts are related to TV programmes, expressing personal preferences, exchanging relevant information and give his/her opinion, identifying the main point of a TV series, writing short, simple imaginary biographies and simple poems about people.</p> <p>Context : (Situations and Texts) Choose the appropriate ones from the list.</p> <p>Functions : (Expressing opinions, inquiring about and expressing agreement and disagreement, inquiring and stating whether one knows or does not know something or someone, inquiring about and expressing pleasure, liking, displeasure, dislike Inquiring and expressing interest or lack of interest Inquiring and expressing preference, expressing indifference, making comparisons and expressing degrees of difference)</p> <p>Tasks : (Choosing their favourite character from a TV series and writing an imaginary biography of him/her or a poem for him/her. Preparing 5 questions that can be asked in a quiz show.)</p>	Ordinal and Cardinal Numbers (age, time, date, time table, number of films, songs, records, albums and so on)	Physical Appearance  Likes and Dislikes of celebrities	Professions, countries, nationalities, hometowns of celebrities	Types of Sports	Preparing a weekly TV guide or a magazine	Kinds of fine arts	Kinds of music	Writing a biography of a TV character.  Simple poems for celebrities.

	MATHS	SCIENCE & TECHNOLOGY	SOCIAL SCIENCES (GEOGRAPHY & HISTORY)	PHYSICAL EDUCATION	TECHNOLOGY & DESIGN	ART	MUSIC	LITERATURE
<p>UNIT 7 OLD DAYS (Part A – Family Album Part B – Social Life)</p> <p>Skills (Listening, speaking, reading and writing) All skills and texts are related to personal and family information and also description of people expressing personal preferences, short, simple texts on familiar matters, describing past states, asking and answering questions about places.</p> <p>Context : (Situations and Texts) Choose the appropriate ones from the list.</p> <p>Functions : (Describing people (personal appearance, qualities, in the past), Describing places in the past, making comparisons and expressing degrees of difference )</p> <p>Tasks : (Choosing an old family photograph of theirs and giving information about those days. Finding a picture/drawing of a historical event/person/place from their Social Sciences book. Writing 5 sentences about it.)</p>	Ordinal and Cardinal Numbers (age,date and so on)	Physical Appearance  Technological innovations in social life (dishwasher, washing machine and so on)	Transportation in the past and in the present.  Customs and traditions.  Changing social life style.  Daily life in urban and rural areas in the past and at present.	Games (playing marble, hopscotch)	Designing a photograph albume	Drawing of a historical event/ person/ place from their Social Sciences book / drawing an old family photograph of theirs.	Likes and dislikes (kinds of music)	Writing 5 Sentences about historical event /person/ place from their Social Sciences book.

	MATHS	SCIENCE & TECHNOLOGY	SOCIAL SCIENCES (GEOGRAPHY & HISTORY)	TECHNOLOGY & DESIGN	MUSIC	LITERATURE
<p>UNIT 8 INVENTORS AND EXPLORERS (Part A – Inventions and Discoveries Part B – Explorers)</p> <p>Skills (Listening, speaking, reading and writing) All skills and texts are related to inventors, inventions, discoveries, describing past events, asking and answering questions about inventions, pastimes and past activities, using an idea of the overall meaning of short texts and utterances on everyday topics of a concrete type to derive the probable meaning of unknown words from the context, writing very short, basic descriptions of past events</p> <p>Context : (Situations and Texts) Choose the appropriate ones from the list.</p> <p>Functions : (Imparting and seeking factual information, describing and narrating past events, stating and inquiring whether someone knows or does not know something or someone)</p> <p>Tasks : (Thinking and deciding what the most important invention/discovery is for them. Writing the names and times of three explorations/discoveries.)</p>	Ordinal and Cardinal Numbers (age, date and so on)	Scientific and technological inventions and discoveries.	Discovery of continents, ancient settlements and civilisations	Designing an important invention/ discovery is for them.	Electronic musical instruments	<p>Writing a chronology for inventions and discoveries</p> <p>Writing a short bibliography of a discoverer, an inventor or an explorer.</p>



	MATHS	SCIENCE & TECHNOLOGY	SOCIAL SCIENCES (GEOGRAPHY & HISTORY)	TECHNOLOGY & DESIGN	ART	MUSIC	LITERATURE
<p>UNIT 9 TALES AND LEGENDS (Part A – Folk Tales Part B - Heroes and Heroines)</p> <p>Skills (Listening, speaking, reading and writing) All skills and texts are related to folk tales, heros/ heroines, reading tales for pleasure, writing/telling very short, basic descriptions of past events or a story, dscribing past events and people, asking and answering questions about pastimes and past activities, giving and receiving information about past events, people, places, dates, etc.</p> <p>Context : (Situations and Texts) Choose the appropriate ones from the list.</p> <p>Functions : (Imparting and seeking factual information, describing and narrating past events.)</p> <p>Tasks : (Changing the end of a tale/ legend and writing it down. Preparing a story strip of a legendary figure.)</p>	Ordinal and Cardinal Numbers (age, date and so on)	Physical Appearance	Old / imaginary nationalities, countries, cities.	Preparing a story strip of a legendary figure.	Drawing pictures of famous fairy tales and characters of famous legends.	Old music types and musical instruments	<p>Changing the end of a tale/ legend and writing it down.</p> <p>Summarizing a famous fairy tale or a legend.</p>

	MATHS	SCIENCE & TECHNOLOGY	SOCIAL SCIENCES (GEOGRAPHY & HISTORY)	TECHNOLOGY & DESIGN	LITERATURE
<p>UNIT 10 AMAZING HISTORY (Part A - Hard to Believe Part B - Strange but True)</p> <p>Skills (Listening, speaking, reading and writing) All skills and texts are related to amazing historical events/people, describing past events, asking and answering questions about pastimes and past activities, giving and receiving information about past events, people, places, dates, etc. , giving a short, rehearsed presentation on a topic, briefly giving reasons and explanations, writing very short, basic descriptions of past events.</p> <p>Context : (Situations and Texts) Choose the appropriate ones from the list.</p> <p>Functions : (Imparting and seeking information. Describing and narrating past event.)</p> <p>Tasks : (Finding an interesting but strange story. Summarizing it. Writing an interesting historical event that they know)</p>	Ordinal and Cardinal Numbers (age, date and so on)	Strange inventions.	Countries, nationalities, cities  Historical characters and events.	Designing old or strange instruments or creatures / objects.	Summarizing and writing an interesting but a strange event or a historical event.

	MATHS	SCIENCE & TECHNOLOGY	SOCIAL SCIENCES (GEOGRAPHY & HISTORY)	PHYSICAL EDUCATION	TECHNOLOGY & DESIGN	ART	MUSIC	LITERATURE
<p>UNIT 11 SKILLS (Part A – Personal Skills Part B – Social Skills)</p> <p>Skills (Listening, speaking, reading and writing) All skills and texts are related to personal and social skills, talking about past and present abilities and inabilities, asking and answering questions about pastimes and past activities, making him/ herself understood in an interview and communicating ideas and information on familiar topics, provided he/she can ask for clarification occasionally, and is given some help to express what he/she wants to, asking for and providing personal information.</p> <p>Context : (Situations and Texts) Choose the appropriate ones from the list.</p> <p>Functions : (Imparting and seeking information, inquiring about capability or incapability, expressing capability and incapability)</p> <p>Tasks : (Pasting a personal photo of theirs showing one of their abilities and writing a sentence about it. Writing what people could use in the past to communicate with each other.)</p>	Ordinal and Cardinal numbers (age, date and so on)	Popular means of communication in the past and at present	Urban and rural daily life in the past and at present	Popular sports in the past and at present	Traditional and modern handcrafts.	Popular fine arts in the past and at present	Popular kinds of music and musical instruments in the past and at present	Writing about a personal photo that is showing the abilities and inabilities

	MATHS	SCIENCE & TECHNOLOGY	SOCIAL SCIENCES (GEOGRAPHY & HISTORY)	TECHNOLOGY & DESIGN	ART	MUSIC	LITERATURE
<p>UNIT 12 CHANGING LIFE STYLES (Part A – Social Life Part B – Professional Life)</p> <p>Skills (Listening, speaking, reading and writing) All skills and texts are social and professional life, recognizing differences between past and present life styles in an excerpt from a film (e.g. documentary, movie, TV program, etc.), talking about past habits and routines, asking and answering questions about pastimes and past habits and routines, asking for and providing personal information.</p> <p>Context : (Situations and Texts) Choose the appropriate ones from the list.</p> <p>Functions : (Imparting and seeking information, asking for and giving information about past routines and habits)</p> <p>Tasks : (Finding a picture showing life style in the past. Writing a short paragraph explaining it. Finding a picture of a profession which is rare today and looking up its English name in a dictionary to write it.)</p>	Ordinal and Cardinal Numbers (age, date and so on)	Scientific and technological innovations.	Professions. Urban and rural life in the past and present	Changes in designs and technology Designing an old and a new technological instrument	Changes in fine arts. Drawing pictures of profession which is rare today	Changes in music styles and musical instruments	Writing a short paragraph and explaining social / professional life style in the past

	MATHS	SCIENCE & TECHNOLOGY	SOCIAL SCIENCES (GEOGRAPHY & HISTORY)	TECHNOLOGY & DESIGN	ART	LITERATURE
<p>UNIT 13 TECHNOLOGY: FRIEND OR FOE? (Part A – Pros Part B – Cons)</p> <p>Skills (Listening, speaking, reading and writing) All skills and texts are related to technology (pros and cons) , discussing everyday practical issues in a simple way when addressed clearly, slowly and directly, saying what he/she thinks about things, agreeing and disagreeing with others.</p> <p>Context : (Situations and Texts) Choose the appropriate ones from the list.</p> <p>Functions : (Identifying and describing objects (shape, size, weight, color, purpose or use, etc.) , making comparisons and expressing degrees of difference, expressing agreement and disagreement, and contradicting people, expressing preferences, opinions and making choices)</p> <p>Tasks : (Examining the word list which covers terms related to technology. Consulting a dictionary or thesaurus, finding their meanings / synonyms / antonyms. Preparing a glossary for the terms they have learned.)</p>	<p>Ordinal and Cardinal Numbers</p> <p>Geometrical figures.</p>	<p>Physical Appearance</p> <p>Measurements (size, weight, length, metrics and so on)</p> <p>States of matters (solid, liquid, gas)</p>	<p>Professions, Countries, Nationalities, Cities</p>	<p>Designing an object.</p>	<p>Colours.</p> <p>Shapes.</p>	<p>Preparing a glossary for the terms they have learned.</p>

	MATHS	SCIENCE & TECHNOLOGY	SOCIAL SCIENCES (GEOGRAPHY & HISTORY)	PHYSICAL EDUCATION	TECHNOLOGY & DESIGN	ART	LITERATURE
<p>UNIT 14 ECOLOGY (Part A – Fauna Part B – Flora)</p> <p>Skills (Listening, speaking, reading and writing) All skills and texts are related to ecology (fauna and flora), giving a simple description or presentation of people, living conditions, daily routines, likes/ dislikes, etc. as a short series of simple phrases and sentences linked into a list, describing life cycles, using simple descriptive language to make brief statements and compare objects and possessions.</p> <p>Context : (Situations and Texts) Choose the appropriate ones from the list.</p> <p>Functions : (Identifying and describing animals (shape, size, weight, color, height, behaviour, etc.) , making comparisons and expressing degrees of difference, imparting and seeking factual information, expressing capability and incapability,inquiring about capability or incapability, warning others to take care or to refrain from doing something, advising others to do something.)</p> <p>Tasks : (Preparing a poster to promote animal rights and to raise social awareness about animals. Drawing a plant and showing its parts.)</p>	Ordinal and Cardinal Numbers	<p>Environment and ecology (flora and fauna).</p> <p>Species under danger.</p> <p>Life circles.</p> <p>Temperatures.</p>	<p>Countries, Nationalities, Cities.</p> <p>Geographical features (river, lake, mountain and so on).</p> <p>Climate and weather conditions.</p>	Types of sports (trekking, diving)	Preparing a poster to promote animal rights and to raise social awareness about animals.	<p>Drawing a plant and showing its parts .</p> <p>Drawing animal families (insects, mammals and so on).</p>	Writing a short description of an animal or a plant.

	MATHS	SCIENCE & TECHNOLOGY	SOCIAL SCIENCES (GEOGRAPHY & HISTORY)	ART	LITERATURE
<p>UNIT 15 MODERN MEDICINE (Part A - Miracles Part B – Real Stories)</p> <p>Skills (Listening, speaking, reading and writing) All skills and texts are related to modern medicine, giving a simple description or presentation of people, living conditions, daily routines, likes/ dislikes, etc. as a short series of simple phrases and sentences linked into a list, using simple descriptive language to make brief statements and compare objects and possessions, discussing what to do next, making and responding to suggestions, asking for and giving directions.</p> <p>Context : (Situations and Texts) Choose the appropriate ones from the list.</p> <p>Functions : (Making comparisons and expressing degrees of difference, imparting and seeking factual information, warning others to take care or to refrain from doing something, advising others to do something, offering to do something, accepting an offer, declining an offer, expressing capability and incapability, inquiring about capability or incapability, giving and seeking permission to do something, expressing pleasure/liking, expressing displeasure, dislike, inquiring about pleasure, liking, dislike, displeasure, expressing surprise)</p> <p>Tasks : (Finding a photo of someone whom they would like to change. Showing the changes they would make. Preparing a campaign to promote organ donations and creating a slogan.)</p>	Ordinal and Cardinal Numbers	Organs and parts of body.	Countries, cities, nationalities	Drawing a poster for a campaign to promote organ donations with a slogan.	Writing a summary of a real story about an organ donation.

	MATHS	SCIENCE & TECHNOLOGY	SOCIAL SCIENCES (GEOGRAPHY & HISTORY)	PHYSICAL EDUCATION	ART	MUSIC	LITERATURE
<p>UNIT 16 INNER WORLD (Part A – Emotions and Thoughts Part B – Dreams and Plans)</p> <p>Skills (Listening, speaking, reading and writing) All skills and texts are related to personal inner world (emotions, thoughts, dreams and plans) , personal opinions and attitudes.</p> <p>Context : (Situations and Texts) Choose the appropriate ones from the list.</p> <p>Functions : (Speculating about feelings, checking on meaning and intention, helping others to express their ideas, talking about physical and emotional feelings, expressing opinions and making choices, expressing sympathy.)</p> <p>Tasks : (Doodling (or drawing) their feelings – one negative, one positive. Filling in the emotional inventory and assessing themselves using the key.)</p>	Cardinal Numbers	Physical Appearance  Perceptions (sound, look, taste, smell, feel, seem)	Places  Social and moral values.	Likes & Dislikes (types of sports)	Colours, Likes & Dislikes (painting, drawing and so on)  Doodling (or drawing) their feelings – one negative, one positive	Likes & Dislikes (kinds of music)	Likes & Dislikes (types of books)  Filling in the emotional inventory and assessing themselves using the key



In Table 7, Syllabus for the 7<sup>th</sup> Year shows that every unit to some extent is related with other subjects like History, Geography, Mathematics, Science and so on. In the categorization derived from the framework of the contexts, the functions, the skills, the tasks, it was seen that units between 1 to 16 includes several interdisciplinary / cross – curricular subjects as follows :

Mathematics (cardinal and ordinal numbers, quantities, age, number of siblings and pets, date, price, time table, time, birthday, temperature, measures about height, weight, computer – kb, mg, mhz and so on, speed limits, proportions, home / flight / room / flat numbers and so on, geometrical figures – rectangle, pyramids, square, circle and so on)

Science and Technology (physical appearance and parts of body – eye, ear, hand, foot, hair and so on, living beings – animals and plants – cat, dog, tiger, elephant, giraffe, tree, flower and so on, kinds of pets, kinds of food and drinks – healthy and unhealthy food and drinks – vegetable, fruit, fizzy drinks, junk food, perceptions – smell, look, taste, seem and so on, climate – weather conditions and temperatures, illnesses, chemicals – detergent, cosmetics and so on, environment – flora and fauna, first aid, measurements, velocity, temperature, height, weight and so on, laboratory tools, types of matter – solid, liquid, gas, scientific processes – physical, chemical, biological, types of energy, inventions and developments in technology, types and features of computers, search engines on the internet, technological objects, machines and tools, means of communication, species under danger, life circles)

Social Sciences (professions, countries, cities and nationalities, discovery of the continents, regions, geographical locations and features, seasons, months, means of transportation, climate and weather conditions, landscapes, languages, currencies, national holidays, bayrams, traditional festivals, social rules and regulations, natural disasters, customs, historical backgrounds, tourism, destinations, changing social life styles, ancient settlements and civilizations, states in history, historical characters, urban and rural life)

Physical Education (types of sports, children games, folk dances, trends in sports, traditional and modern sports – sumo wrestling, cirit, paragliding and so on)

Technology and Design (traditional and old handcraft, art and the names of technological objects – parts of computer, internet, Powerpoint, making posters, making souvenir, designing a magazine, a story strip of a legendary figure)

Art (colours and traditional fine arts, painting, drawing, trends in fine arts, statue, monument, architecture, ceramics)

Religion and Morals (moral values and regulations, religious temples – mosque, church, synagogue, religious festivals)

Music (types of music and kinds of traditional and modern musical instruments, trends in music – hip hop, rap and so on)

Literature (interviews, postcards, e – mailing, describing people and places, writing a chronology, types of books, poems, biographies, personal letters, reports, summarization, preparing a glossary)

Table 8 : The Relation of Units in the Turkish ELTP with Other Subjects through Cross - curricular View (for Year 8)

List of topics in which take place in MoNE's EFL Curriculum for Year 8	MATHS	SCIENCE & TECHNOLOGY	SOCIAL SCIENCES (GEOGRAPHY & HISTORY)	PHYSICAL EDUCATION	TECHNOLOGY & DESIGN	ART	MUSIC	LITERATURE
<p>UNIT 1 FRIENDSHIP (Part A – Friendship Rules Part B – An Unforgettable Friend)</p> <p>Skills (Listening, speaking, reading and writing) All skills and texts are related to friendship and characteristic features and also description of people expressing personal preferences.</p> <p>Context : (Situations and Texts) Choose the appropriate ones from the list.</p> <p>Functions : (Instructing or directing others to do something; sdvising others to do something; inquiring and expressing how certain/uncertain one is of something; expressing opinions and making choices; Inquiring about and expressing expectations; describing personal qualities; asking for and giving information (talking) about habits and pastimes.; asking for and giving information; narrating and reporting.)</p> <p>Tasks : (Making a list of the qualities of their ideal friend – when necessary they can use a dictionary. Writing a letter to their unforgettable friend)</p>	Ordinal and Cardinal Numbers (age, number, date of birth and so on)	Physical Appearance	Professions, Countries, Nationalities, Cities	Likes and Dislikes (types of sports)	Preparing posters about friendship rules.	Drawing a picture of an ideal friend.	Likes and Dislikes (kinds of music)	Letter writing.  Writing a description of a friend.

	MATHS	SCIENCE & TECHNOLOGY	SOCIAL SCIENCES (GEOGRAPHY & HISTORY)	PHYSICAL EDUCATION	ART	MUSIC	LITERATURE
<p>UNIT 2 ROAD TO SUCCESS (Part A – Study Skills Part B – Autonomous Learning)</p> <p>Skills (Listening, speaking, reading and writing) All skills and texts are related to study skills and autonomous learning. Giving a short, rehearsed presentation on a topic pertinent to his/her everyday life, briefly give reasons and explanations for opinions, plans and actions; summarizing in the form of lists and charts and transferring information; finding specific, predictable information in simple everyday material such as travel guides, brochures, etc.</p> <p>Context : (Situations and Texts) Choose the appropriate ones from the list.</p> <p>Functions : (Imparting and seeking factual information: identifying, asking, describing; following and giving simple instructions; describing simple processes; drawing simple conclusions)</p> <p>Tasks : (Making a list of the language activities in their coursebook that they like most; watching a movie, listening to a song, reading a text, etc. in English to learn new things on their own )</p>	Ordinal and Cardinal Numbers (number, listing and so on)	Using technology (recording, power-points)	Destinations, travels (trip, journey and so on)	Relaxing body movements and breathing.	Circling, telling or summarizing in shapes – figures.  Preparing posters on study skills.	Listening to songs for learning new things	Writing a brochure on study skills.  Summarizing in the form of lists and charts.

	MATHS	SCIENCE & TECHNOLOGY	SOCIAL SCIENCES (GEOGRAPHY & HISTORY)	PHYSICAL EDUCATION	TECHNOLOGY & DESIGN	ART	LITERATURE
<p><b>UNIT 3 IMPROVING ONE'S LOOKS</b> (Part A - Body Care Part B – Manners)</p> <p>Skills (Listening, speaking, reading and writing) All skills and texts are related to body care and manners; describing everyday aspects of his/her environment; asking and answering questions about habits and routines; explaining what s/he likes or dislikes about something.</p> <p>Context : (Situations and Texts) Choose the appropriate ones from the list.</p> <p>Functions : (Seeking and giving information; seeking and giving advice; suggesting a course of action; responding to offers and suggestions; warning others to take care or to refrain from doing something, instructing or directing others to do something; drawing simple conclusions and making recommendations; describing people - personal appearance, qualities)</p> <p>Tasks : (Creating their ideal man/woman by collage. Cutting pieces from famous people's pictures; repairing an ad to promote a personal development course - drawing course, guitar course, ceramics course, etc.)</p>	Ordinal and Cardinal Numbers (age, number of usage, sequence and so on)	Physical Appearance  Parts of body  Body care and cosmetics  Healthy and unhealthy food and drink	Professions, Countries, Nationalities, Cities	Kinds of sports for being fit (aerobics, jogging, plates and so on)	Cutting pieces from famous people's pictures; repairing an ad to promote a personal development course - drawing course, guitar course, ceramics course, etc	Creating an ideal man / woman by collage	Writing an advertisement of a body care product

	MATHS	SCIENCE & TECHNOLOGY	SOCIAL SCIENCES (GEOGRAPHY & HISTORY)	PHYSICAL EDUCATION	ART	MUSIC	LITERATURE
<p>UNIT 4 DREAMS (Part A – Sweet Dreams Part B – Nightmares)</p> <p>Skills (Listening, speaking, reading and writing) All skills and texts are related to sweet dreams and nightmares. Asking and answering questions about past events and activities. Writing very short, basic descriptions of events and past activities</p> <p>Context : (Situations and Texts) Choose the appropriate ones from the list.</p> <p>Functions : (Imparting and seeking factual information; expressing surprise; talking about past events and states in the past understanding and producing simple narratives; expressing (in)ability in the past; expressing fear and worry)</p> <p>Tasks : (Playing soft music and visualizing themselves in their dream location then drawing the scene they have imagined writing the things that scare them in their dreams on a piece of paper and throwing it away )</p>	Ordinal and Cardinal Numbers	Creatures, aliens, animals, plants and so on.	Professions, Countries, Nationalities, Cities	Sleeping positions.  Relaxing exercises.	Drawing the scene of a dream	Listening to soft music	Writing a sweet dream or a nightmare

	MATHS	SCIENCE & TECHNOLOGY	SOCIAL SCIENCES (GEOGRAPHY & HISTORY)	TECHNOLOGY & DESIGN	ART	MUSIC	LITERATURE
<p>UNIT 5 ATATÜRK: THE FOUNDER OF TURKISH REPUBLIC (Part A – The Independence War Part B – Reforms)</p> <p>Skills (Listening, speaking, reading and writing) All skills and texts are related to Atatürk and Turkish Independence War. Asking and answering questions about past events and activities. Identifying the main point of reports of events where the visual supports the commentary. Forming an idea of the main content in a film. Writing very short, basic descriptions of events and past activities Giving a simple description or presentation of people and places Telling a story or describing something in a simple list of points Giving short basic descriptions of events and activities</p> <p>Context : (Situations and Texts) Choose the appropriate ones from the list.</p> <p>Functions : (Imparting and seeking factual information; talking about past events and states in the past understanding and producing simple Narratives; expressing (in)ability in the past)</p> <p>Tasks : (Imagining that one of the characters from the Independence War has come to the present; Interviewing him/her; making a list of the Turkish reforms in their chronological order)</p>	Ordinal and Cardinal Numbers	First aid, injuries	Turkish History and the places where the war took place.	Designing a poster for the national holidays.	Drawing a scene from the War of Independence or a portrait of Atatürk.	National marches	Interviewing with an imaginary veteran from the Independence War

	MATHS	SCIENCE & TECHNOLOGY	SOCIAL SCIENCES (GEOGRAPHY & HISTORY)	ART	LITERATURE
<p><b>UNIT 6 DETECTIVE STORIES</b> (Part A – The Story of the Stolen Necklace Part B – Solving a Murder Case)</p> <p>Skills (Listening, speaking, reading and writing) All skills and texts are related to detective stories. Asking and answering questions about past events and activities. Giving a simple description or presentation of people and places Telling a story or describing something in a simple list of points Giving short basic descriptions of events and activities. Writing very short, basic descriptions of events and past activities.</p> <p>Context : (Situations and Texts) Choose the appropriate ones from the list.</p> <p>Functions : (Imparting and seeking factual information; talking about past events and states in the past understanding and producing simple narratives; expressing (in)ability in the past)</p> <p>Tasks : (Reading the given detective story and trying to solve the case; finding a famous detective and reading one of his/her stories )</p>	Ordinal and Cardinal Numbers	Physical Appearance  Clues in a crime (DNA, hair, fur, fingerprint, footprint, food and so on)	Professions, Countries, Nationalities, Cities	Colours Drawing a crime scene	Detective stories



	MATHS	SCIENCE & TECHNOLOGY	SOCIAL SCIENCES (GEOGRAPHY & HISTORY)	PHYSICAL EDUCATION	ART	MUSIC	LITERATURE
<p>UNIT 7 PERSONAL EXPERIENCES (Part A – Places Part B – Activities)</p> <p>Skills (Listening, speaking, reading and writing) All skills and texts are related to personal experiences, activities and places. Asking and answering questions about personal experiences. Giving a simple description or presentation of people and places Handling very short social exchanges about personal experiences Making him/herself understood in an interview and communicating ideas and information on familiar topics. Writing very short, basic descriptions of events and personal experiences</p> <p>Context : (Situations and Texts) Choose the appropriate ones from the list.</p> <p>Functions : (Imparting and seeking factual information; talking about personal experiences)</p> <p>Tasks : (Preparing a questionnaire about personal experiences;swapping questionnaires with their friend and filling in the one they get )</p>	Ordinal and Cardinal Numbers	Physical Appearance  Technological innovations.	Professions, Countries, Nationalities, Cities  Geographical locations and their features.	Types of sports, games.	Colours, Painting, drawing and so on.	Kinds of music, musical instruments, activities, singing and so on.	Preparing a questionnaire about personal experience

	MATHS	SCIENCE & TECHNOLOGY	SOCIAL SCIENCES (GEOGRAPHY & HISTORY)	PHYSICAL EDUCATION	LITERATURE
<p>UNIT 8 COOPERATION IN THE FAMILY (Part A – Running Errands Part B – Moving House)</p> <p>Skills (Listening, speaking, reading and writing) All skills and texts are related to running errands and cooperation in the family, social exchanges about personal experiences. Writing very short, basic descriptions of events and personal experiences. Accepting or refusing a request.</p> <p>Context : (Situations and Texts) Choose the appropriate ones from the list.</p> <p>Functions : (Requesting others to do something ;Instructing or directing others to do something; requesting assistance; refusing; apologizing; talking about recent activities and completed actions; expressing gratitude)</p> <p>Tasks : (Comparing the two pictures given and finding the differences by saying what the person has or hasn't done ; examining the given checklist showing what the family has or hasn't done while moving house; writing sentences)</p>	Ordinal and Cardinal Numbers	Animals and plants (gardening)	Locations and directions.(bank, post office and so on)	Daily exercises.	Writing very short, basic descriptions of events and personal experiences or running errands.

	MATHS	SCIENCE & TECHNOLOGY	SOCIAL SCIENCES (GEOGRAPHY & HISTORY)	PHYSICAL EDUCATION	ART	MUSIC	LITERATURE
<p><b>UNIT 9 SUCCESS STORIES</b> (Part A – A Living Scientist Part B – A Living Artist)</p> <p>Skills (Listening, speaking, reading and writing) All skills and texts are related to science and scientists, art and artists and so on. Talking and writing about famous people, their educational background and accomplishments. Giving a simple description or presentation of people.</p> <p>Context : (Situations and Texts) Choose the appropriate ones from the list.</p> <p>Functions : (Imparting and seeking factual information; describing education, qualifications and skills; talking about accomplishments)</p> <p>Tasks : (Finding the date of an important invention and writing a sentence expressing how long humans have had it ; writing a paragraph about the life of their favourite artist - singer, movie stars, etc )</p>	Ordinal and Cardinal Numbers	Physical Appearance  Famous scientists, inventors.	Professions, Countries, Nationalities, Cities  Philosophers, historians, statesmen and stateswomen and so on.	Famous sportmen and sportwomen	Famous artists, sculptors.	Famous composers and musicians	Writing a paragraph about the life of a favourite writer, poet, artist, singer, movie stars, painter, etc

	MATHS	SCIENCE & TECHNOLOGY	SOCIAL SCIENCES (GEOGRAPHY & HISTORY)	TECHNOLOGY & DESIGN	ART	LITERATURE
<p>UNIT 10 READING FOR ENTERTAINMENT (Part A – A Modern Short Story Part B – A Folk Story)</p> <p>Skills (Listening, speaking, reading and writing) All skills and texts are related to modern or folk stories – reading for entertainment. Giving a simple description or presentation of people and events. Discussing events in a story or the plot in a simple way. Saying what he/she thinks about things in a story. Making a story flowchart. Understanding and defining the relation between people and events.</p> <p>Context : (Situations and Texts) Choose the appropriate ones from the list.</p> <p>Functions : (Understanding and producing simple narratives; expressing accomplishments; expressing recent activities and completed actions; expressing personal experiences)</p> <p>Tasks : (Choosing a character from the story they have read and drawing his/her picture; making a flowchart of the story they have read)</p>	Ordinal and Cardinal Numbers	Physical Appearance Animals and plants. Space, planets and galaxies.	Professions, Countries, Nationalities, Cities Locations, geographical features	Designing a cover of a story book.	Colours. Drawing a scene of a story.	Types of stories (fiction / non-fiction ) Summarizing a story. Writing a flowchart of a story. Elements of a story ( setting, characters, plot, climax, resolution, conclusion)

	MATHS	SCIENCE & TECHNOLOGY	SOCIAL SCIENCES (GEOGRAPHY & HISTORY)	LITERATURE
<p><b>UNIT 11 PERSONAL GOALS</b> (Part A – Knowing What You Want Part B -Deciding On Priorities)</p> <p>Skills (Listening, speaking, reading and writing) All skills and texts are related to personal goals and objectives in life. Making a list of personal goals. Giving a simple description or presentation of people and events. Discussing events in a story or the plot in a simple way. Saying what he/she thinks about things in a story. Understanding short, simple texts on familiar matters. Finding specific, predictable information in stories. Performing and responding to basic language functions, such as information exchange and requests and express opinions and attitudes in a simple way.</p> <p>Context : (Situations and Texts) Choose the appropriate ones from the list.</p> <p>Functions : (Understanding simple stories and acknowledging others' viewpoints; expressing personal goals and outcomes; expressing want, desire; Inquiring about want, desire; asking and answering questions to check on meaning (purpose) and intention; expressing purpose, cause and result, and giving reasons; expressing priorities )</p> <p>Tasks : (Setting 5 personal goals for the coming 5 years; choosing one of the goals they have set for themselves; writing down the smaller goals which may help them achieve their major goal )</p>	Ordinal and Cardinal Numbers	Physical Appearance	Professions, Countries, Cities	Making a list of near and far personal goals by giving reasons.

	MATHS	SOCIAL SCIENCES (GEOGRAPHY & HISTORY)	LITERATURE
<p>UNIT 12 PERSONALITY TYPES (Part A – Identifying Strengths and Weaknesses Part B – Improving Your Weaknesses)</p> <p>Skills (Listening, speaking, reading and writing) All skills and texts are related to personality types, attitudes, characteristics. Giving a simple description or presentation of people, experiences and events. Filling in tests and questionnaires.</p> <p>Context : (Situations and Texts) Choose the appropriate ones from the list.</p> <p>Functions : (Identifying and expressing personal strengths and weaknesses; describing people in terms of personal qualities; drawing simple conclusions and making recommendations; giving advice)</p> <p>Tasks : (Thinking of a person who is important for them; writing down 3-5 strengths of his/hers; writing down 3-5 weaknesses that they cannot tolerate in people. )</p>	Ordinal and Cardinal Numbers	<p>Professions.</p> <p>Moral and social rules and values.</p> <p>Living conditions (environment, surroundings and so on).</p> <p>Psychology.</p>	Filling in tests and questionnaires

	MATHS	SCIENCE & TECHNOLOGY	SOCIAL SCIENCES (GEOGRAPHY & HISTORY)	PHYSICAL EDUCATION	ART	MUSIC	LITERATURE
<p>UNIT 13 LANGUAGE LEARNING (Part A - A Good Language Learner Part B – A Good Language Material)</p> <p>Skills (Listening, speaking, reading and writing) All skills and texts are related to language learning, the features of learner and language materials.</p> <p>Context : (Situations and Texts) Choose the appropriate ones from the list.</p> <p>Functions : (Expressing opinions and judgments)</p> <p>Tasks : (Preparing their campaign poster to nominate the ideal language learner in their class; choosing a unit from their course book; telling what they like or do not like about it.; stating the reasons.)</p>	Ordinal and Cardinal Numbers	Technologies in teaching and learning (computer, mp3 and so on.)	Professions, Countries, Cities	TPR, dances.	<p>Pictures.</p> <p>Posters.</p> <p>Wall charts.</p> <p>Preparing a campaign poster to nominate the ideal language learner in class .</p>	Songs	Writing - Stating the reasons for language learning.

	MATHS	SCIENCE & TECHNOLOGY	SOCIAL SCIENCES (GEOGRAPHY & HISTORY)	TECHNOLOGY & DESIGN	ART
<p>UNIT 14 PRECAUTIONARY MEASURES (Part A – Sensible Precautions Part B – Precautions against Violence)</p> <p>Skills (Listening, speaking, reading and writing) All skills and texts are related to precautionary measures. Describing something in a simple list of points. Giving a short, rehearsed presentation on a topic pertinent to his/her everyday life, briefly give reasons and explanations for opinions. Making him/ herself understood in short contributions, even though pauses, false starts and reformulation are very evident. Making and responding to suggestions. Exchanging limited information on familiar and routine operational matters.</p> <p>Context : (Situations and Texts) Choose the appropriate ones from the list.</p> <p>Functions : (Warning others to take care or to refrain from doing something. Advising others to do something and suggesting a course of action)</p> <p>Tasks : (Problem solving - their ship is sinking and they can take only 5 things with them to a nearby island.; they are asked to write the things they want to take with them and stating their reasons; preparing a poster to raise awareness of dangers in society )</p>	Ordinal and Cardinal Numbers	First aid and injuries.	Natural disasters and accidents.  Traffic.  Civil defend.	Preparing a poster to raise awareness of dangers in society	Drawing rescue / accident scenes.



	MATHS	SCIENCE & TECHNOLOGY	SOCIAL SCIENCES (GEOGRAPHY & HISTORY)	PHYSICAL EDUCATION	ART	MUSIC	LITERATURE
<p>UNIT 15 PREFERENCES (Part A – Holiday Activities Part B – Eating Out)</p> <p>Skills (Listening, speaking, reading and writing) All skills and texts are related to personal preferences about holiday activities and eating out. Dealing with common aspects of everyday living such as travel, lodgings, eating and shopping. Asking for and providing everyday goods and services Discussing what to do next, making and responding to suggestions, asking for and giving directions. Discussing what to do in the evening, at the weekend, etc.</p> <p>Context : (Situations and Texts) Choose the appropriate ones from the list.</p> <p>Functions : (Inquiring about and expressing agreement and disagreement; offering to do something; accepting or declining an offer or invitation ; Inquiring about and expressing preference;Inquiring about and expressing want, desire ; placing an order )</p> <p>Tasks : (Examining the given timetable showing the activities by an animation team; stating their preferences for one day; drawing the picture of their favourite food and drink for a meal )</p>	Ordinal and Cardinal Numbers	Kinds of food and drinks.	Countries, Cities Climate, geographical features	Holiday activities and sports.	Drawing the picture of their favourite food and drink for a meal.	Kinds of music.	Travel books, guides, magazines, brochures.

	MATHS	SCIENCE & TECHNOLOGY	SOCIAL SCIENCES (GEOGRAPHY & HISTORY)	ART	LITERATURE
<p>UNIT 16 EMPATHY (Part A – Understanding Others Part B – Different Perspectives)</p> <p>Skills (Listening, speaking, reading and writing) All skills and texts are related to empathy. Giving a simple description or presentation of people and events. Discussing events in a story or the plot in a simple way. Saying what he/she thinks about things in a story. Asking for clarification about key words or phrases not understood using stock phrases Understanding enough to manage simple, routine exchanges without undue effort. Communicating in simple and routine tasks requiring a simple and direct exchange of information. Performing and responding to basic language functions, such as information exchange and requests and expressing opinions and attitudes in a simple way.</p> <p>Context : (Situations and Texts) Choose the appropriate ones from the list.</p> <p>Functions : (Inquiring about and expressing agreement and disagreement; inquiring about and expressing approval and disapproval; Understanding simple stories and acknowledging others' viewpoints; Expressing personal opinions; Expressing sympathy)</p> <p>Tasks : (For one day (or morning / evening, etc.) changing roles with their parents or sibling; Reading the story "The Little Red Riding Hood" re-told from the wolf's mouth and stating their opinion)</p>	Ordinal and Cardinal Numbers	Physical Appearance. Animals and plants.	Locations and geographical features	Colours. Drawing a scene of "The Little Red Riding Hood"	Reading the story "The Little Red Riding Hood" re-writing from the wolf's mouth and stating their opinion

In Table 8, Syllabus for the 8<sup>th</sup> Year shows that every unit to some extent is related with other subjects like History, Geography, Mathematics, Science and so on. In the categorization derived from the framework of the contexts, the functions, the skills, the tasks, it was seen that units between 1 to 16 includes several interdisciplinary / cross – curricular subjects as follows :

Mathematics (cardinal and ordinal numbers, age, listing, sequence, date, time, temperature, measures about height, weight)

Science and Technology (physical appearance and parts of body – eye, ear, hand, foot, hair and so on, body care and cosmetics, living beings, creatures, aliens, UFOs, animals and plants, kinds of pets, kinds of food and drinks – healthy and unhealthy food and drinks – vegetable, fruit, fizzy drinks, junk food, Technologies in teaching and learning - mp3, computer, illnesses, first aid, height, weight, first aid, technological innovations, clues in crime – DNA, footprint, fingerprint, space – galaxies, planets, famous scientists)

Social Sciences (professions, countries, cities and nationalities, destinations, types of travel – trip, voyage, journey, boat cruise, geographical locations and features, seasons, months, means of transportation, climate and weather conditions, languages, social and moral values, national holidays, natural disasters, customs, historical backgrounds, tourism, historians, philosophers, Atatürk and the War of Independence, civil defend, traffic, natural disasters and accidents, directions, psychology and living conditions)

Physical Education (types of sports, famous sportmen and sportwomen, holiday activities, relaxing body movements and breathing, fitness, sleeping positions)

Technology and Design (Powerpoint, designing a magazine, designing a cover of a story, preparing an add)

Art (colours, painting, drawing a portrait, collage, drawing a crime scene, drawing a plan of a place, drawing a scene of a story, making wallcharts, famous artists and sculptures)

Music (types of music, listening to songs for learning new things, soft music, marches, famous composers and musicians, musical instruments)

Literature (detective stories, types of books and stories, describing a friend, famous writers and poets, writing an advertisement, interviewing with an imaginary character, preparing a questionnaire, elements of a story – setting, climax, characters, resolution, conclusion, rewriting a story, summarizing in the form of list and chart, writing or completing a story)

#### 4. 2. 3 . The Analysis of the Coursebooks in the 2<sup>nd</sup> Cycle

Are the textbooks used in the Turkish Primary Education for the 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grades prepared in accordance with the CLIL?

In the following tables below, the EFL coursebooks' convenience in the second cycle in primary education was analysed and examined in accordance with the CLIL.

Table 9 : The Relation of the Topics of the Coursebook Unit 1 in the Turkish ELT with Other Subjects through Cross - curricular View (for Year 6)

MY ENGLISH 6 <sup>TH</sup> GRADE UNIT 1 – FAMILY / FAMILY TREE	MATHS	SCIENCE & TECHNOLOGY	SOCIAL SCIENCES (GEOGRAPHY & HISTORY)	PHYSICAL EDUCATION	TECHNOLOGY & DESIGN	ART	MUSIC	LITERATURE
Alex's family (Reading)	Cardinal Numbers (age: She is 65 years old.) (quantity: She has got 3 children.) (ordinals: He is a fourth grade student.)	Physical Appearance (facial features: She has got dark brown hair and brown eyes.)	Professions (She is a teacher.)			Colours (She has got dark brown hair and brown eyes.)		
Sema's family (Listening)	Cardinal Numbers (age: He is 40 years old.) (quantity: They have got 2 children.) (ordinals: She is a first grade student.)	Physical Appearance (facial features: He has got blue eyes and dark brown hair.)	Professions (His wife, Fatma, is a nurse.)					
Have you got any.... ? (Dialogue)	Cardinal Numbers (quantity: I have got one brother and two sisters.)							
What's your job? (Dialogue)	Cardinal Numbers (age: I am 32 years old.) (quantity: I have got one brother.)		Professions (I'm an actor.)				Can you sing songs?	
Different Faces of an Actor (Reading)		Animals (The bird is thirsty.)						
Follow up exercises related with the topics.	Ordinal and cardinal numbers	Genders (male-female and so on) Parts of body (hair, ear, eye) Living beings (He can help animal. She can grow flowers and plants.)	Professions	He can run and jump.	He can fly planes. He can repair cars.	Draw a family tree.	She can sing beautiful songs.	Writing about an imaginary character.

**Name of the Book : My English 6 (Coursebook – Unit 1)**

Writers :Lütfi Yalçınkaya, Lamia Bağdu, Ayşe Beyhan Sazer

Publisher : Pasifik Yayınları

Year : 2009 Printed in : Ankara

Sample Unit : 1 Family / Family Tree pp. 1 - 8 (see in Appendix G and Table 9 above)

Due to the supplied information in the literature review section and with regard to the presentation given in “the CLIL in Turkish Context” the researcher found out that the unit is based on holistic view, because the content and the target vocabulary is given top - down. Tasks are meaningful and are related with the real life, so the students can make a connection between the life in and outside the school. The old knowledge integrates with the newly taught knowledge, then the students can actively construct knowledge weighing new information against their previous understanding, thinking. In other words, it is based on constructivist learning. The unit does not begin with function or any other language item, it starts through a reading passage to give the initiative to process and meaning. In Table 9. It was shown that throughout the whole unit, six related contexts based on two basic activities reading and listening that lead writing and speaking, furthermore, put forward their cross – curricular relation of the topics with the related school subjects. The unit is based on cross – curricular features.

1 . The texts are also cross - curricular. Teacher, nurse, actor are the words related to occupations; husband, wife, daughter, son, sister, brother are related to family relation; therefore, social relations and proficiencies are subject to Social Sciences. The words related to physical appearance and facial features like hair, eyes, ear; the words related to animals in our case mostly pets and the words used for genders are related with Science and Technology. Football, basketball

and the words related body movements like run, jump are related with Physical Education. Making model planes or repairing objects are related with Technology and Design. Cardinal and ordinal numbers are related with Mathematics. The names of colours and drawing a family tree are related to Art. Singing songs is related to Music. And writing about an imaginary character is related to Literature. So, the student can integrate his / her knowledge from other subjects to English and from English to other subjects.

2 . The exercises are based on four basic skills, reading - writing - listening and speaking and activities are such kinds that filling blanks, question and answer, making sentence, acting out, talking about pictures, grouping, writing a paragraph about an imaginary character, completion, odd one out, matching and so on. In coursebook, the exercises are mostly focused on meaning and the text as a whole, then the students work on linguistic forms in workbook.

3 . Expressions as speech act functions like greetings, saying farewell are communicative items.

So, with regard to these aspects, to some extent the mentioned book is appropriate to the CLIL Approach in class.

Table 10 : The Relation of the Topics of the Coursebook Unit 16 in the Turkish ELT with Other Subjects through Cross-curricular View (for Year 6)

MY ENGLISH 6 <sup>TH</sup> GRADE UNIT 16 – DIFFERENT LIFE STYLES / THE NORTH POLE	MATHS	SCIENCE & TECHNOLOGY	SOCIAL SCIENCES (GEOGRAPHY & HISTORY)	PHYSICAL EDUCATION	ART	MUSIC	LITERATURE
The Top of the World. (Reading)	Cardinal Numbers (time: The nights are 24 hours in winter.) Mathematical signs (The temperature is -43 Centigrade degrees in January.)	Climate (The winters are long and cold. The summers are short and cool. The temperature is -43 Centigrade degrees in January.) Types of animals (There are polar bears at the North Pole. too.)	Seasons (The winters are long and cold. The summers are short and cool.) Months (The temperature is -43 Centigrade degrees in January.) Geographical features and locations (The North Pole is in the middle of the Arctic Ocean.)		Colours (They are white and big.)		
Polar Bear.(Reading)	Cardinal Numbers (They are usually 2- 5 metres tall and they weigh 500-600 kilos.)	Kinds of Animals (Polar bears live at the North Pole, Canada, Alaska and the Russian Federation. Life will be difficult for the species of animals in the future. They are in danger.)	Countries (Polar bears live at the North Pole, Canada, Alaska and the Russian Federation.) Seasons (Female polar bears have winter sleeps but male polar bears don't have winter sleeps.)				
Eskimo Life. (Dialogue)	Cardinal Numbers (price: It's £ 11.) (quantity: We have two different books.) (ordinals: The second book is small and simple.)	Illnesses (I have a cold. You should take some medicine.) Animals (There is a documentary about polar bears.)	Geographical Location (I need a book about North Pole.) Directions (Do Eskimos live near the North Pole or the South Pole.) Cultural Heritage (Eskimos live in igloos, Eskimos make their clothes from animal skins and furs.)				Kinds of book (Do you want a travel book?)
What did Sally do ? (Dialogue)	Cardinal Numbers (age: She is 3 years old.) (quantity: I am going to travel around the North Pole and come back in three months.)	Animals (She is a beautiful Persian cat.)	Nationalities (She is a beautiful Persian cat.) Geographical Locations (I am going to travel around the North Pole and come back in three months.)				



Different (Reading)	Cultures.	Measurements (It is 381 metres tall.) Numbers (The population of the city is 90 million.)	Animals (If the family has chickens, goats or sheep, they are in the same hut, too.)	Geographical Locations – Continents, countries, regions (Uganda is a country in Africa. Big apple is the symbol of New York city. It's very cold in the North Pole.) Cultural Heritage (People sit on mats in a circle when they eat. Men, women and children wear kimonos on national and traditional holidays. The Statue of Liberty is in New York.) Nationalities (Japanese people like reading.) Seasons (The weather is very hot in summer and very cold in winter.)	Sumo wrestling is a popular sport in Japan.  Kinds of sports (football, boxing and so on)		
Follow up exercises related with the topics.	Numbers (Three glasses of lemonade, please.)	Animals Food and drinks	Professions	Types of activities (Swimming, riding bicycle)	Finding pictures from different cultures	Likes and dislikes (Kinds of music)	Describing a city or a village in Turkey. Writing about different cultures.

**Name of the Book : My English 6 (Coursebook – Unit 16)**

Writers :Lütfi Yalçınkaya, Lamia Bağdu, Ayşe Beyhan Sazer

Publisher : Pasifik Yayınları

Year : 2009 Printed in : Ankara

Sample Unit : 16 Different Life Styles / The North Pole pp. 135 – 143 (see in Appendix G and Table 10 above)

Due to the supplied information in the literature review section and with regard to the presentation given in “the CLIL in Turkish Context” the researcher found out that the unit is based on holistic view, because the content and the target vocabulary is given top - down. Tasks are meaningful and are related with the real life, so the students can make a connection between the life in and outside the school. The old knowledge integrates with the newly taught knowledge, then the students can actively construct knowledge weighing new information against their previous understanding, thinking. In other words, it is based on constructivist learning. The unit does not begin with function or any other language item, it starts through a reading passage to give the initiative to process and meaning. In Table 10, it was shown that throughout the whole unit, six related contexts based on two basic activities reading and listening that lead writing and speaking, furthermore, put forward their cross – curricular relation of the topics with the related school subjects. The unit is based on cross – curricular features.

The unit is cross - cultural and cross - curricular. Because:

1. The reading texts are based on cultural diversity such as Eskimo Life, Life in Japan, Life in a Village in Africa, Life in New York City; food and drink; dressing.

2. The vocabularies present linguistic diversity and cultural heritage like igloo (an Eskimo word and a traditional house) , pole (a Greek word), kimono (a Japanese word and a traditional cloth), Big Apple (as an American cultural usage for NYC).

3. The texts are also cross - curricular. Such as; the North Pole, the South Pole, Africa, Canada, Russian Federation,ocean, land, country, city, village, continent names, ocean names, flags, map, mountain, climate and weather forecast, time are the words related with Social Sciences (Geography). Polar bear, penguin, temperature, seals, plants, animals and plant species, liquid, gas, solid, evaporate, melt, freeze, measures like celcius for heat, climate are related with Science and Technology. Football, sumo wrestling, boxing are related with Physical Education. Decoration is related with Technology and Design. Numbers, figures, triangle, circle, square, height and weight are related with Mathematics. So, the student can integrate his / her knowledge from other subjects to English and from English to other subjects.

4. The exercises are based on four basic skills, reading – writing - listening and speaking and activities are such kinds that filling blanks, true – false, question and answer, making sentence, acting out, talking about pictures, story telling, writing a descriptive paragraph, completion, odd one out, testing and so on. In coursebook, the exercises are mostly focused on meaning and the text as a whole, then the students work on linguistic forms in workbook.

5. Expressions as speech act functions like suggestions, greetings, saying farewell, expressing needs and so on are giving communicatively and encounter factors of cultural differences.

So, with regard to these aspects, to some extent the mentioned book is appropriate to the CLIL Approach in class.

Table 11 : The Relation of the Topics of the Coursebook Unit 1 in the Turkish ELT with Other Subjects through Cross - curricular View (for Year 7)

MY ENGLISH 7 <sup>TH</sup> GRADE UNIT 1- INTERESTING BELIEFS / HOROSCOPES	MATHS	SCIENCE & TECHNOLOGY	SOCIAL SCIENCES (GEOGRAPHY & HISTORY)	PHYSICAL EDUCATION	ART	MUSIC	LITERATURE
Horoscopes. (Reading)	Cardinal and Ordinal Numbers (There are 12 sun signs. Aries is between 21 <sup>st</sup> March and 19 <sup>th</sup> April.)	Animals (pets: Your family will give you a pet. The lion is the symbol of Leo.)	Months (It's on the 18 <sup>th</sup> of January.) Occupations (Listen to your teacher carefully.)		Colours (Libra people's colour is black.)		Types of writing (Who should read poems this week?)
The Evil Eye Bead. (Reading)	Mathematical Shapes (They have yellow and white circles on them.)		Cultural Heritage (Why do people have the Evil Eye Bead?)		Colours (The Evil Eye Bead are blue.)		
Do you have interesting beliefs ? (Reading)	Cardinal Numbers (If you find a four-leaf clover, it will bring you good luck.)	Plants and part of plants (If you find a four-leaf clover, it will bring you good luck.) Animals (If you put a horse shoe outside of your house, your family will have good luck.) Parts of body (If your right hand itches, you will get money.)		(If you jump over a baby, he/she will be short.)	Colours (If you see a black cat, it will bring you bad luck.)		
What will happen? (Listening - Reading)		Animals (The big white cat wakes and look around.) Plant (It will climb a tree.) Parts of body (Grace's hands are dirty.)	Cities (What time will the people be in New York?) Jobs (What will the astronaut sent from space?) Seasons (It's a cool autumn day.)	(It will climb a tree.)	Colours (The big white cat wakes and look around.)		
Follow up exercises related with the topics.	Cardinal and Ordinal Numbers (age, date, quantity)	Animals (pets) Physical Appearance	Professions, countries, nationalities, cities, months	Types of sports	Colours Types of fine arts	Kinds of musical instrument	Preparing horoscopes of family members

**Name of the Book : My English 7 (Coursebook – Unit 1)**

Writers :Lütfi Yalçınkaya, Lamia Bağdu, Ayşe Beyhan Sazer

Publisher : Pasifik Yayınları

Year : 2008 Printed in : Ankara

Sample Unit : 1 Interesting Beliefs / Horoscopes pp. 1 – 10 (see in Appendix G and Table 11 above)

Due to the supplied information in the literature review section and with regard to the presentation given in “the CLIL in Turkish Context” the researcher found out that the unit is based on holistic view, because the content and the target vocabulary is given top - down. Tasks are meaningful and are related with the real life, so the students can make a connection between the life in and outside the school. The old knowledge integrates with the newly taught knowledge, then the students can actively construct knowledge weighing new information against their previous understanding, thinking. In other words, it is based on constructivist learning. The unit does not begin with function or any other language item, it starts through a reading passage to give the initiative to process and meaning. In Table 11, it was shown that throughout the whole unit, five related contexts based on two basic activities reading and listening that lead writing and speaking, furthermore, put forward their cross – curricular relation of the topics with the related school subjects. The unit is based on cross – curricular features.

The unit is cross - cultural and cross - curricular. Because:

1 . The reading texts are based on real life situations and cross - cultural common aspects are expressed like evil – eye bead, horoscopes, superstitious have similar conceptual meanings in all cultures.

2 . The vocabularies set the relationship with the other school subjects. Such as words like numbers (cardinal – ordinal) and figures are also used in Mathematics; names of plants and animals, parts of body and plants, physical appearance are also subject to Science and Technology; months, seasons, cities, nationalities, countries, languages and cultural heritage – diversity are also taught in Social Sciences (Geography); types of sports and abilities like jumping, climbing are related with Physical Education; kinds of musical instrument are also given in Music; colours and types of fine arts are presented in Art; types of writing, poetry and describing a person or a place are at the heart of Literature.

3 . The exercises are based on four basic skills, reading – writing - listening and speaking and activities are such kinds that filling blanks, true – false, listing, question and answer, listening, acting out, talking about pictures, writing a descriptive paragraph, completion, matching, testing and so on. In coursebook, the exercises are mostly focused on meaning and the text as a whole, then the students work on linguistic forms in workbook.

4 . Expressions as speech act functions like greetings, expressing state of health, offering and suggesting are exercised in a productive way.

So, with regard to these aspects, to some extent the mentioned book is appropriate to the CLIL Approach in class.

Table 12 :The Relation of the Topics of the Coursebook Unit 16 in the Turkish ELT with Other Subjects through Cross - curricular View (for Year 7)

MY ENGLISH 7 <sup>TH</sup> GRADE UNIT 16- INNER WORLD / EMOTIONS AND THOUGHTS	MATHS	SCIENCE & TECHNOLOGY	SOCIAL SCIENCES (GEOGRAPHY & HISTORY)	PHYSICAL EDUCATION	ART	MUSIC	LITERATURE
Did Rose sleep well last night? (Dialogue)		Drinks (milk)	Psychology (I think you are under stress.)	I tried to run away.			Reading book
Do people show their feelings only in words? (Reading)		Parts of body (They move their arms, hands or heads.)	Psychology (Emotions are strong feelings like love, fear or anger.)	If people show their feelings with physical movements, it's a body language. They use body language underwater, too.			
Is that the car service? (Dialogue)			Professions (mechanic)				
Dr. Who? (Dialogue)		Planets (Mother Planet=Earth)	Cities (What time will the people be in New York?) Jobs (What will the astronaut sent from space?) Seasons (It's a cool autumn day.)	(It will climb a tree.)	Colours (Mother Planet is showing us the red warning light.)		
Who doesn't like the grey dress? (Dialogue)					Colours (I mean you look old in grey.)		
I didn't enjoy.(Reading)				The people on the ship jumped into the sea.			
I feel cold. (Dialogue)		Illnesses (You have got a temperature.) Technology (I had a problem with my computer and I couldn't finish my work.) Perceptions (feel, look, sound, taste, smell)					
Follow up exercises related with the topics.	Cardinal Numbers (room number, price, time expressions-two weeks ago, two extra tickets)	Kinds of food (cake)	Places (hotel, restaurant) Professions (receptionist, teacher, police officer)	Types of sports (playing football)	Drawing shapes or figures to show positive and negative feelings.	Kinds of musical instrument (violin) Musical activity (pop concert)	Preparing horoscopes of family members

**Name of the Book : My English 7 (Coursebook – Unit 16)**

Writers :Lütfi Yalçınkaya, Lamia Bağdu, Ayşe Beyhan Sazer

Publisher : Pasifik Yayınları

Year : 2008 Printed in : Ankara

Sample Unit : 16 Inner World / Emotions and Thoughts pp. 139 – 147 (see in Appendix G and Table 12 above)

Due to the supplied information in the literature review section and with regard to the presentation given in “the CLIL in Turkish Context” the researcher found out that the unit is based on holistic view, because the content and the target vocabulary is given top - down. Tasks are meaningful and are related with the real life, so the students can make a connection between the life in and outside the school. The old knowledge integrates with the newly taught knowledge, then the students can actively construct knowledge weighing new information against their previous understanding, thinking. In other words, it is based on constructivist learning. The unit does not begin with function or any other language item, it starts through a reading passage to give the initiative to process and meaning. In Table 12, it was shown that throughout the whole unit, eight related contexts based on two basic activities reading and listening that lead writing and speaking, furthermore, put forward their cross – curricular relation of the topics with the related school subjects. The unit is based on cross – curricular features.

The unit is cross - cultural and cross - curricular. Because:

1 . The reading texts are based on real life situations and cross - cultural common features are expressed like body language, gestures have the same, similar or different meanings in all languages and cultures.



2 . The vocabularies and topics are related with inner world, thoughts and feelings that is to say Social Sciences (Psychology). Seasons, social locations, proficiencies and cities are also subject to Social Sciences (Geography). Besides, the words and topics such as the parts of body, the types of illnesses, technology, perceptions, food and drinks (healthy and unhealthy) are also related with Science and Technology. Diving, climbing, types of sports are also taught in Physical Education. Colours, drawing shapes and figures are subject to Art. Musical activities and kinds of musical instruments are naturally part of Music. Reading a book is the main theme of Literature.

3 . The exercises are based on four basic skills, reading – writing - listening and speaking and activities are such kinds that filling blanks, true – false, question and answer, listening, acting out, talking about pictures, story telling, writing a descriptive paragraph, completion, matching, testing and so on. In coursebook, the exercises are mostly focused on meaning and the text as a whole, then the students work on linguistic forms in workbook.

4 . Expressions as speech act functions like speculating about feelings, expressing sympathy and opinions, talking about physical and emotional feelings, gestures, mimics and body language are exercised in a productive way.

So, with regard to these aspects, to some extent the mentioned book is appropriate to the CLIL Approach in class.

Table 13 : The Relation of the Topics of the Coursebook Unit 1 in the Turkish ELT with Other Subjects through Cross - curricular View (for Year 8)

MY ENGLISH 8 <sup>TH</sup> GRADE UNIT 1- FRIENDSHIP / FRIENDSHIP RULES	MATHS	SCIENCE & TECHNOLOGY	SOCIAL SCIENCES (GEOGRAPHY & HISTORY)	PHYSICAL EDUCATION	ART	MUSIC	LITERATURE
Friends are forever.							Filling up a questionnaire.
Why do Mark and Robin chat on the internet? (Reading)		Technology (We like chatting on the internet every day.)	Countries and cities (I live in Oxford, England.)	We like walking in the park in our free time.			
Dad, I have got a new friend? (Dialogue)		Animals (Has Meg got any pets?)	Months (Where is Meg going to take Sarah in July?)	Types of Sports (She likes playing volleyball and tennis, but she doesn't like riding a bicycle.)	Kinds of fine arts (She likes drawing pictures and taking photographs.)		
Friendship Rules (Reading)	Numbers (You can have fun easily when you have just one friend.)						
Poppy's Letter (Reading)				Types of sports (We both play volleyball.)		Types of musical instruments (We both play the violin.)	
Guide Dogs (Reading – Listening)	Numbers (At 5 o'clock, they go home together.)	Health – Disabled people / Animals (It's about a blind woman and her guide dog.)	Profession (Laura is a blind telephone operator.)		Colours (Hero knows the red light and the green light for the people when they cross the streets.)		
Follow up exercises related with the topics.	Cardinal and Ordinal Numbers (age, date, quantity)	Physical Appearance	Professions, countries, nationalities	Types of sports	Colours Types of fine arts	Kinds of musical instrument	Describing the qualities of an ideal friend.

**Name of the Book : My English 8 (Coursebook – Unit 1)**

Writers :Lütfi Yalçınkaya, Lamia Bağdu, Ayşe Beyhan Sazer

Publisher : Pasifik Yayınları

Year : 2009 Printed in : Ankara

Sample Unit : 16 Friendship / Friendship Rules pp. 1 – 10 (see in Appendix G and Table 13 above)

Due to the supplied information in the literature review section and with regard to the presentation given in “the CLIL in Turkish Context” the researcher found out that the unit is based on holistic view, because the content and the target vocabulary is given top - down. Tasks are meaningful and are related with the real life, so the students can make a connection between the life in and outside the school. The old knowledge integrates with the newly taught knowledge, then the students can actively construct knowledge weighing new information against their previous understanding, thinking. In other words, it is based on constructivist learning. The unit does not begin with function or any other language item, it starts through a reading passage to give the initiative to process and meaning. In Table 12, it was shown that throughout the whole unit, seven related contexts based on two basic activities reading and listening that lead writing and speaking, furthermore, put forward their cross – curricular relation of the topics with the related school subjects. The unit is based on cross – curricular features.

The unit is cross - cultural and cross - curricular. Because:

1 . The reading texts are based on real life situations, personal differences, and cross – cultural topics such as friendship and using the internet.

2 . Cardinal and ordinal numbers are the natural elements of Mathematics. State of health, technological innovations and computers and physical features with the related vocabularies are at the heart of Science and Technology. Professions, months, seasons, countries, cities and nationalities are naturally taught in Social Sciences. Types of sports, colours, types of musical instruments are also subject to Physical Education, Art and Music. Filling up a questionnaire and describing the qualities of an ideal friend are also subject to Literature.

3 . The exercises are based on four basic skills, reading – writing - listening and speaking and activities are such kinds that filling blanks, true – false, question and answer, matching, listening, acting out, talking about pictures, story telling, writing a descriptive paragraph, completion, matching, testing, explaining the meaning, listing, guessing, describing events and people, discussion, summarization. In coursebook, the exercises are mostly focused on meaning and the text as a whole, it is noted that the linguistic competence is not put in practice as an independent part both in coursebook and workbook.

4 . Expressions as speech act functions like greeting, giving advice, expressing opinions, agreement and disagreement, talking about physical and characteristic features are exercised in a productive way.

So, with regard to these aspects, to some extent the mentioned book is appropriate to the CLIL Approach in class.

Table 14 : The Relation of the Topics of the Coursebook Unit 16 in the Turkish ELT with Other Subjects through Cross - curricular View (for Year 8)

MY ENGLISH 8 <sup>TH</sup> GRADE UNIT 16- EMPATHY / UNDERSTANDING OTHERS	MATHS	SCIENCE & TECHNOLOGY	SOCIAL SCIENCES (GEOGRAPHY & HISTORY)	PHYSICAL EDUCATION	ART	MUSIC	LITERATURE
Empathy: It's your inner Power (Reading)		Animals (Animals can show their empathy to each other. A horse can feel the rider's fears.)	Psychology (Empathy is reading another person. If you understand people's inner world you can form good friendships.)				
Which feelings can you share easily? (Reading)			Psychology (We must ask questions, watch their behaviours and guess their feelings.)				
Emotional Intelligence (Dialogue)			Psychology (You have high emotional intelligence. IQ and EQ)				
What was the subject of their argument? (Reading)	Geometrical shapes (There was a large, round object.) Numbers (It was an object with two differently coloured sides.)		Profession (The teacher decided to teach us a very important lesson.)		Shapes (There was a large, round object.) Colours (It was white from his side.)		
Emotional Events (Reading)	Numbers (I was 15 years old.)	First Aid Plants (You shouldn't harm the plants.) Environment Chemicals	Geographical Features (rivers, seas, rock)	Free time Activities (swimming, playing chess, climbing)			
Where was the kitten? (Dialogue)	Numbers (It was looking at something in a tree. It was between two branches.)	Animals (I saw a cat / kitten.) Plants and parts of plants (It was looking at something in a tree. It was between two branches.)					
Follow up exercises related with the topics.	Numbers	Appearances of objects Parts of body (eye, ear)	Professions (teacher) Weather conditions (snowy day)	Types of sports	Drawing or bringing cartoons and talking about them. Colours (white object black object)	Kinds of musical instrument	Describing the qualities of an ideal friend. Writing a quote or a slogan on empathy.

**Name of the Book : My English 8 (Coursebook – Unit 16)**

Writers :Lütfi Yalçınkaya, Lamia Bağdu, Ayşe Beyhan Sazer

Publisher : Pasifik Yayınları

Year : 2009 Printed in : Ankara

Sample Unit : 16 Empathy / Understanding Others pp. 155 – 164 (see in Appendix G and Table 14 above)

Due to the supplied information in the literature review section and with regard to the presentation given in “the CLIL in Turkish Context” the researcher found out that the unit is based on holistic view, because the content and the target vocabulary is given top - down. Tasks are meaningful and are related with the real life, so the students can make a connection between the life in and outside the school. The old knowledge integrates with the newly taught knowledge, then the students can actively construct knowledge weighing new information against their previous understanding, thinking. In other words, it is based on constructivist learning. The unit does not begin with function or any other language item, it starts through a reading passage to give the initiative to process and meaning. In Table 14, it was shown that throughout the whole unit, seven related contexts based on two basic activities reading and listening that lead writing and speaking, furthermore, put forward their cross – curricular relation of the topics with the related school subjects. The unit is based on cross – curricular features.

The unit is cross - cultural and cross - curricular. Because:

1 . The reading texts are based on real life situations, personal differences, and cross - cultural aspects such as Charly Chaplin an American comedian (workbook

p. 78), besides, “all people smile in the same language codes” symbolises one of the common cross - cultural aspects (coursebook p. 156).

2 . The vocabularies set out the relations with other school subjects. Geometrical figures and numbers are also used in Mathematics. Personality types, inner world, thoughts and feelings these are related with Social Sciences (Psychology), furthermore, words defining landscapes like rock, environment, river, sea are related to Social Sciences (Geography). Besides, words related with Science and Technology are the types of animals and plants, moreover, the parts of plants like leaf, branch of a tree, environment, chemicals, parts of body and the shapes of objects. Words related with Physical Education are swimming, climbing, playing chess, camping. Words related with Art are colours and figures. Musical instruments are taught in Music, too. Besides, the texts are also cross - curricular. Such as; Science (making a dialogue about environment, pollution p. 162), entertainment - cinema (Charlie Chaplin in coursebook p. 78).

3 . The exercises are based on four basic skills, reading – writing - listening and speaking and activities are such kinds that filling blanks, true – false, question and answer, matching, listening, acting out, talking about pictures, story telling, writing a descriptive paragraph, completion, matching, testing, explaining the meaning, listing, guessing, describing events and people, discussion, summarization and so on. In coursebook, the exercises are mostly focused on meaning and the text as a whole, it is noted that the linguistic competence is not put in practice as an independent part both in coursebook and workbook.

4 . Expressions as speech act functions like speculating about feelings, expressing sympathy and opinions, agreement and disagreement, approval and disapproval, talking about physical and emotional feelings and so on are exercised in a productive way.

So, with regard to these aspects, to some extent the mentioned book is appropriate to the CLIL Approach in class.

#### 4 . 2 . 4 . Analysis of the Teacher’s Questionnaire

This questionnaire was addressed to the English language teachers who are working in the central and outer districts in Darıca, Kocaeli in the first semester of 2009 / 2010 Educational Year. The teachers were asked 39 questions about different aspects of their teaching profession concerning not only their teaching practice but also their initial and in-service training, their professional experience, awareness of the current recent innovations in language teaching and some other aspects of their professional environment.

##### 4 . 2 . 4 . 1 . Descriptive Analysis of the Teachers’ Questionnaire

In the study, ten teachers from randomly selected public primary schools in the central and outer districts of Darıca participated in the first semester of the 2009 / 2010 Educational Year. All the participant teachers were graduated from universities. The places of the schools and the distribution of teachers per school was given in table 15.

Table 15 :The places of public primary schools, the number and percentage of teachers per school

The names of the public primary schools in the study	Place of neighbourhood in Darıca, Kocaeli	Number of English language teachers	Percentage
Primary School 1	central	2	20%
Primary School 2	central	4	40%
Primary School 3	outer	2	20%
Primary School 4	outer	2	20%
Total	-----	10	100%



In Table 15 it was seen that ten English language teachers from randomly chosen four public primary schools in the central and outer districts of Darıca, Kocaeli; attended this study in the first semester of the 2009 / 2010 Educational Year. Two of the public primary schools with 50% are in the central districts of Darıca and two of the public primary schools with 50% are in the outer districts of Darıca. Four of the teachers with 40% from Primary School 2, two of teachers with 20% from Primary School 1, two of teachers with 20% from Primary School 3, two of teachers with 20% from Primary School 4. In the table, it was also seen that six of the English language teachers with 60% are working in the central districts' public primary schools and four of the English language teachers with 40% are working in the outer districts' public primary schools.

It should be strongly stressed that these teachers do not constitute a representative sample of all the teachers who teach the English language in the grade where the schools of this study were enrolled, since the study sample was based on randomly selected public primary schools in the central and outer districts of Darıca.

#### 4 . 2 . 4 . 2 . Personal Data

The following supply the personal datas about the participants.

Table 16 : Number and percentage of English language teachers by gender

The names of the public primary schools in the study	Number of male English language teachers	Percentage	Number of female English language teachers	Percentage
Primary School 1	1	50%	1	50%
Primary School 2	0	0%	4	100%
Primary School 3	1	50%	1	50%
Primary School 4	1	50%	1	50%
Total	3	30%	7	70%

In Table 16 most of the English language teachers from randomly chosen four public primary schools in the central and outer districts of Darıca, Kocaeli; attended this study in the first semester of the 2009 / 2010 Educational Year were females. The proportion between males and females did not vary greatly among the schools of this study, it stood at around 50% of women and 50% of men in general, except for Primary School 2 where there was no male English language teacher, and all were females.

Table 17 : Number of English language teachers by genders

The names of the public primary schools in the study	Average age of male English language teachers	Average age of female English language teachers	Average age of the English teachers
Primary School 1	41	34	37,5
Primary School 2	0	35	35
Primary School 3	25	41	33
Primary School 4	54	30	42
Mean	41	35	37

In Table 17, as far as the ages of the teachers were concerned, the majority of teachers in the study were between 30 and 45. The mean for all the English language teachers who were working in the randomly chosen public primary schools from the central and outer districts of Darıca, Kocaeli was  $m=37$ , the mean of the female English language teachers was  $m=35$ , and the average of the male English language teachers was  $m=41$ . The lowest mean of the female English language teachers was 33, and the highest average of the female English language teachers was 42. The lowest mean of the male English language teachers was 25, and the highest average of the male English language teachers was 54. By the way, the youngest female teacher's age was 27, and the eldest female teacher's age was 43; and, the youngest male teacher's age was 25, and the eldest male teacher's age was 54.

Table 18 : Number of English language teachers by age range in genders

Public Primary School Names	AGE RANGES OF THE FEMALES				AGE RANGES OF THE MALES			
	Age 21+ & %	Age 31+ & %	Age 41+ & %	Age 51+ & %	Age 21+ & %	Age 31+ & %	Age 41+ & %	Age 51+ & %
Primary School 1		1					1	
Primary School 2	2	1	1					
Primary School 3			1		1			
Primary School 4		1						1
Mean for Female and Male	2 - 28,5 7 %	3 - 42,86 %	2 - 28,67 %	0 - 0%	1 - 33,33 %	0 - 0 %	1 - 33,33%	1 - 33,33 %

In Table 18 , 2 of the female teacher aged between 21 to 30 with 29% in total, 3 of the female teacher aged between 31 to 40 with 42% in total, 2 of the female teacher aged between 41 to 50 with 29 % in total, there was no female teacher aged 51+. 1 of the male teacher aged between 21 to 30 with 33% in total, none of the male teacher aged between 31 to 40, 1 of the male teacher aged between 41 to 50 with 33% in total, 1 of the male teacher aged 51+ with 33% in total. From the point of both genders, 3 of the teachers aged between 21 to 30 with 30% in total, 3 of the teachers aged between 31 to 40 with 30% in total, 3 of the teacher aged between 41 to 50 with 30% in total, and 1 of the teacher aged 51+ with 10% in total .

#### 4 . 2 . 4 . 3 . Professional Experience

In the following tables the professional experience of the participants were given.

Table 19 : Years teaching English by gender

The names of the public primary schools in the study	Average number of years in experience of male English language teachers in profession	Average number of years in experience of female English language teachers in profession	Average experience of the English teachers in both genders in profession (in years)
Primary School 1	18	12	15
Primary School 2	0	12	12
Primary School 3	2	18	10
Primary School 4	28	7	18
Mean	16	12	14

In Table 19, regarding professionally, the teachers' experience as teachers of English language, it could be said that this was an experienced group,. Only ten percent had been teaching English for 2 years, but the statistic mean in the different schools, included Primary School 1 went from 12 years in to 18 years Primary School 2 went from 6 years in to 16 years, Primary School 3 went from 2 years in to 18 years and Primary School 4 went from 7 years in to 28 years. The mean of Primary School 1 was 15, Primary School 2 was 12, Primary School 3 was 10 and Primary School 4 was 18. Being the average of the whole group was  $m=14$  in both genders, and for females, the mean was  $m=12$  whereas for the males, it was  $m=16$ . When it came to age ranges, the experience in proficiency showed a variety between ages.

Table 20 : Years teaching English by age range in gender

Public Primary School Names	EXPERIENCE YEARS OF THE FEMALES				EXPERIENCE YEARS OF THE MALES			
	Age 21+	Age 31+	Age 41+	Age 51+	Age 21+	Age 31+	Age 41+	Age 51+
Primary School 1		12					18	
Primary School 2	7	16	20					
Primary School 3			18		2			
Primary School 4		7						28
Mean for Female and Male	7	12	19	0	2	0	18	28

In Table 20 according to the age ranges; for females, the mean of experience for the one age between 21 – 30 was seven years, the mean of experience for the one age between 31 – 40 was twelve years, the mean of experience for the one age between 41 – 50 was nineteen years. For males the mean of experience for the one age between 21 – 30 was two years, the mean of experience for the one age between 41 – 50 was eighteen years, the mean of experience for the one age 51+ was twenty eight years, For both genders ; the mean of experience for the one age between 21 – 30 was five years, the mean of experience for the one age between 31 – 40 was six years, the mean of experience for the one age between 41 – 50 was nineteen years and the mean of experience for the one age 51+ is twenty eight years.

Table 21 : Years in the same school in genders

The names of the public primary schools in the study	Number of male English language teachers in the school	Average Number of years of male English language teachers in the same school	Number of of female English language teachers in the school	Average Number of years of male English language teachers in the same school
Primary School 1	1	4	1	12
Primary School 2	0	0	4	6
Primary School 3	1	2	1	4
Primary School 4	1	5	1	6

With respect to the number of years they had been teaching English at the same school where the survey was carried out, the average number of years in different schools was very much alike as it could be observed in Table 21. Teachers from all schools had been working for nearly six years in average. But the years were changeable in accordance with their age and appointment in Table 22 below the years in the same school were shown.

Table 22 : Years in the same school by age range in genders

Public Primary School Names	YEARS IN THE SAME SCHOOL							
	THE FEMALES				THE MALES			
	Age 21+	Age 31+	Age 41+	Age 51+	Age 21+	Age 31+	Age 41+	Age 51+
Primary School 1		11					4	
Primary School 2	3	10	8					
Primary School 3			4		2			
Primary School 4		6						5
Mean for Female and Male	3	9	6	0	2	0	4	5

#### 4 . 2 . 4 . 4 . Initial Training

Regarding the answers to the following question: “Before becoming a teacher did you complete any studies (six months minimum) in an English speaking country?”.

All the participants in both genders at any age responded “No”.

With regard to the replies to the following question: “ Have you ever stayed for more than six months in an English speaking country for different reasons than those related to their studies ?”

None of the teachers had stayed for more than six months in an English speaking country for different reasons than those related to their studies.

#### 4 . 2 . 4 . 5 . In - service Training

In the following tables the participants attendancies to in – service trainig courses are analysed.

Table 23 : “In-service courses” attendancy by gender

Genders	Number and percentage of teachers who have attended “in-service” courses	Number and percentage of teachers who have not attended “in-service” courses
Male	1	2
Female	2	5
Total	3 – 30%	7 – 70%

The surveyed teachers were asked about their participation in “in-service courses” with a duration of more than thirty hours over the last four years. As could be observed in Table 23 the 30% of teachers gave an affirmative answer to this question and 70% of the teachers had not attended any kinds of “in-service”

courses related to their branch. Table 23 showed that only thirty per cent of the teachers in total had attended “in-service courses” and seventy per cent of them had not participated “in-service courses”.

Table 24 : “In-service courses” attendancy by age

Ages	Number and percentage of teachers who have attended “in-service” courses	Number and percentage of teachers who have not attended “in-service” courses
21+	-	3
31+	1	2
41+	2	1
51+	-	1

Table 24 showed that 33% of the teachers aged between 31 to 40 and 67% of the teachers aged between 41 to 50 had attended “in - service courses”. Whereas all the participant teachers aged between 21 to 30 and 51+ had not attended “in-service courses”. In addition to this , 67% of the teachers aged between 31 to 40 had not participated “in - service courses”. The types and the hours of the “in-service courses” were as follows :

Participant A (Male) ; attended “Refresher Courses in Didactics - Turkey – 60 Hours”, “Applying New Technologies to the Teaching of English - Turkey - 90 Hours.

Participant B (Female) ; attended “Refresher Courses in Didactics - Turkey – 60 Hours”, “Refresher Courses in Linguistics - Turkey – 60 Hours”, “Courses in Dealing with mixed ability in the class of English - Turkey – 30 Hours”

Participant C (Female) : “Cultural Awareness, Effective and Fluent Speaking in English – Turkey – 30 Hours”



#### 4 . 2 . 4 . 6 . Teaching Profession

In tables below the teaching profession of the participants was analysed.

Table 25 : Teachers' opinion about their profession by gender

Genders	Number and percentage of teachers who have chosen their profession with intention of becoming an English teacher	Number and percentage of teachers who have not chosen their profession with intention of becoming an English teacher
Male	3	–
Female	5	2
Total	8 – 80%	2 – 20%

In Table 25 it was presented that 80% of the surveyed teachers answered that they chose their studies with the intention of becoming a teacher of English. 100% of the male participants and 71% of the female participants preferred to be an English teacher as their profession by their personal chose but only 29% of the female participants would not like to be an English teacher as their profession for living.

Table 26 : Teachers' opinion about their profession by age

Ages	Number and percentage of teachers who have chosen their profession with intention of becoming an English teacher	Number and percentage of teachers who have not chosen their profession with intention of becoming an English teacher
21+	2	1
31+	3	–
41+	2	1
51+	1	–

In Table 26 it was demonstrated that only 33% of the English language teachers aged between 21 to 30 and also 33% of the English language teachers aged between 31 to 40 would not like to be an English teacher.

Table 27 : Willingness of Maintaining their Profession by gender

Gender	YES	NO	NO IDEA
Female	-	5 – 71%	2 – 29%
Male	-	2 – 67%	1 – 33%
Total	-	7 -70%	3 – 30%

Table 28 : Willingness of Maintaining their Profession by age

Ages	YES	NO	NO IDEA
21+	-	1 - 33%	2 – 67%
31+	-	3 – 100%	-
41+	-	2 – 67%	1 – 33%
51+	-	1 – 100%	-

In Table 27 showed that when they have asked if they had the chance of leaving the teaching profession only 30% of the participants would not have mentioned any idea. Teachers seemed very happy with the profession they chose, since 70% in all the participants would not have left their profession if they had had the chance to do so. In Table 28 the result was shown in accordance with the age range of the participants.

Table 29 : Percentage of teachers according to their opinion about how society and their pupils value their work by gender

Gender	Society Values				Pupils Value			
	No	Very Little	Reasonably	Highly	No	Very Little	Reasonably	Highly
Male	–	2	1	–	–	3	-	–
Female	–	5	2	–	–	4	3	–
Total	–	7 - 70%	3 – 30%	–	–	7 – 70%	3 – 30%	–

Teachers were asked about their opinions of how society and their pupils value the teaching profession. Answers to those two questions were on a scale with the following values: “not at all”, “very little”, “reasonably” and “highly”. Concerning the value that society gives to their profession, it was remarkable that 30% out of the

total number of teachers who answered this question answered “reasonably”, the majority of the answers with 70% were claimed that “very little”. None of the teachers expressed that the society and the pupils opinions about their profession was on the idea of “not at all” and “highly”. In Table 29, it was seen that 71% of the female participants and 67% of the male participants expressed that the society values their job very little whereas 100% of male participants and 66% of female participants stressed that their pupils value their job very little. Only 33% of male and 29% of female participants claimed that the society values their job reasonably whereas only 44% of the female affirmed that their pupil value their job reasonably.

Table 30 : Percentage of teachers according to their opinion about how society and their pupils value their work by age

Ages	Society Values				Pupils Value			
	No	Very Little	Reasonably	Highly	No	Very Little	Reasonably	Highly
21+	–	2	1	–	–	3	–	–
31+	–	3	–	–	–	2	1	–
41+	–	1	2	–	–	1	2	–
51+	–	1	–	–	–	1	–	–

In Table 30, according to their ages; 67% of the teachers aged between 21 to 30, 100% of the teachers aged between 31 to 40 , 33% of the teachers aged between 41 to 50 and 100% of the teachers aged over 51 expressed that society valued their job very little. Besides according to their ages; 100% of the teachers aged between 21 to 30, 67% of the teachers aged between 31 to 40 , 33% of the teachers aged between 41 to 50 and 100% of the teachers aged over 51 expressed that their pupils valued their job very little. Whereas according to their ages; 33% of the teachers aged between 21 to 30 and 67% of the teachers aged between 41 to 50 expressed that society valued their job reasonably. Moreover,

33% of the teachers aged between 31 to 40 and 67% of the teachers aged between 41 to 50 claimed that their pupils valued their job reasonably.

#### 4 . 2 . 4 . 7 . Teaching Conditions

The variables that this heading dealt with refer to some aspects of the teachers' teaching conditions such as the number of pupils in the class of English and the number of teaching periods per week that teachers had. The data from these variables were presented in table

Table 31 : Teaching conditions of teachers

Participants	Number of pupils	Hours per week of English	Hours per week of other subjects	Total number of hours per week
Participant A	196	25	1	26
Participant B	188	24	1	25
Participant C	198	26	1	27
Participant D	238	24	1	25
Participant E	244	21	1	22
Participant F	196	18	1	19
Participant G	284	28	1	29
Participant H	238	30	0	30
Participant I	86	12	0	12
Participant J	222	28	1	29
TOTAL	2090	236	8	244
MEAN	209	24	1	25

As it could be observed in Table 31, the average number of pupils that teachers had in their class of English whether they were working in a public primary school in the central or the outer districts of Darıca, Kocaeli varied only a very little depending on the teaching hours of the participants per week. All the participants had 1 session for Guidance and / or Social Activities. The mean of the teaching hours of the participants was 24 sessions per English and 1 session per Guidance in total 25 teaching hours (1 teaching hour is 40 minutes in primary schools) and the average number of the students was 209. The great majority of the participant

teachers had English lessons at all grades because of the local official implication of the Project named as “Gelecek için Elele Eğitim Projesi”. The number of the lessons per each participant in the table were gathered from the teachers’ weekly time table and the number of the students were gathered from the classes they had taken in the first semester of the 2009 / 2010 Educational Year. (Note that two of the participants did not have Guidance lesson because of their programs, but the mean was accepted as one hour for all teachers because 0,8 was nearly 1 in terms.)

#### 4 . 2 . 4 . 8 . The Duration for the Preparation for a Session

The participant teachers asked to state how much time did they spend to get prepared for a session.

Table 32 : Preparation duration for a lesson by gender

Gender	0 – 20 Minutes	21 - 45 Minutes	46– 60 Minutes	More than 1 hour
Female	1	3	1	2
Male	3	-	-	-
Total	4 – 40%	3 – 30%	1 – 10%	2 – 20%

Table 32 above presented that all the male teachers only spent up to 20 minutes for preparation at most. And in general the majority with 40% spent 20 minutes then, with 30% between 21 to 45 minutes. The rests spent 46 to 60 minutes with 10%, and more than 1 hour with 20%. Table 33 below showed the time spending and age distribution in brief.

Table 33 : Preparation duration for a lesson by age

Ages	0 – 20 Minutes	21 - 45 Minutes	46– 60 Minutes	More than 1 hour
21+	1	1	-	1
31+	1	1	-	1
41+	1	1	1	-
51+	1	-	-	-

#### 4 . 2 . 4 . 9 . Methodology

100% of the teachers who participated in the survey used a textbook and workbook to teach English to the pupils. Apart from the textbook and workbook, the majority of teachers used some other resources for their lessons with different frequencies due to the contents of the units. There appeared to be very little difference in the use of these resources among the participating teachers. However some differences in the use of the Internet as a resource could be found: around 60% of the participant teachers mentioned that they used it “sometimes” whereas the other technological materials like dvds, vcds and video recordings were much lower. Around 50% of the participant teachers said they used games, songs, audio cassettes - cds “sometimes”.

Table 34 : Use of resources

Types of Activities	VERY RARELY			SOMETIMES			OFTEN			VERY OFTEN		
	M	F	%	M	F	%	M	F	%	M	F	%
Audio cassettes (cd) designed for teaching/learning English	1	3	40	3	2	50	-	1	10	-	-	0
Books for class/pleasure reading	1	1	20	2	2	40	-	2	20	-	2	20
Songs	1	-	10	1	4	50	-	3	30	1	-	10
Audio cassettes (cd) with a varied content	3	5	80	-	1	10	-	1	10	-	-	0
The Internet	1	2	30	2	4	60	1	-	10	-	-	0
Newspapers, magazines, comics	2	5	70	1	2	30	-	-	0	-	-	0
Games	1	-	10	1	4	50	-	2	20	1	1	20
Video cassettes (vcd,dvd) designed for teaching/learning English	2	6	80	1	1	20	-	-	0	-	-	0
Computer programmes	1	4	50	1	2	30	1	1	20	-	-	0
Language lab (Projection Class)	2	7	90	1	-	10	-	-	0	-	-	0
Video cassettes (vcd,dvd) with a varied content	3	5	80	-	2	20	-	-	0	-	-	0
Video recordings done by yourself	2	5	70	1	2	30	-	-	0	-	-	0
Audio recordings done by yourself	2	5	80	1	1	20	-	-	0	-	-	0
Other material prepared by yourself (Charts Powerpoints Pistograms)	-	2	20	2	1	30	-	3	30	1	1	20

Table 34 showed the percentages of common use of these resources by all the participating teachers. In the Table 34, the mean in percentage for each activity was given with regard to the total of both genders, but from the distribution of genders the related results for each genders could also be seen. These resources were shown in the table by frequency of use. (Please note that “no answer, blanks and never / none” were accepted as “very rarely” in context of the options. In the table “F” stood for Female, “M” referred to Male.)

Teachers were also asked how much English they spoke in their lessons out of the total speaking time. This question was formulated in terms of percentages in four intervals: 1<sup>st</sup> 0%- 25%; 2<sup>nd</sup> 26%-50%; 3<sup>rd</sup> 51%-75%; 4<sup>th</sup> 76%-100%. The answers of teachers per age and gender showed some differences.

Table 35 : Use of the English language in the class of English by gender

Gender	0 – 25%	26 – 50%	51 – 75%	76 – 100%
Female	1	4	1	1
Male	1	2	-	-
Total	2 – 20%	6 – 60%	1 – 10%	1 – 10%

As it was presented in Table 35 above the great majority of participant teachers spoke the target language between 26 – 50% ; 10% of the teachers had been using the target language between 76 -100% , 10% of the teachers ad been using the target language between 51 - 75% ; 20% of the teachers had been using the target language between 0 - 25% in genders. When it was analysed from the point of ages.

Table 36 : Use of the English language in the class of English by age

Ages	0 – 25%	26 – 50%	51 – 75%	76 – 100%
21+	-	3	-	-
31+	1	1	1	-
41+	-	2	-	1
51+	1	-	-	-

In Table 36, it was seen that one teacher age between 41 to 50 had used the target language at most , one teacher aged between 31 to 40 had used the target language between 51 to 75 ,on the contrary two teachers had used it at least, one of them was aged between 31 to 50 and the other was 51+. The rest of the teachers had used the target language at an avarege level – that is 26 – 50% - during the lesson.

Sixteen questions were devoted to asking teachers about different aspects of their teaching methods. The questions were formulated in terms of frequency of use of techniques or activities put into practice with their pupils. The frequency was formulated in a scale of four values: “very rarely” – “sometimes” – “often” – “very often”.

As the differences in the teachers’ answers to these aspects varied very little, Table 37 given below, showed the percentages of answers of the total number of teachers by frequency of practice. In the table , the average in percentage of each aspect was given with regard to the total of both genders, but from the distribution of genders the related results for each genders could also be seen. (Please note that “no answer, blanks and never / none” were accepted as “very rarely” in context of the options. In the table “F” stood for female, “M” referred to male.)

Table 37 : Teaching aspects

Aspects	VERY RARELY			SOMETIMES			OFTEN			VERY OFTEN		
	M	F	%	M	F	%	M	F	%	M	F	%
Explaining new concepts...	1	-	<b>10</b>	-	1	<b>10</b>	2	4	<b>60</b>	-	2	<b>20</b>
Following textbook progression	-	-	<b>0</b>	-	1	<b>10</b>	2	2	<b>40</b>	1	4	<b>50</b>
Using role-plays and creating communicative situations	-	-	<b>0</b>	1	2	<b>30</b>	1	3	<b>40</b>	1	2	<b>30</b>
Encouraging pupils to communicate in English during the lesson	-	-	<b>0</b>	-	1	<b>10</b>	1	3	<b>40</b>	2	3	<b>50</b>
Teaching socio-cultural contexts	-	-	<b>0</b>	2	4	<b>60</b>	-	2	<b>20</b>	1	1	<b>20</b>



Using internet	2	2	40	-	5	50	1	-	10	-	-	0
Taking into account pupils' self-assessment	1	-	10	-	2	20	1	2	30	1	3	40
Contacting teachers of other subjects to use their themes	2	1	30	-	4	40	-	1	10	1	1	20
Fostering group or pair work dynamics	-	-	0	1	3	40	2	2	40	-	2	20
Encouraging pupils to communicate in English in and outside the school	-	-	0	1	3	40	2	2	40	-	2	20
Supporting pupils' use of learning strategies	1	-	10	-	4	40	-	2	20	2	1	30
Giving priority to some objectives and contents over others	1	1	20	1	3	40	-	2	20	1	1	20
Organizing activities based on pupils linguistic competence	-	1	10	2	3	50	1	2	30	-	1	10
Setting complementary work and activities	-	-	0	1	4	50	1	1	20	1	2	30
Adjusting the assessment criteria for pedagogical aims	1	-	10	-	-	0	2	4	60	-	3	30
Evaluating pupil thru their self assessment	1	-	10	-	-	0	1	4	50	1	3	40

From the answers to those sixteen questions it was interesting to mention that:

- Concerning how they approached the explanation of new contents, teachers' answers showed the same tendency in all the participating teachers: they "often with 60% or very often with 20%" either followed the progression of the textbook and/or "very often with 50% or often with 40%" explained the new contents and then did activities in order to put these new concepts into practice, and "often with 40% and very often with 30%" they used role plays to create almost authentic communicative situations in the classroom.
- Regarding how often they encouraged their pupils to use the English language inside and outside the classroom / school, the majority of teachers answered "often with 20% and sometimes with 40%". Most of the teachers "often or very often" encouraged their pupils to communicate in English when they spoke about their own learning, school work and other personal matters during the class.
- With respect to the way they work with their pupils, most teachers "often with 40% or sometimes with 40%" fostered group or pair group dynamics in their classes.

- Regarding the frequency with which they taught their pupils to develop communicative strategies or supported their pupils in developing learning strategies in order to become autonomous in their learning process the great majority of all participants answered that they “sometimes with 40% or very often with 30% “ do so.

- Regarding assessment, teachers “very often with 30 % and often with 60%” adjusted the assessment criteria for pedagogical purposes. They took into account their pupils’ self-assessment “very often with 40% and often with 50%”; and only 10% of the participants neglected this point in both cases.

#### 4 . 2 . 4 . 10 . Activities for Pupils to Use English in Real Situations

Five questions were asked about how often teachers arranged activities for their pupils to use the English language in real situations. The frequency for each type of activity was given in relation to all the teachers in the study in the table given below.

Table 38 : Percentage of teachers by activity and by frequency

Aspects	VERY RARELY			SOMETIMES			OFTEN			VERY OFTEN		
	M	F	%	M	F	%	M	F	%	M	F	%
To contact teachers from other countries to promote penfriends	3	7	<b>100</b>	-	-	<b>0</b>	-	-	<b>0</b>	-	-	<b>0</b>
To receive teachers and pupils from other countries to promote cultural exchange	3	7	<b>100</b>	-	-	<b>0</b>	-	-	<b>0</b>	-	-	<b>0</b>
To organise exchanges with teachers and pupils from English speaking countries	3	7	<b>100</b>	-	-	<b>0</b>	-	-	<b>0</b>	-	-	<b>0</b>
To organise out of school activities	2	7	<b>90</b>	1	-	<b>10</b>	-	-	<b>0</b>	-	-	<b>0</b>
To set up discussion groups on the Internet	3	7	<b>100</b>	-	-	<b>0</b>	-	-	<b>0</b>	-	-	<b>0</b>

In Table 38, it was seen that apart from European projects for cultural educational transition – relation for schools, like Comenius and e-twinning; and global widespread of internet or organizing touristic tours to the places where many people from the world can be found easily all teachers' responds showed that it was neglected in view. (Please note that “no answer, blanks and never / none” were accepted as “very rarely” in context of the options. In the table “F” stood for female, “M” referred to male.)

#### 4 . 2 . 4 . 11 . Homework:

Teachers were asked how often they gave their pupils homework in English.

Table 39 : Homework by gender

Gender	Never	Monthly	Once a Week	Every Lesson
Female	-	-	2	1
Male	-	1	3	3
Total	-	1 – 10%	5 – 50%	4 – 40%

In Table 39 their answers were very much the same, half of them gave their pupils homework once a week and 40% of them gave homework after every lesson. This situation was also seen in Table 40 by age.

Table 40 : Homework by age

Ages	Never	Monthly	Once a Week	Every Lesson
21+	-	-	3	-
31+	-	-	-	3
41+	-	1	-	2
51+	-	-	1	-

#### 4 . 2 . 4 . 12 . Satisfaction with Colleagues

Table 41 : Satisfaction with Colleagues

Aspects	VERY LOW			LOW			HIGH			VERY HIGH		
	M	F	%	M	F	%	M	F	%	M	F	%
Professional relationships	–	–	<b>0</b>	–	1	<b>10</b>	3	5	<b>80</b>	–	1	<b>10</b>
Personal relationships	–	–	<b>0</b>	–	2	<b>20</b>	3	5	<b>80</b>	–	–	<b>0</b>
Support among colleagues	–	–	<b>0</b>	1	1	<b>20</b>	1	4	<b>50</b>	1	2	<b>30</b>
Agreement about teaching and evaluation criteria	–	–	<b>0</b>	–	–	<b>0</b>	3	6	<b>90</b>	–	1	<b>10</b>

All the participating teachers mentioned that they had a high level of satisfaction of their relationships with their colleagues. This relationship concerned both personal and professional aspects with 80% in total. Teachers also graded satisfactorily the climate of collaboration and support among colleagues (with the distribution of 50% highly and 30% very highly). All the teachers agreed about their level of agreement about teaching and evaluation criteria (with the distribution of 90% highly and 10% very highly). Table 41 showed the percentage of responses.

#### 4 . 2 . 2 . 13 . Level of Difficulty of the Test

Teachers were asked about the level of difficulty of the different skills measured in their school quizzes and exams and also the common exams like SBS (Level Evaluation Exam for Grades 6,7,8 in Primary Education) to their pupils. Teachers were also asked about their pupils' familiarity to the different types of exercises used in the tests. Regarding the difficulty of the text some differences could be found among the participating teachers.

Table 42 : Difficulty of the test

Aspects	VERY LOW			LOW			HIGH			VERY HIGH		
	M	F	%	M	F	%	M	F	%	M	F	%
Linguistic competence	–	–	<b>0</b>	–	3	<b>37</b>	2	3	<b>63</b>	–	–	<b>0</b>
Listening comprehension	–	1	<b>12,5</b>	2	2	<b>50</b>	–	2	<b>25</b>	–	1	<b>12,5</b>
Reading comprehension	–	–	<b>0</b>	1	4	<b>63</b>	1	2	<b>37</b>	–	–	<b>0</b>
Writing production	–	–	<b>0</b>	2	4	<b>75</b>	–	2	<b>25</b>	–	–	<b>0</b>

Most of the teachers considered the difficulty of the part of the test devoted to the linguistic competence to be “high” (with 63%) and “low” (with 37%). The level of difficulty of the part devoted to the listening comprehension was considered to be “high” (with 25%) and “low” (with 50%). Concerning reading comprehension, most teachers considered it to be “low” (with 63%), whereas for the rest it was considered to be “high” (with 37%). The level of difficulty of the writing production, it was considered to be “low” (with 75%) by the great majority of the participants, only 25% of the participants’ opinions changed as “high”. Table 42 presented the participants’ responds to the questions about the quizzes , exams and common tests difficulty; and Table 43 below presented the familiarity of exercises.

Table 43 : Students’ familiarity of the test exercises

Aspects	YES			NO		
	M	F	%	M	F	%
Linguistic competence	2	6	<b>100</b>	–	–	<b>0</b>
Listening comprehension	–	3	<b>37</b>	2	3	<b>63</b>
Reading comprehension	2	5	<b>87</b>	–	1	<b>13</b>
Writing production	–	5	<b>63</b>	2	1	<b>37</b>

As it was seen from Table 43, the familiarity of the exercises were with no doubt appropriate to the linguistic competence; and also the reading comprehension results with 87% showed the students’ familiarity. On the contrary the table

determined writing production at an average level with 63% and it was stated that the listening comprehension was poor with 63%. (Please note that two of the participants – one of them male and the other was female did not answer this part of the questionnaire then in the evaluation instead of ten, eight participants' responds were taken into consideration in the analysis of this part. In the table "F" stood for female, "M" referred to male.)

#### 4 . 2 . 4 . 14 . The Challenges which the Participant Teachers face with

In question 28, the participant teachers were asked to indicate three challenges which they faced as a teacher of English. The challenges which the participant teachers faced were listed as follows with regard to the frequency level.

Crowded classes (4 teachers),  
Lack of enough motivation and unwillingness of some students (3 teachers),  
Curriculum (2 teachers),  
Lack of critical thinking ability,  
Tendency to build structures like Turkish,  
Students do not trust themselves,  
They do not have enough opportunity to practice language.  
Deficiency of laboratory,  
Inadequate parental support to foreign language,  
In homogeneous classes better students fail to improve fast,  
Excitement in speaking with the thought of not understanding by foreigners.  
Lack of enough encouragement from the families since the subject's value is lower in SBS,

#### 4 . 2 . 4 . 15 . The CEFR and the CLIL

The questions between 29 and 32 were presented to get the idea of teachers' awareness about the CoE's CEFR and the EU's CLIL.

Table 44 : Teachers' awareness of the CoE's CEFR and the EU's CLIL in language teaching by gender

Gender	NO	YES	SO SO	NO IDEA
Female	—	1 – 33%	—	2 – 67%
Male	—	2 – 27%	3 – 46%	2 – 27%
Total	0	3 – 30%	3 – 30%	4 – 40%

In Table 44, 30% of the teachers knew the CEFR and the CLIL and 30% of them heard them and knew little about them; on the contrary, 40% of the participants heard them but did not have any ideas about it.

Table 45 : Teachers' awareness of the CoE's CEFR and the EU's CLIL in language teaching by age

Ages	NO	YES	SO SO	NO IDEA
21+	—	—	1	2
31+	—	1	2	—
41+	—	2	—	1
51+	—	—	—	1

Table 45 showed the distribution by age range. It was notable that rather than the young teachers, elder teachers were much more dealt with the new changes in language teaching. Since, as it was seen the ones who dealt were aged between 31 to 50 ( 2 of them were 41+ and 1 of them was 31+).

Table 46 : Teachers' perception about the English language curriculum's appropriateness to the CLIL in primary education by gender

Gender	NO	YES	SO SO	NO IDEA
Female	—	—	1	2
Male	—	—	2	5
Total	0	0	3 – 30%	7 – 70%

In Table 46, 30% of participant teachers thought that the English language curriculum was to some extent appropriate to the CLIL in primary education, on the other hand 70% of the teachers had no ideas about it.

Table 47 : Teachers' perception about the English language curriculum's appropriateness to the CLIL in primary education by age

Ages	NO	YES	SO SO	NO IDEA
21+	—	—	—	3
31+	—	—	1	2
41+	—	—	2	1
51+	—	—	—	1

Table 47 showed the distribution in ages. Only 3 EFL teachers with 30% of the participants thought that to some extent English language curriculum in primary education could be appropriate to the CLIL whereas 7 EFL teachers with 70% did not have any ideas about it.

Table 48 : Teachers' perception about the CLIL's suitability in learning English by gender

Gender	NO	YES	SO SO	NO IDEA
Female	—	0	2	5
Male	—	—	1	2
Total	0	0	3 – 30%	7 – 70%

In Table 48, it was seen that only 30% of the participants thought that the CLIL is suitable in language teaching and learning whereas 70% of the participants had no ideas at all. Table 49 presented the distribution due to the age range.

Table 49 : Teachers' perception about the CLIL's suitability in learning English by age

Ages	NO	YES	SO SO	NO IDEA
21+	—	—	—	3
31+	—	—	1	2
41+	0	—	2	1
51+	—	—	—	1



When the teachers were requested to express their opinions as a respond to the question “As a primary school teacher what kind of adaptations have been made to modify Annual Teaching Plan with regard to the EU’s CLIL ?” the received answers were as follows :

**(Five of the teachers did not suggest any ideas to this question.)**

“No adaptations have been done.Because in our country EFL Annual Teaching Plan is prepared according to the supplied books. But daily lesson plans can be modified to the CLIL.”

“No adaptations have been done.” (Two teachers’answers.)

“I want them to do tasks and prepare a dossier to see their progress.”

“Tasks have been given skill based teaching.”

In the questionnaire, the questions between 33 and 39 were about curriculum. The Table 50 given below showed the perception and views of the participant teachers with regard to their awareness.

Table 50: The perception and views of the participant teachers about curriculum with regard to their awareness by gender

Aspects	YES			NO			SO SO			NO IDEA		
	M	F	%	M	F	%	M	F	%	M	F	%
Does the curriculum prepare students for internationalisation for their proficiency ?	-	-	<b>0</b>	1	3	<b>40</b>	-	2	<b>20</b>	2	2	<b>40</b>
Does the curriculum prepare students for future studies and / or proficiency ?	1	-	<b>10</b>	-	3	<b>30</b>	1	2	<b>30</b>	1	3	<b>40</b>
Does the curriculum develop multilingual or bilingual interests and attitudes ?	-	1	<b>10</b>	-	1	<b>10</b>	2	2	<b>40</b>	1	3	<b>40</b>
Do the coursebooks introduce wider cultural contexts ?	3	2	<b>50</b>	-	2	<b>20</b>	-	2	<b>20</b>	-	1	<b>10</b>

In the face of Europeanisation, is the curriculum appropriate to the common feature of the European education system?	1	1	20	-	3	30	1	1	20	1	2	30
Do you think reading-writing and / or listening-speaking is essential for language teaching?	3	6	90	-	-	0	-	-	0	-	1	10
Do you agree with the opinion that the curriculum is prepared on the awareness / perception of the students' language acquisition level ?	1	3	40	2	3	50	-	-	0	-	1	10

Table 50 determined that the majority of teachers did not think that the curriculum prepare students for internationalization for their proficiency with 40% and with parallel to this, 40% of the participants had no ideas about it. 30% of the teachers thought that the curriculum prepared students for future studies and / or proficiency on the contrary 30% of the participants opposed this idea. 40% of the participants expressed that to some extent the curriculum developed multilingual or bilingual interests and attitudes. According to the answers of the participants, half of the English language teachers in the survey (with 50%) thought that the coursebooks introduced wider cultural contexts, and 20% of the participants supported this idea somehow with some exceptions or doubts. From the point of Europeanisation, 20% of the participants stated that the curriculum was appropriate to the common features of the European education system and 20% of the the participants supported this idea somehow with some exceptions or doubts, whereas 30% opposed and 30% did not have any ideas. 90% of the teachers in survey expressed that all skills with no doubt were equally important in language teaching. The 50% of the participants opposed the idea that the curriculum was prepared on the awareness / perception of the students' language acquisition level on the contrary 40% of the participants were on behalf of this opinion. (Please note that “no answer” was accepted as “No Idea” rather than “No” in context of the options. In the table “F” stood for female, “M” referred to male.)

## V . DISCUSSION AND IMPLICATIONS

In this section the discussion and interpretation of the results were clarified question by question commenting on the instruments that had been used.

Research Question 1 . What are the basic policies of the European Union (EU) for language education ?

Analysis of the literature review, in our case the EU's official documents and the studies of experts have shown that languages and the linguistic diversity are at the heart of the European policies. Because in European dimension languages both reflect different cultures and provide a key to understanding them. Languages are the vital means of both interaction and communication. Knowing more than one language opens doors to other cultures, and improves intercultural understanding not only within Europe but also with the rest of the world. With the perception of globalization and trying to become the most powerful actor in the world's enterprise the European Commission supports the Member States in their promotion of multilingualism which is the basic language education policy of the EU in terms of integration in the societal, political, and geographical perspectives. As, citizens who speak more languages can get the full advantages of free movement in the EU and can accommodate themselves more simply in another country for education, research or profession.

The European Commission and the Member States promote multilingualism throughout the EU with the shared responsibility and duty, besides they have already taken significant steps to adapt their educational policies to equip students at all levels with much better language skills towards the common targets. For this reason, in the Barcelona Summit in 2002; the European Council of Heads of States approved that every citizen in Europe should learn and speak at least two languages in addition to their mother tongue starting from the primary education till the end of secondary education in which they promote early language learning within the perspectives of lifelong learning.

Research Question 2 . What is the most commonly used and applied language teaching implementation in the EU member states recently ?

Today nearly half billion citizens with different historical, social and cultural backgrounds live and work in the EU. A single, multi-national and strong EU is built around the fair interchange of ideas and traditions with regard to their public, social, linguistic and cultural awareness. Language education policies are of prime importance to forge cohesion, solidarity and full integrity among the Member States and to improve the feeling of being European citizens, both intercultural understanding and communication skills become increasingly important. Knowledge of languages is part of the basic skills, children in the Member States should master at the end of their compulsory schooling and is a prerequisite for full accession to an enlarged EU.

Like Canada and the USA, the EU is multinational and geographically very big. More, it confronted social, cultural and linguistic problems during its unification. In order to solve these problems the EU naturally and politically has to accept and support multi-culturalism and multilingualism in practice. Not only from the political and socio-cultural reasons, but also the rapid global economical changes made the EU put language learning policies into its agenda. From the American and especially the Canadian experiences the EU derived a language learning approach. Europe cannot directly transfer the implications of the Canadian experience, and had to adapt it to its current situation in context with multilingualism and language learning policies. After doing valuable research and developing it with a wide range of experimental activity the EU creates its own type of foreign language teaching approach and presented as CLIL, as an answer to the European need. As it is mentioned, CLIL is used not only to teach a second language (a foreign, regional or minority language and/or another official state language) but also it is used to teach certain subjects (like Science, History, Geography, P.E. , and so on) through the medium of chosen language in the curriculum other than languages lessons. By doing this, the learners become aware of linguistic and cultural diversity in a real life atmosphere.

In 2007, the Commission Working Document for the Report on the Implementation of the Action Plan on “Promoting language learning and linguistic diversity, the EU clarified his position and requested the Member states to introduce of some CLIL in curricula and to review and adjust the language teaching of curricula, examinations and certificates to align them to the CEFR by the Council of Europe. More over the Commission motivated the Member States to put into force the use of European programmes and tools developed by the Commission and by the Council of Europe to review national education systems, develop suitable language materials and tests, and to promote language teacher training abroad and European cooperation in schools.

In 2004, as it was reported by Eurydice 20 member states applied and have been using CLIL at primary education. In 2007, the number increased to 21, and up to the end of 2010, all member states will imply CLIL in their national education systems.

Research Question 3 . What is the current situation in Turkey from the point of English language teaching in primary education with regard to the laws, regulations and curriculum ?

The current situation in Turkey from the point of English language teaching in primary education with regard to the laws, regulations and curriculum is under the monitor of the 1982 Constitution and Primary Education Law. Article 42 of the Constitution clarified that “no one shall be deprived of the right of learning and education. The scope of the right to education shall be defined and regulated by law, and training and education shall be conducted along the lines of the principles and reforms of Atatürk, on the basis of contemporary science and educational methods, under the supervision and control of the State. Primary education is compulsory for all citizens of both sexes and is free of charge in state schools. No language other than Turkish shall be taught as a mother tongue to Turkish citizens at any institutions of training or education. Foreign languages to be taught in

institutions of training and education and the rules to be followed by schools conducting training and education in a foreign language shall be determined by law". Article 2 of the Law on Foreign Language Teaching and Learning (1983) draws the lines very accurately. According to the article, the foreign languages to be taught in Turkey are determined with the resolution of the Board of Ministers, History of the Revolution and Principles of Atatürk, Language Skills, Turkish Literature, History, Geography, Social Issues, Religion and Ethics courses and other courses relating to Turkish Culture cannot be taught in foreign language, The courses and the schools to offer education in foreign language amongst the primary, secondary and non-formal education institutions are determined by the MoNE. As its limits have drawn by laws and regulations, Turkey has renewed its laws, regulations and curriculum with regard to the rapid global changes in the field of education. From the perspectives of educational laws and regulations; the lower secondary education institutions are departed from secondary education institutions and merged into the primary education. By this, the compulsory primary education duration is lengthened into 8 years. English language lessons started to be given obligatorily from the 4<sup>th</sup> grade onwards. Optional foreign language lessons are started from the 4<sup>th</sup> grade as well. The number of English periods depend on the grades are increased, at least three hours at most five hours in 4<sup>th</sup> and 5<sup>th</sup> grades and at least four hours at most six hours in 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grades in a week. The curriculum is renewed in 2006. The textbooks are renewed and started to given free of charge. New language courses apart from English, German and French are presented. Since 2007, questions from English have been asked in the Level Evaluation Exams of Primary Education at every grade. In the progress reports between 1998 and 2009 several innovations and changings are mentioned by the EU as well with regard to the current candidacy of Turkey.

Research Question 4 . With regard to the EU's Content and Language Integrated Learning (CLIL) and the Council of Europe's (CoE) Common European Framework of Reference for Languages (CEFR), what kind of adaptations have been made to modify the English Foreign Language (EFL) Curriculum in Primary Education by Ministry of National Education (MoNE) in Turkey ?

In 2006, the English Language Curriculum in Primary Education has been renewed in accordance with the principles of the CoE's CEFR, and in 20 schools in Ankara and Antalya started to imply ELP as a pilot project. The textbooks are also revised through the common reference levels. The curriculum between the 4<sup>th</sup> and 8<sup>th</sup> grades compromise with CEFR's levels. Ideally in terms of the new curricular objectives like in the CEFR, it is supposed that a basic user can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type (e.g. very basic personal and family information such as where he/she lives, people he/she knows and things he/she has , shopping, local geography, employment); can interact in a simple way provided the other person talks slowly and clearly and is prepared to help; can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters By this way he/she can fulfil his/her daily basic needs satisfactorily. As we mentioned in the discussion of the second question, the EU affirms that the CoE's CEFR and ELP are the fundamental common instruments for curriculum design and evaluation assessment. And the EU's CLIL is the mean of language teaching. CLIL becomes a type provision. The distinctive feature of such provision is that (in a context other than that of language lessons) pupils are taught different subjects in the curriculum in at least two languages. Besides, the EU creates its own type of CLIL schools whereas in Turkey the CLIL is given as an approach in the new English Language Curriculum and no adaptations have been done to provide that kind of schools. Also from the point of laws and regulations, in primary education no other language rather than Turkish can be used as a medium of teaching in other subjects. But before the 1997 Renovation which merged lower secondary schools into primary education, there were Anatolian high schools which have lower secondary education grades

in themselves somehow like CLIL schools. These schools could be regarded as bilingual institutions because some subjects such as science, mathematics, physics, chemistry and biology were taught in English mostly. The system rapidly failed in practice because of inadequacy of branch teachers who knows a foreign language to teach the mentioned subjects above.

Research Question 5 . Are the English language teachers in the primary schools aware of the CoE's CEF and the EU's CLIL ?

The questionnaire proved that in the primary education, a few teachers (30%) are aware of CoE's CEFR and EU's CLIL. That is because the MoNE has not introduced the current changes to the English language teachers in time. More, the teachers do not have much tendency to follow the current changes in their fields after graduating from the university. It is notable that rather than the young teachers, the elder teachers are much more dealt with the new changes in language teaching. In addition, the ones who are aware of them also attended such a kind of in-service training courses in order to improve themselves. Apart from those, all teachers have heavy working schedule with too many students. Naturally, they could not follow the innovations in their field daily. Due to the results, it can be said that the teachers who are aware of the CLIL think that the CLIL is suitable for language teaching and learning. One of the aims of the CEFR and the CLIL is internationalisation and preparing students for future studies and/or proficiency. When it is related with the new curriculum, 40% of the teachers do not think that the curriculum prepare students for internationalisation and for their future studies and/or proficiency and parallel to this, 40% of the teachers have no idea about it. On the contrary, 40% of the participants express that to some extent the curriculum develops multilingual or bilingual interests and attitudes. Furthermore, according to the answers of the participants, half of the English language teachers in the survey (with 50%) think that the coursebooks introduce wider cultural contexts, and 20% of the participants support this idea with some exceptions. From the point of Europeanisation, 30% of the participants state that the curriculum is appropriate to the common features of the European



education system and 20% of the the participants support this idea somehow with some exceptions. These results proved that in reality, most of the English language teachers are not aware of the CEFR and the CLIL, because they do not have enough information about the aspects, objectives and applications of them at present and just seems to have heard or read through the curriculum explanations with no attention or interest. This idea is supported by the time they spend to get ready for a lesson or the effective use of technologies and various kind of materials or creating a real world – authentic teaching situation in school, in and out of the classrooms or creating a communication bridge on net with other schools' teachers and pupils from Europe through e-twinning or European educational networks or Comenius program partnerships or by means of common communication instruments like social activity sites for encouraging their pupils' communication abilities/skills and for developing their cultural diversity.

All in all, it can be affirmed that the results collected throughout the study proved the hypotheses which were expected to be confirmed at very beginning of this research are as follows :

1 . As members of the CoE, all the EU members apply the CEFR in their foreign language teaching curricula .

2 . In order to achieve the common – shared goals of the EU all members will apply CLIL in harmony with the main objectives and the implementations of the CEFR up to 2010 .

3 . As the member of the CoE and a candidate to the EU, in Turkey the MoNE mentions the characteristics of the CEFR and the CLIL are claimed in the curriculum but has not put into force in her application effectively in primary schools.

4 . The great number of English language teachers in Turkish primary education are unaware of the CEFR and the CLIL .

## 5.1. Implications

The results which were revealed through the present study could be related to several implications.

As a candidate to the EU, Turkey should promote multilingual language learning as a foreign language policy.

As a candidate to the EU, Turkey should make some changes to regulate its educational system appropriate to the CLIL type provision. Besides, as it was in the past, starting from the 6<sup>th</sup> grades and depending on the personal wish of the pupils and their parents' admission, they can attend the courses in the CLIL classes. The languages, the curriculum of the lessons should be approved by TEB as usual.

As a candidate to the EU, the ELP instruments should be implied in the Turkish educational system. Because the individuals linguistic competence are seen through Europass and Dossier which is valid and available in the EU. Europass and Dossier are the key elements in language learning as the personal records and features of pupils, which help them to get aware of their linguistic competence with regard to their improvement and success in language learning.

We can make several inferences from the evaluation of the questionnaire. Although the MoNE tried to imply some novelties in language teaching from the EU's and CoE's perspectives, it did not organize compulsory in - service training courses for the English language teachers in primary education adequately in wide range. So, the MoNE should organize seminars and in – service training courses in every city to inform the language teachers. Furthermore, the English language teachers should be well - educated; they should receive specially designed in - service training courses / programs on the CEFR, the CLIL and many other foreign language teaching innovations regularly.

The MoNE should give a recognizable importance to teacher training programs at universities and should work in harmony with the education faculties. Because in order to reach the educational standards of the EU in general and the CLIL in particular, almost all subject teachers should have a reasonable level of language ability to present their lessons or to express their ideas when it is necessary.

In the European CLIL provision, the parents are invited to schools and special sessions are designed to inform them about the vital importance of language education and as an effective partner, parents are appointed as the responsible monitor of the provision at home. In Turkey, the importance of parents' contribution is underlined in the curriculum, whereas the school administratives and the teachers do not value to give extra sessions for informing the significance of language learning. English language teachers have to value this step so as to value their lesson in social life.

In Turkey, English language teachers should participate the Comenius programs and other lifelong learning programs in order to improve themselves and to create an authentic atmosphere for pupils through exchange programmes due to the projects and motivate students to communicate via internet so as to encourage multi - cultural awareness and linguistic competence.

This study aimed to make a humble contribution to the field of European studies from the educational perspectives in Turkey. Though it would be recommended to continue in other settings with different types of participants in order to reach much more conclusive results on language policies of Turkey in the light of the common educational standards of the EU in general and the CLIL provision in particular.

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**(The official websites and the related links are given in the appendices section of this study.)**

## VII . APPENDICES

### APPENDIX A

#### **Documents formulating the position of the Council of Europe on language education policy**

##### **Conventions:**

- European Cultural Convention (1954)
- European Charter for Regional or Minority Languages  
[[www.coe.int/minlang](http://www.coe.int/minlang)]
- Framework Convention for the Protection of National Minorities,  
[www.coe.int/minorities](http://www.coe.int/minorities)

##### **Policy recommendations and Resolutions:**

- Committee of Ministers of the Council of Europe [www.coe.int/T/CM](http://www.coe.int/T/CM)
  - Recommendation R (82)18 based on the results of the CDCC Project N° 4 ('Modern Languages 1971-1981')
  - Recommendation R (98) 6 based on the results of the CDCC Project 'Language Learning for European Citizenship' (1989 – 1996)
- Parliamentary Assembly of the Council of Europe [www.assembly.coe.int](http://www.assembly.coe.int)
  - Recommendation 1383 (1998) on Linguistic Diversification and (CM(99)97 )
  - Recommendation 1539 (2001) on the European Year of Languages 2001
  - Recommendation 1598 (2003) on the protection of Sign languages in the member states of the Council of Europe
- Standing Conference of European Ministers of Education
  - Resolution on the European Language Portfolio adopted at the 20th Session of the Standing Conference (Krakow, Poland, October 2000)

These instruments and recommendations provide the legal and political basis for language education policies at all levels which not only facilitate the acquisition of a repertoire of language varieties - linguistic diversity for the plurilingual individual - but also ensure that attention is paid to diversification of the options for language learning. The latter refers to the need to encourage and enable the learning of a wide range of languages, not only those which have been dominant in language-teaching traditions, and not only the contemporary demand for English.

The documents in question focus primarily on languages which are defined as 'minority languages' or 'modern languages' /'langues vivantes'. These terms usually exclude the languages considered to be the national and/or official languages of a state and education policies dealing with the teaching of these. There is, however, a need to include such languages in language education policies because they are part of the linguistic repertoire of individuals. In the third part of the Guide for the Development of Language Education Policies in Europe, options for the implementation of policies include the teaching and learning of national/official languages, which for many but not all individuals are their mother tongue/first language.

## APPENDIX B

### **Council of Europe instruments: Presentation** ([www.coe.int/lang](http://www.coe.int/lang))

1. Guide for the development of language education policies in Europe
2. Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR)
3. Manual for relating Language Examinations to the CEFR
4. European Language Portfolio (ELP)

#### **1. Guide for the Development of Language Education Policies in Europe**

The aim of the Guide is to offer an analytical instrument which can serve as a reference document for the formulation or reorganisation of language teaching in member states. Its purpose is to provide a response to the need to formulate language policies to promote plurilingualism and diversification in a planned manner so that decisions are coherently linked. It deals, for example, with the specification of guiding principles and aims, analysis of the particular situation and resources, expectations, needs, implementation and evaluation. Accordingly, the Guide does not promote any particular language education policy but attempts to identify the challenges and possible responses in the light of common principles.

To this end the Guide is organised in three parts:

- i. analysis of current language education policies in Europe (common characteristics of member states policies and presentation of Council of Europe principles);
- ii. information required for the formulation of language education policies (methodologies for policy design, aspects/factors to be taken into account in decision making);
- iii. implementation of language education policies (guiding principles and policy options for deciders in providing diversification in choice of languages learned

and in promoting the development of plurilingual competence; inventory of technical means and description of each 'solution' with indicators of cost, lead-in time, means, teacher-training implications, administration, etc.).

In order for the proposals made here to be accessible to readers with different needs, the Guide for the Development of Language Education Policies in Europe is available in two versions to suit the needs of specific groups of readers:

- the Main Version (reference version), which discusses, argues and exemplifies all the principles, analyses and approaches for organising European language education policies, as they are conceived in the framework of the Council of Europe. This version is designed for readers interested in all aspects of these issues, including their technical dimensions. It provides the means of answering the question: how can language education policies geared towards plurilingualism actually be introduced?

This version is itself extended by a series of Reference studies (see website) which were produced specifically for the Guide by specialists in the relevant fields. They provide a synthesis of or take up in more detail the issues dealt with in this version. They are published separately.

- an Executive Version, which was written for those who influence, formulate and implement language education policies at any level, e.g. individual institution, local government, national education system or international public or private institution. It is a document intended not for language specialists, but for policy makers who may have no specific specialist knowledge of technical matters in language education.

Both versions of the Guide (revised in 2007) and the Reference Studies are available on the website.

## **2. Common European Framework of Reference for Languages : Learning, Teaching, Assessment (CEFR)**

Developed through a process of scientific research and wide consultation, this document provides a practical tool for setting clear standards to be attained at successive stages of learning and for evaluating outcomes in an internationally



comparable manner. The Framework provides a basis for the mutual recognition of language qualifications, thus facilitating educational and occupational mobility. It is increasingly used in the reform of national curricula and by international consortia for the comparison of language certificates. The Framework is a document which describes in a comprehensive manner

- the competences necessary for communication
- the related knowledge and skills
- the situations and domains of communication

The Framework facilitates a clear definition of teaching and learning objectives and methods. It provides the necessary tools for assessment of proficiency.

The CEFR is of particular interest to course designers, textbook writers, testers, teachers and teacher trainers - in fact to all who are directly involved in language teaching and testing.

It is the result of extensive research and ongoing work on communicative objectives, as exemplified by the popular 'Threshold level' concept

The success of this standard-setting document has led to its widespread use at all levels and its translation into 31 languages; further translations are in progress.

Guides and Case Studies are available on the Council of Europe website.

English version: Common European Framework of Reference for Languages: Learning, Teaching, Assessment, 2001 - Cambridge University Press - ISBN: Hardback 0521803136 Paperback: 0521005310.

### **3. Manual for relating Language Examinations to the CEFR**

A pilot version of this Manual for relating language examinations to the Common European Framework of Reference for Languages (CEFR) has been produced by the Language Policy Division in order to assist member states, national and international providers of examinations in relating their certificates and diplomas to the CEFR.

The primary aim of this Manual is to help the providers of examinations to develop, apply and report transparent, practical procedures in a cumulative process of continuing improvement in order to situate their examination(s) in relation to the Common European Framework of Reference (CEFR).

The Manual aims to:

- contribute to competence building in the area of linking assessments to the CEFR;
- encourage increased transparency on the part of examination providers;
- encourage the development of both formal and informal national and international networks of institutions and experts.

The Manual is supported by illustrative material (video / DVD and CD-Rom) for the levels in a number of languages.

In addition it is complemented by a Reference Supplement which provides the users of the Pilot Manual with additional information which will help them in their efforts to relate their certificates and diplomas to the CEFR.

#### **4. European Language Portfolio (ELP)**

The European Language Portfolio was developed and piloted by the Language Policy Division of the Council of Europe from 1998 to 2000. It was launched on a pan-European level during the European Year of Languages as a tool to support the development of plurilingualism and pluriculturalism.

What is a European Language Portfolio?

It is a document in which those who are learning or have learned a language - whether at school or outside school - can record and reflect on their language learning and cultural experiences.

The Portfolio contains three parts:

- a Language Passport, which its owner regularly updates. A grid is provided where his/her language competences can be described according to common

criteria accepted throughout Europe and which can serve as a complement to customary certificates.

- a detailed Language Biography describing the owner's experiences in each language and which is designed to guide the learner in planning and assessing progress.
- a Dossier where examples of personal work can be kept to illustrate one's language competences.

### Aims

The European Language Portfolio seeks to promote the aims of the CoE. These include the development of democratic citizenship in Europe through

1. the deepening of mutual understanding and tolerance among citizens in Europe;
2. the protection and promotion of linguistic and cultural diversity;
3. the promotion of lifelong language and intercultural learning for plurilingualism through the development of learner responsibility and learner autonomy;
4. the clear and transparent description of competences and qualifications to facilitate coherence in language provision and mobility in Europe.

### Principles

- All competence is valued, regardless whether gained inside or outside of formal education.
- The European Language Portfolio is the property of the learner.
- It is linked to the Common European Framework of reference for Languages.

A set of common Principles and Guidelines have been agreed for all Portfolios

Detailed information regarding the accreditation of ELP models may be found on the website.

## **APPENDIX C**

### **The European Council Decisions between 1993 – 2007 :**

#### **2007**

Brussels European Council, 21-22 June 2007

Brussels European Council, 8-9 March 2007

#### **2006**

BRUSSELS EUROPEAN COUNCIL - 15/16 JUNE 2006 - PRESIDENCY CONCLUSIONS

BRUSSELS EUROPEAN COUNCIL - 23/24 MARCH 2006 - PRESIDENCY  
CONCLUSIONS

Brussels European Council, 14-15 December 2006

#### **2005**

BRUSSELS EUROPEAN COUNCIL 15/16 DECEMBER 2005 - PRESIDENCY  
CONCLUSIONS

BRUSSELS EUROPEAN COUNCIL 16 and 17 JUNE 2005 - PRESIDENCY  
CONCLUSIONS

DECLARATION BY THE HEADS OF STATE OR GOVERNMENT OF THE MEMBER  
STATES OF THE EUROPEAN UNION ON THE RATIFICATION OF THE TREATY  
ESTABLISHING A CONSTITUTION FOR EUROPE (European Council, 16 and 17 June  
2005)

EUROPEAN COUNCIL BRUSSELS - 22 and 23 MARCH 2005 - PRESIDENCY  
CONCLUSIONS

#### **2004**

BRUSSELS EUROPEAN COUNCIL - 16/17 DECEMBER 2004 - PRESIDENCY  
CONCLUSIONS

BRUSSELS EUROPEAN COUNCIL - 4 AND 5 NOVEMBER 2004 - PRESIDENCY  
CONCLUSIONS

2620th Council Meeting HEADS OF STATE OR GOVERNMENT - Brussels, 5 November  
2004

BRUSSELS EUROPEAN COUNCIL - 17 AND 18 JUNE 2004 - PRESIDENCY  
CONCLUSIONS

2595th Council meeting - HEADS OF STATE OR GOVERNMENT - Brussels, 29 June  
2004

PRESIDENCY CONCLUSIONS - BRUSSELS EUROPEAN COUNCIL - 25/26 MARCH  
2004

DECLARATION ON COMBATING TERRORISM - Bxl, 25.03.2004

## **2003**

BRUSSELS EUROPEAN COUNCIL - 12 AND 13 DECEMBER 2003 - PRESIDENCY CONCLUSIONS

PRESIDENCY CONCLUSIONS. BRUSSELS EUROPEAN COUNCIL 16/17 OCTOBER 2003

PRESIDENCY CONCLUSIONS - THESSALONIKI EUROPEAN COUNCIL - 19 AND 20 JUNE 2003

PRESIDENCY CONCLUSIONS - BRUSSELS EUROPEAN COUNCIL 20 AND 21 MARCH 2003

## **2002**

PRESIDENCY CONCLUSIONS. COPENHAGEN EUROPEAN COUNCIL. 12 AND 13 DECEMBER 2002

PRESIDENCY CONCLUSIONS. BRUSSELS EUROPEAN COUNCIL. 24 AND 25 OCTOBER 2002

PRESIDENCY CONCLUSIONS. SEVILLE EUROPEAN COUNCIL. 21 AND 22 JUNE 2002

PRESIDENCY CONCLUSIONS. BARCELONA EUROPEAN COUNCIL. 15 AND 16 MARCH 2002

## **2001**

EUROPEAN COUNCIL MEETING IN LAEKEN : PRESIDENCY CONCLUSIONS

GÖTEBORG EUROPEAN COUNCIL : PRESIDENCY CONCLUSIONS

GHENT : INFORMAL MEETING OF HEADS OF STATE OR GOVERNMENT : DECLARATIONS

BRUSSELS EXTRAORDINARY EUROPEAN COUNCIL : CONCLUSIONS AND PLAN OF ACTION

STOCKHOLM EUROPEAN COUNCIL : PRESIDENCY CONCLUSIONS

## **2000**

NICE EUROPEAN COUNCIL : PRESIDENCY CONCLUSIONS

LISBON EUROPEAN COUNCIL : PRESIDENCY CONCLUSIONS / Council documents(en-fr) mentioned in the Annex to be found under Presse

Release Library/Miscellaneous; Commission documents under [http://europa.eu.int/comm/off/index\\_en.htm](http://europa.eu.int/comm/off/index_en.htm)

## **1999**

HELSINKI EUROPEAN COUNCIL : PRESIDENCY CONCLUSIONS / Council-Documents mentioned in Annex VI to be found under Press Release Library / Miscellaneous

COLOGNE EUROPEAN COUNCIL - PRESIDENCY CONCLUSIONS

BERLIN EUROPEAN COUNCIL - PRESIDENCY CONCLUSIONS

**1998**

CARDIFF EUROPEAN COUNCIL 15 AND 16 JUNE 1998 PRESIDENCY  
CONCLUSIONS  
VIENNA EUROPEAN COUNCIL - PRESIDENCY CONCLUSIONS / \*Council-Documents  
mentioned in Annex IV to be found under 'Press Release Library/Miscellaneous' (en-fr)

**1997**

LUXEMBOURG EUROPEAN COUNCIL  
LUXEMBOURG EXTRAORDINARY EUROPEAN COUNCIL MEETING ON  
EMPLOYMENT  
AMSTERDAM EUROPEAN COUNCIL

**1996**

DUBLIN EUROPEAN COUNCIL  
DUBLIN EUROPEAN COUNCIL  
FLORENCE EUROPEAN COUNCIL  
TURIN EUROPEAN COUNCIL

**1995**

MADRID EUROPEAN COUNCIL  
CANNES EUROPEAN COUNCIL

**1994**

ESSEN EUROPEAN COUNCIL

**1993**

PRESIDENCY CONCLUSIONS - BRUSSELS EUROPEAN COUNCIL 10 AND 11  
DECEMBER 1993  
PRESIDENCY CONCLUSIONS. COPENHAGEN EUROPEAN COUNCIL. 21 AND 22  
JUNE 1993

**The position of the EU from the point of languages is based on two main fields : education and culture.**

**The main legislation stemmed from the Treaty Establishing the European Community**

## **TITLE XI**

### **EDUCATION, VOCATIONAL TRAINING AND YOUTH :**

#### **Article 149 :**

1. The Community shall contribute to the development of quality education by encouraging cooperation between Member States and, if necessary, by supporting and supplementing their action, while fully respecting the responsibility of the Member States for the content of teaching and the organisation of education systems and their cultural and linguistic diversity.

2. Community action shall be aimed at:

- developing the European dimension in education, particularly through the teaching and dissemination of the languages of the Member States,
- encouraging mobility of students and teachers, by encouraging inter alia, the academic recognition of diplomas and periods of study,
- promoting cooperation between educational establishments,
- developing exchanges of information and experience on issues common to the education systems of the Member States,
- encouraging the development of youth exchanges and of exchanges of socioeducational instructors,
- encouraging the development of distance education.

3. The Community and the Member States shall foster cooperation with third countries and the competent international organisations in the field of education, in particular the Council of Europe.

4. In order to contribute to the achievement of the objectives referred to in this Article, the Council:

- acting in accordance with the procedure referred to in Article 251, after consulting the Economic and Social Committee and the Committee of the Regions, shall adopt incentive measures, excluding any harmonisation of the laws and regulations of the Member States,
- acting by a qualified majority on a proposal from the Commission, shall adopt recommendations.

#### **Article 150**

1. The Community shall implement a vocational training policy which shall support and supplement the action of the Member States, while fully respecting the responsibility of the Member States for the content and organisation of vocational training.

2. Community action shall aim to:

- facilitate adaptation to industrial changes, in particular through vocational training and retraining,
- improve initial and continuing vocational training in order to facilitate vocational integration and reintegration into the labour market,
- facilitate access to vocational training and encourage mobility of instructors and trainees and particularly young people,
- stimulate cooperation on training between educational or training establishments and firms,
- develop exchanges of information and experience on issues common to the training systems of the Member States.



3. The Community and the Member States shall foster cooperation with third countries and the competent international organisations in the sphere of vocational training.

4. The Council, acting in accordance with the procedure referred to in Article 251 and after consulting the Economic and Social Committee and the Committee of the Regions, shall adopt measures to contribute to the achievement of the objectives referred to in this article, excluding any harmonisation of the laws and regulations of the Member States.

## **TITLE XII**

### **CULTURE**

#### **Article 151**

1. The Community shall contribute to the flowering of the cultures of the Member States, while respecting their national and regional diversity and at the same time bringing the common cultural heritage to the fore.

2. Action by the Community shall be aimed at encouraging cooperation between Member States and, if necessary, supporting and supplementing their action in the following areas:

- improvement of the knowledge and dissemination of the culture and history of the European peoples,
- conservation and safeguarding of cultural heritage of European significance,
- non-commercial cultural exchanges,
- artistic and literary creation, including in the audiovisual sector.

3. The Community and the Member States shall foster cooperation with third countries and the competent international organisations in the sphere of culture, in particular the Council of Europe.

4. The Community shall take cultural aspects into account in its action under other provisions of this Treaty, in particular in order to respect and to promote the diversity of its cultures.

5. In order to contribute to the achievement of the objectives referred to in this Article, the Council:

- acting in accordance with the procedure referred to in Article 251 and after consulting the Committee of the Regions, shall adopt incentive measures, excluding any harmonisation of the laws and regulations of the Member States. The Council shall act unanimously throughout the procedure referred to in Article 251,
- acting unanimously on a proposal from the Commission, shall adopt recommendations.

**From the perspectives of Education, Training, Youth :** Top-quality education and training are vital if Europe is to develop as a knowledge society and compete effectively in the globalising world economy. Education policy as such is decided by each EU country, but together they set common goals and share best practices. In addition, the EU funds numerous programmes allowing its citizens to make the most of their personal development and the EU's economic potential by studying, training or doing voluntary work in other countries.

**Some of the legislation in force in the field of Education and training as at 01.01.2010 throughout the EU :**

- 21979A0531(01)  
Protocol to the Agreement on the importation of educational, scientific and cultural materials (OJ L 134, 31.5.1979, p. 14–22)

Adopted by 31991D0613

- 21994A0817(01)  
Convention defining the Statute of the European Schools (OJ L 212, 17.8.1994, p. 3–14)

Adopted by 31994D0557

Adopted by 31994D0558

- 31974Y0820(01)  
Council Resolution of 6 June 1974 on the mutual recognition of diplomas,

- certificates and other evidence of formal qualifications (OJ C 98, 20.8.1974, p. 1–1)
- 31977L0486  
Council Directive 77/486/EEC of 25 July 1977 on the education of the children of migrant workers (OJ L 199, 6.8.1977, p. 32–33) Incorporated by 21994A0103(55)
  - 31994Y1230(02)  
Council Resolution of 5 December 1994 on the promotion of education and training statistics in the European Union (OJ C 374, 30.12.1994, p. 4–6)
  - 31995D2493  
95/431/EC: Decision No 2493/95/EC of the European Parliament and of the Council of 23 October 1995 establishing 1996 as the 'European year of lifelong learning' (OJ L 256, 26.10.1995, p. 45–48)
  - 31995G0616  
Joint statement by the European Parliament, the Council and the Commission concerning Decision 819/95/EC of the European Parliament and of the Council of 14 March 1995 establishing the Community action programme 'Socrates' (OJ L 132, 16.6.1995, p. 18–18)
  - 31995Y0812(01)  
Council Resolution of 31 March 1995 on improving and diversifying language learning and teaching within the education systems of the European Union (OJ C 207, 12.8.1995, p. 1–5)
  - 31995Y0812(02)  
Council Resolution of 31 March 1995 on cooperation in the field of youth information and studies concerning youth (OJ C 207, 12.8.1995, p. 5–7)
  - 31995Y1110(01)  
Council Resolution of 5 October 1995 on cooperation with third countries in the youth field (OJ C 296, 10.11.1995, p. 11–12)

- 31996Y0706(03)  
Council Resolution of 6 May 1996 relating to educational multimedia software in the fields of education and training (OJ C 195, 6.7.1996, p. 8–11)
- 31997Y1004(04)  
Council Conclusions of 22 September 1997 on the communication concerning the White Paper 'Teaching and learning towards the learning society' (OJ C 303, 4.10.1997, p. 8–8)
- 31998Y0103(01)  
Council Resolution of 16 December 1997 on the early teaching of European Union languages (OJ C 1, 3.1.1998, p. 2–3)
- 31998Y0103(02)  
Council Conclusions of 16 December 1997 on the evaluation of quality in school education (OJ C 1, 3.1.1998, p. 4–5)
- 32000D1934  
Decision No 1934/2000/EC of the European Parliament and of the Council of 17 July 2000 on the European Year of Languages 2001 (OJ L 232, 14.9.2000, p. 1–5)
- 32000Y0112(03)  
Council Resolution of 17 December 1999 on 'Into the new millennium': developing new working procedures for European cooperation in the field of education and training (OJ C 8, 12.1.2000, p. 6–7)
- 32001G0720(01)  
Council Resolution of 13 July 2001 on the role of education and training in employment related policies (OJ C 204, 20.7.2001, p. 1–2)
- 32001G0720(02)  
Council Resolution of 13 July 2001 on e-Learning (OJ C 204, 20.7.2001, p. 3–5)

- 32001H0166  
Recommendation of the European Parliament and of the Council of 12 February 2001 on European cooperation in quality evaluation in school education (OJ L 60, 1.3.2001, p. 51–53)
- 32001H0613  
Recommendation of the European Parliament and of the Council of 10 July 2001 on mobility within the Community for students, persons undergoing training, volunteers, teachers and trainers (OJ L 215, 9.8.2001, p. 30–37)
- 32001X0720(01)  
Council Conclusions of 13 July 2001 on the follow-up of the report on concrete future objectives of education and training systems (OJ C 204, 20.7.2001, p. 6–7)
- 32002G0223(01)  
Council Resolution of 14 February 2002 on the promotion of linguistic diversity and language learning in the framework of the implementation of the objectives of the European Year of Languages 2001 (OJ C 50, 23.2.2002, p. 1–2)
- 32002G0709(01)  
Council Resolution of 27 June 2002 on lifelong learning (OJ C 163, 9.7.2002, p. 1–3)
- 32002G0713(01)  
Resolution of the Council and of the representatives of the Governments of the Member States, meeting within the Council of 27 June 2002 regarding the framework of European cooperation in the youth field (OJ C 168, 13.7.2002, p. 2–5)
- 32003D0291  
Decision No 291/2003/EC of the European Parliament and of the Council of 6 February 2003 establishing the European Year of Education through Sport 2004 (OJ L 43, 18.2.2003, p. 1–5)

Amended by 32004D0786

Consolidated text 02003D0291-20040430

Consolidated text 02003D0291-20040501

- 32003G1205(04)  
Council resolution of 25 November 2003 on common objectives for participation by and information for young people (OJ C 295, 5.12.2003, p. 6–8)
- 32004D2241  
Decision No 2241/2004/EC of the European Parliament and of the Council of 15 December 2004 on a single Community framework for the transparency of qualifications and competences (Europass) (OJ L 390, 31.12.2004, p. 6–20)
- 32006D0644  
2006/644/EC: Commission Decision of 20 September 2006 setting up the High Level Group on Multilingualism (OJ L 263, 23.9.2006, p. 12–13)
- 32006D1719  
Decision No 1719/2006/EC of the European Parliament and of the Council of 15 November 2006 establishing the Youth in Action programme for the period 2007 to 2013 (OJ L 327, 24.11.2006, p. 30–44)

Consolidated text 02006D1719-20061214

Amended by 32008D1349

Consolidated text 02006D1719-20081225

- 32006D1720  
Decision No 1720/2006/EC of the European Parliament and of the Council of 15 November 2006 establishing an action programme in the field of lifelong learning (OJ L 327, 24.11.2006, p. 45–68)

Amended by 32008D1357

Consolidated text 02006D1720-20081231

- 32006H0961  
Recommendation of the European Parliament and of the Council of 18 December 2006 on transnational mobility within the Community for education and training purposes: European Quality Charter for Mobility (Text with EEA relevance) (OJ L 394, 30.12.2006, p. 5–9)
- 32008G1216(01)  
Council Resolution of 21 November 2008 on a European strategy for multilingualism (OJ C 320, 16.12.2008, p. 1–3)
- 32008H0506(01)  
Recommendation of the European Parliament and of the Council of 23 April 2008 on the establishment of the European Qualifications Framework for lifelong learning (Text with EEA relevance) (OJ C 111, 6.5.2008, p. 1–7)
- 32008R0452  
Regulation (EC) No 452/2008 of the European Parliament and of the Council of 23 April 2008 concerning the production and development of statistics on education and lifelong learning (Text with EEA relevance) (OJ L 145, 4.6.2008, p. 227–233)
- 32009G1219(01)  
Council Resolution of 27 November 2009 on a renewed framework for European cooperation in the youth field (2010-2018) (OJ C 311, 19.12.2009, p. 1–11)
- 41974X0820  
Resolution of the Ministers of Education, meeting within the Council, of 6 June 1974 on cooperation in the field of education (OJ C 98, 20.8.1974, p. 2–2)
- 41976X0219  
Resolution of the Council and of the Ministers of Education, meeting within the Council, of 9 February 1976 comprising an action programme in the field of education (OJ C 38, 19.2.1976, p. 1–5)

- 41976X1230  
Resolution of the Council and of the Ministers of Education, meeting within the Council, of 13 December 1976 concerning measures to be taken to improve the preparation of young people for work and to facilitate their transition from education to working life (OJ C 308, 30.12.1976, p. 1–3)
- 41980X0130  
Resolution of the Council and of the Ministers of Education meeting within the Council of 15 January 1980 concerning measures to be taken to improve the preparation of young people for work and to facilitate their transition from education to working life (OJ C 23, 30.1.1980, p. 1–2)
- 41982X0728  
Resolution of the Council and of the Ministers for Education, meeting within the Council, of 12 July 1982 concerning measures to be taken to improve the preparation of young people for work and to facilitate their transition from education to working life (OJ C 193, 28.7.1982, p. 1–2)
- 41983X0924  
Resolution of the Council and the Ministers for Education, meeting within the Council, of 19 September 1983 on measures relating to the introduction of new information technology in education (OJ C 256, 24.9.1983, p. 1–2)
- 41985X0507  
Resolution of the Council and of the Ministers for Education, meeting within the Council, of 3 June 1985 containing an action programme on equal opportunities for girls and boys in education (OJ C 166, 5.7.1985, p. 1–4)
- 41985X1218  
Resolution of the Council and of the Ministers for Education, meeting with the Council of the 5 December 1985 extending for one year certain measures taken to improve the preparation of young people for work and to facilitate their transition from education to working life (OJ C 328, 18.12.1985, p. 3–3)



- 41986X0723(06)  
Resolution of the Council and the Ministers for Education, meeting within the Council, of 9 June 1986, on consumer education in primary and secondary schools (OJ C 184, 23.7.1986, p. 21–23)
- 41988X0706(01)  
Resolution of the Council and the Ministers of Education meeting within the Council on the European dimension in education of 24 May 1988 (OJ C 177, 6.7.1988, p. 5–7)
- 41988X0706(02)  
Resolution of the Council and the Ministers of Education meeting within the Council on Environmental education of 24 May 1988 (OJ C 177, 6.7.1988, p. 8–10)
- 41989X0621  
Resolution of the Council and the Ministers of Education meeting within the Council of 22 May 1989 on school provision for children of occupational travellers (OJ C 153, 21.6.1989, p. 1–2)
- 41990X0703(01)  
Resolution of the Council and the Ministers for Education meeting within the Council of 31 May 1990 concerning integration of children and young people with disabilities into ordinary systems of education (OJ C 162, 3.7.1990, p. 2–3)
- 41990X1231(07)  
Resolution of the Council and Ministers for Education, meeting within the Council of 6 December 1990 concerning the Eurydice Education Information Network in the European Community (OJ C 329, 31.12.1990, p. 23–24)
- 41991X0809  
Resolution of the Council and of the Ministers meeting within the Council of 26 June 1991 on priority actions in the youth field (OJ C 208, 9.8.1991, p. 1–2)

- 41991X1212  
Resolution of the Council and the Ministers of Education meeting within the Council of 25 November 1991 on education research and statistics in the European Community (OJ C 321, 12.12.1991, p. 1–1)
- 41995X1123  
Resolution of the Council and the representatives of Member States' Governments meeting within the Council of 23 October 1995 on the response of educational systems to the problems of racism and xenophobia (OJ C 312, 23.11.1995, p. 1–3)
- 41998X0103  
Declaration by the Council and the representatives of the Governments of the Member States, meeting within the Council of 16 December 1997 on respecting diversity and combating racism and xenophobia (OJ C 1, 3.1.1998, p. 1–1)
- 42000X1228  
Resolution of the Council and of the representatives of the governments of the Member States, meeting within the Council, of 14 December 2000 on the social inclusion of young people (OJ C 374, 28.12.2000, p. 5–7)
- 42000Y1223(01)  
Resolution of the Council and of the representatives of the Governments of the Member States, meeting within the Council of 14 December 2000 concerning an action plan for mobility (OJ C 371, 23.12.2000, p. 4–10)
- 42001X0712(02)  
Resolution of the Council and of the representatives of the Governments of the Member States meeting within the Council of 28 June 2001 on promoting young people's initiative, enterprise and creativity: from exclusion to empowerment (OJ C 196, 12.7.2001, p. 2–4)
- 42003X0607(01)  
Joint Declaration by the Council and the representatives of the governments of the Member States meeting within the Council of 5 May

2003 — on "the social value of sport for young people" (OJ C 134, 7.6.2003, p. 5–5)

- 42005X0610(03)

Resolution of the Council and of the Representatives of the Governments of the Member States of 24 May 2005 meeting within the Council on implementing the common objectives for youth information (OJ C 141, 10.6.2005, p. 5–6)

- 42005X1124(02)

Conclusions of the Council and of the Representatives of the Governments of the Member States, meeting within the Council, on the role of the development of skills and competences in taking forward the Lisbon goals (OJ C 292, 24.11.2005, p. 3–4)

- 42008X0607(02)

Conclusions of the Council and of the Representatives of the Governments of the Member States, meeting within the Council of 22 May 2008 on promoting creativity and innovation through education and training (OJ C 141, 7.6.2008, p. 17–20)

**From the perspectives of Culture :** The EU Promotes Europe's rich heritage. Europe is proud of its cultural diversity. Language, literature, theatre, visual arts, architecture, crafts, the cinema and broadcasting may belong to a specific country or region, but they represent part of Europe's common cultural heritage. The European Union aims to preserve and support this diversity and to help make it accessible to others.

**Legislation in force in the cultural policy area as at 01.01.2010 throughout the EU :**

- 31994Y0818(01)

Conclusions of the Council of 21 June 1994 on cultural and artistic aspects of education (OJ C 229, 18.8.1994, p. 1–2)

- 31994Y0823(01)  
Council conclusions of 17 June 1994 on drawing up a Community action plan in the field of cultural heritage (OJ C 235, 23.8.1994, p. 1–1)
- 31994Y0823(02)  
Council conclusions of 17 June 1994 concerning children and culture (OJ C 235, 23.8.1994, p. 2–2)
- 31994Y1209(01)  
Conclusions of the Council of 10 November 1994 on the Commission communication concerning European Community action in support of culture (OJ C 348, 9.12.1994, p. 1–2)
- 31995Y0923(02)  
Council Resolution of 4 April 1995 concerning cooperation with the associated countries of Central and Eastern Europe in the cultural domain (OJ C 247, 23.9.1995, p. 2–3)
- 31995Y1110(01)  
Council Resolution of 5 October 1995 on cooperation with third countries in the youth field (OJ C 296, 10.11.1995, p. 11–12)
- 31996Y0821(01)  
Council Resolution of 25 July 1996 on access to culture for all (OJ C 242, 21.8.1996, p. 1–1)
- 31996Y0821(02)  
Council Resolution of 25 July 1996 on electronic publishing and libraries (OJ C 242, 21.8.1996, p. 2–2)
- 31997D1007(01)  
Council Decision of 22 September 1997 regarding the future of European cultural action (OJ C 305, 7.10.1997, p. 1–1)

- 31997Y0205(01)  
Council Resolution of 20 January 1997 on the integration of cultural aspects into Community actions (97/C 36/04) (OJ C 36, 5.2.1997, p. 4–5)
- 31999D1419  
Decision 1419/1999/EC of the European Parliament and of the Council of 25 May 1999 establishing a Community action for the European Capital of Culture event for the years 2005 to 2019 (OJ L 166, 1.7.1999, p. 1–5)

Amended by 32005D0649

Consolidated text 01999D1419-20040501

- 32002G0205(01)  
Council Resolution of 21 January 2002 on culture and the knowledge society  
(OJ C 32, 5.2.2002, p. 1–1)
- 32002G0205(02)  
Council Resolution of 21 January 2002 on the role of culture in the development of the European Union (OJ C 32, 5.2.2002, p. 2–2)
- 32006D0515  
2006/515/EC: Council Decision of 18 May 2006 on the conclusion of the Convention on the Protection and Promotion of the Diversity of Cultural Expressions (OJ L 201, 25.7.2006, p. 15–30)
- 32006D1855  
Decision No 1855/2006/EC of the European Parliament and of the Council of 12 December 2006 establishing the Culture Programme (2007 to 2013) (OJ L 372, 27.12.2006, p. 1–11)

Amended by 32008D1352

Consolidated text 02006D1855-20081225

- 32006D1983  
Decision No 1983/2006/EC of the European Parliament and of the Council

of 18 December 2006 concerning the European Year of Intercultural Dialogue (2008) (OJ L 412, 30.12.2006, p. 44–50)

- 32008D1298

Decision No 1298/2008/EC of the European Parliament and of the Council of 16 December 2008 establishing the Erasmus Mundus 2009-2013 action programme for the enhancement of quality in higher education and the promotion of intercultural understanding through cooperation with third countries (Text with EEA relevance) (OJ L 340, 19.12.2008, p. 83–98)

- 41988X0727

Resolution of the Council and of the Ministers responsible for cultural affairs meeting within the Council of 27 May 1988 on the future organization of their work (OJ C 197, 27.7.1988, p. 1–1)

- 41989X0720

Resolution of the Council and the Ministers responsible for cultural affairs meeting within the Council of 18 May 1989 concerning the promotion of books and reading (OJ C 183, 20.7.1989, p. 1–2)

- 41992X1219

Conclusions of the Ministers of Culture meeting within the Council of 12 November 1992 on guidelines for Community cultural action (OJ C 336, 19.12.1992, p. 1–2)

- 42000Y1223(01)

Resolution of the Council and of the representatives of the Governments of the Member States, meeting within the Council of 14 December 2000 concerning an action plan for mobility (OJ C 371, 23.12.2000, p. 4–10)

## APPENDIX D

### EU LANGUAGE POLICY AND ITS ELEMENTS – MULTILINGUALISM & MARKET FORCE

(<http://ec.europa.eu/education/languages/>)

The EU contributes to the development of quality education by promoting citizens' mobility, designing joint study programmes, establishing networks, exchanging information, and through a commitment to lifelong learning.

Languages are a basic building block behind these activities. Multilingual citizens are better equipped to take advantage of the educational opportunities created by an integrated Europe.

The EU's language policy promotes multilingualism and aims for a situation in which every EU citizen can speak at least two foreign languages in addition to their mother tongue. This follows the call by EU leaders at the March 2002 Barcelona European Council that every child in the EU should be taught at least two foreign languages from an early age.

#### **Milestones in the EU language policy include the following:**

- **Council conclusions of 12 May 2009 on a strategic framework for European cooperation in education and training ("ET 2020")**  
The EU Education Council recalled the importance of the Barcelona objective of 2002 of learning two foreign languages from an early age. The Ministers invited the Commission to pursue work to enable citizens to communicate in two foreign languages, to promote language teaching, where relevant, in vocational education and training and for adult learners, and to provide migrants with opportunities to learn the language of the host country.

- **\* An updated strategic framework for European cooperation in education and training, December 2008**

The Commission presents in this document its strategic vision for co-operation between EU Member States on the reform of their education and training systems. This covers both immediate priorities for 2009-10 and long-term challenges, as well as suggestions for improved tools to meet them.

**\* Council Resolution of 21 November 2008 on a European strategy for multilingualism**

The Resolution is a follow-up of the Commission Communication of September 2008.

**\* Multilingualism: an asset for Europe and a shared commitment, September 2008**

The Commission Communication advocates an approach which includes multilingualism across a whole series of EU policy areas.

**Inventory of Community actions in the field of multilingualism**

The staff working document complements and underpins the Communication on Multilingualism, by mapping the actions that the different services of the Commission have already undertaken or are carrying out in this field.

**\*\*Council conclusions of 22 May 2008 on multilingualism**

The Conclusions build on discussions held at the Education Council in November 2007 and the Ministerial Conference on Multilingualism held on 15 February 2008.

**\*\*Public Consultation on Multilingualism: the online consultation in Autumn 2007 and the Public Hearing of 15 April 2008**

The Commission launched an online consultation between 15 September –



15 November 2007, inviting organisations and individuals to write their views and expectations concerning language policy. The outcomes of the survey were published in February 2008 and discussed in public in the framework of a Public Hearing on Multilingualism on 15 April 2008.

- **\*\*2008 Ministerial conference on multilingualism**

On 15 February 2008 the European Commission organised a Ministerial Conference to discuss the challenges and opportunities related to languages in a European Union of 23 different official languages.

**\*\*2008 Consultation Meeting for High Representatives of Member States**

On 17 January 2008, the Commission organised a Consultation Meeting for High Representatives of Member States to gather the views of those involved in decision making on language policies at national level.

**\*\*A New Framework Strategy for Multilingualism, 2005**

In November 2005, the Commission published a Communication entitled “A New Framework Strategy for Multilingualism”, its first-ever Communication on this subject.

**\*\*The European Indicator of Language Competence**

The European survey, which is due to take place in 2010, aims to provide Member States, policy makers, teachers and practitioners with reliable comparative data on foreign language competence across the EU.

**\*\*The Language Action Plan (2004-2006)**

These Resolutions of 2002 were the basic steps underpinning the Action Plan “Promoting Language Learning and Linguistic Diversity”.

- **\*\*2002 Resolution recommending measures to promote linguistic diversity and language learning**

As the European Year of Languages came to a close, the European Parliament adopted a Resolution recommending measures to promote linguistic diversity and language learning, which was followed by a Council Resolution of 14 February 2002.

#### **\*\*European Year of Languages**

2001 was declared the European Year of Languages by the European Union and the Council of Europe.

#### **\*\*Lisbon Strategy**

Politicians at European level have recognised that education and training are essential to the development and success of today's knowledge society and economy. The EU's strategy emphasises countries working together and learning from each other.

#### **\*\*Regional and minority languages**

EU language policy also embraces support for regional and minority languages, which make an important contribution to the diversity of the EU.

#### **\*\*1995 White Paper on Education and Training: Teaching and Learning - Towards the Learning Society**

According to the White Paper, education and training can provide solutions to the challenges raised by the three main "factors of upheaval": the information society, internationalization, and the scientific and technical fields.

### **MULTILINGUALISM :**

The EU's language policies based on multilingualism : Multilingualism is a value for intercultural dialogue, social cohesion and prosperity. It plays an important role

in lifelong learning, media and information technologies, as well as in the EU's external relations. This communication demonstrates how the Commission aims to mainstream language policy to better realise the potential of multilingualism in Europe.

([http://europa.eu/legislation\\_summaries/education\\_training\\_youth/lifelong\\_learning/ef0003\\_en.htm](http://europa.eu/legislation_summaries/education_training_youth/lifelong_learning/ef0003_en.htm) 26/09/2009)

### **ACT:**

Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions of 18 September 2008 – Multilingualism: an asset for Europe and a shared commitment [COM(2008) 566 final – Not published in the Official Journal].

This communication depicts the advantage and value of linguistic diversity in the European Union (EU). It presents the steps that should be taken to ensure that multilingualism is mainstreamed into all necessary policy strands for the purpose of social cohesion and prosperity. The objective of “communication in mother tongue plus two languages” constitutes the basis of these actions.

Multilingualism for intercultural dialogue and social cohesion

Language plays an important role in the integration process of non-natives into the societies of Member States. Hence, the take-up of the host-country language should be promoted. At the same time, untapped linguistic resources in our society (different mother tongues and other languages spoken at home and in local and neighbouring environments) should be valued more highly, for instance through developing a personal adoptive language.

To ease the access to basic services for tourists, foreign workers, students and immigrants with limited proficiency in the national language, basic information should be made available in different languages. For cross-border services, for example, Member States are expected to set up multilingual points of single contact (under the ‘Services’ Directive). Meanwhile, the Commission intends to bring multilingualism closer to the citizens and to:

- demonstrate the importance of language learning and diversity through awareness-raising campaigns;
- evaluate language skills by using the Language Indicators and Eurobarometer surveys;
- develop the professions of interpreters and translators in the legal field and enhance access to justice.

### **Multilingualism for prosperity**

A multilingual workforce is a distinct advantage that would provide European companies a competitive edge and thus promote prosperity. Consequently, companies are recommended to invest more in language and intercultural skills. From the citizens' perspective, mastering several languages increases employability and allows to choose from a larger number of job offers. To this end, Member States should develop the acquisition and recognition of language skills outside the formal education systems. Simultaneously, the Commission intends to:

- enhance student and worker mobility;
- communicate the results of the study on language skills, creativity and innovation;
- provide a platform for relevant stakeholders to exchange best practices.

### **Lifelong learning**

Member States are still far from realising the above-mentioned “mother tongue plus two” objective. While it is usually students in general education that profit from progress towards this goal, this opportunity is still lacking in many of the Member States. The opportunities provided to those in vocational education and training (VET) are even more limited. Hence, the Commission will:

- promote language teaching through relevant Community programmes;
- gather and disseminate best practices in language learning and teaching among Member States.

**Member States are also invited to promote language learning by:**

- offering opportunities to learn the national language plus two other languages;
- providing a wide offer of languages to choose from;
- improving the training of those involved in language teaching;
- supporting the mobility of language teachers.

**The media, new technologies and translation**

The different languages and cultures of the EU can be brought closer to the citizens via the media, new technologies and translation services. These can both reduce and cross the language barriers experienced by citizens, as well as by companies and national administrations. Consequently, Member States are encouraged to cooperate with stakeholders and media, as well as to foster the development and take-up of new technologies. At the same time, the Commission intends to:

- encourage the use of subtitles and promote the circulation of European works;
- support projects involving language and communication technologies;
- give a conference on the role of translation in intercultural dialogue;
- support cross-border administrative cooperation.

**The external dimension of multilingualism**

In terms of intercultural dialogue, multilingualism is especially significant for the EU's external relations. The potential of the European languages spoken in third countries should be realised in full by promoting the teaching and learning of these languages. Simultaneously, it is important to promote the teaching and learning of non-European languages in the EU. To this end, the Commission will:

- cooperate with third countries on multilingualism;
- promote European languages in third countries.

Similarly, Member States are encouraged to develop their cooperation with relevant institutes to also further European languages in third countries.

## **RELATED ACTS**

Council Resolution of 21 November 2008 on a European strategy for multilingualism [Official Journal C 320 of 16.12.2008].

With this resolution, the Council is inviting the Member States and the Commission to promote:

- multilingualism, in order to enhance social cohesion, intercultural dialogue and European construction;
- lifelong language learning, in particular among young people and language teachers;
- the role of multilingualism in the competitiveness of Europe's economy as well as in the mobility and employability of Europe's citizens;
- linguistic diversity and intercultural dialogue, by further supporting translation so that the circulation of works and the dissemination of ideas in Europe and beyond is encouraged;
- EU languages worldwide.

In addition, the Council is inviting the Commission to support Member States with regard to the above, adopt measures that consider the linguistic needs of citizens and institutions, as well as to review the language skills situation in Europe on a regular basis.

## **LANGUAGES MEAN BUSINESS!**

Language skills are crucial for growth and jobs.

Each year, thousands of European companies lose business and miss out on contracts as a result of their lack of language skills and intercultural competence. The challenge for internationally active firms is to integrate different organisational cultures and communicate efficiently in order to maximise performance.

How can companies acquire a more strategic approach to multilingual communication? Are national education and training systems able to provide dynamic enterprises with enough people with the right skills? Is the European labour market flexible enough for entry into new markets?

### **ADVISORY GROUP OF BUSINESS REPRESENTATIVES**

Mr Leonard Orban, member of the European Commission responsible for multilingualism, set up a Business Forum on Multilingualism in November 2007. The chairman of the Business Forum was Viscount Etienne Davignon, Minister of State, former Vice President of the European Commission and well known politician and businessman. The aim of the group was to identify ways to increase the multilingual abilities of companies to help them enter new markets. Language skills can also considerably improve the employment prospects and mobility of individuals. Therefore, the Business Forum was also asked to look further into opportunities in that field. The Business Forum presented its report to the Commission in July 2008.

### **Some of the related legislation in force as 01 01 2010**

- 31995Y0812(01)  
Council Resolution of 31 March 1995 on improving and diversifying language learning and teaching within the education systems of the European Union (OJ C 207, 12.8.1995, p. 1–5)
- 31997Y1004(04)  
Council Conclusions of 22 September 1997 on the communication concerning the White Paper 'Teaching and learning towards the learning society' (OJ C 303, 4.10.1997, p. 8–8)
- 31998Y0103(01)  
Council Resolution of 16 December 1997 on the early teaching of European Union languages (OJ C 1, 3.1.1998, p. 2–3)
- 32000D1934  
Decision No 1934/2000/EC of the European Parliament and of the Council

- of 17 July 2000 on the European Year of Languages 2001 (OJ L 232, 14.9.2000, p. 1–5)
- 32002G0223(01)  
Council Resolution of 14 February 2002 on the promotion of linguistic diversity and language learning in the framework of the implementation of the objectives of the European Year of Languages 2001 (OJ C 50, 23.2.2002, p. 1–2)
  - 32004D2241  
Decision No 2241/2004/EC of the European Parliament and of the Council of 15 December 2004 on a single Community framework for the transparency of qualifications and competences (Europass) (OJ L 390, 31.12.2004, p. 6–20)
  - 32006D0644  
2006/644/EC: Commission Decision of 20 September 2006 setting up the High Level Group on Multilingualism (OJ L 263, 23.9.2006, p. 12–13)
  - 32008G1216(01)  
Council Resolution of 21 November 2008 on a European strategy for multilingualism (OJ C 320, 16.12.2008, p. 1–3)
  - 41990X1231(07)  
Resolution of the Council and Ministers for Education, meeting within the Council of 6 December 1990 concerning the Eurydice Education Information Network in the European Community (OJ C 329, 31.12.1990, p. 23–24)
  - 42005X1124(02)  
Conclusions of the Council and of the Representatives of the Governments of the Member States, meeting within the Council, on the role of the development of skills and competences in taking forward the Lisbon goals (OJ C 292, 24.11.2005, p. 3–4)



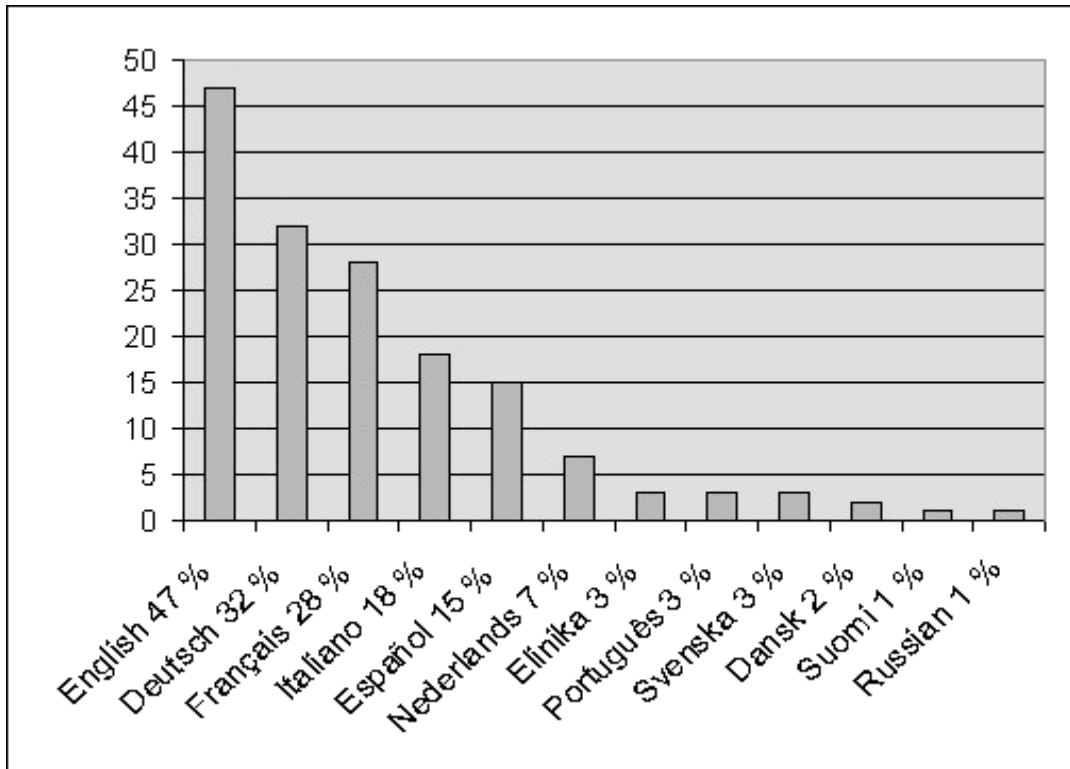
**Some of the specific measures related with Multilingualism with regard to Education, Training, Culture and Foreign Language Teaching :**

- SPECIFIC MEASURES
  - Schooling
    - European cooperation on schools
    - Green Paper on the education of children from migrant backgrounds
    - Indicators on the quality of school education
    - Qualitative assessment of school education
    - Twinning between secondary schools
  - e-Learning
    - Council Resolution on e-Learning
    - e-Learning - Designing tomorrow's educationArchives
    - Education and new technologiesArchives
  - Language learning
    - Multilingualism – an asset and a commitment
    - Framework strategy for multilingualism
    - European survey on language competences
    - The European Indicator of Language Competence
    - Action plan on language learning and linguistic diversity
    - Early language teachingArchives
    - European Year of Languages 2001Archives
- TRANSVERSAL MEASURES
  - Mobility
    - Green Paper on the learning mobility of young people

- European Qualifications Framework
- European Credit system for Vocational Education and Training (ECVET)
- European Quality Assurance Reference Framework (EQARF)
- European Quality Charter for Mobility
- Right of Union citizens and their family members to move and reside freely within the territory of the Member States
- EUROPASS – Serving citizen mobility
- European Job Mobility Action Plan (2007-2010)
- Action plan for skills and mobility
- Mobility for students, persons undergoing training, young volunteers, teachers and trainers
- Action plan for mobility
- Green Paper: the obstacles to transnational mobilityArchives
- Lifelong learning
  - New skills for new jobs
  - European area of lifelong learning
  - Lifelong Learning Programme 2007-13
  - Financial education
  - Adult learning
  - Action Plan on Adult learning - It's never too late to learn
  - Adult learning: It is never too late to learn
  - Key competences for lifelong learning
  - Development of statistics on education and lifelong learning
  - Efficiency and equity in European education and training systems

- Recognition of non - formal and informal learning (in the field of youth)
- European Year of Creativity and Innovation (2009)
- European Year of Lifelong Learning (1996) Archives

**Graph : 3 The best known EU languages in 2001**



**Source: European Commission, Special Eurobarometer Survey 54 (2001)**

English 47%  
 German 32%  
 French 28%  
 Italian 18%  
 Spanish 15%  
 Dutch 7%  
 Greek 3%  
 Portuguese 3%  
 Swedish 3%  
 Danish 2%  
 Finnish 1%

**Caption:** Proportion of people in the 15 EU countries (in 2001) claiming to speak each language either as mother tongue or well enough to hold a conversation

## APPENDIX E

### CLIL IN THE EU PERSPECTIVES

(<http://ec.europa.eu/education/languages/>)

#### Language Teaching

Content and Language Integrated Learning (CLIL) involves teaching a curricular subject through the medium of a language other than that normally used. The subject can be entirely unrelated to language learning, such as history lessons being taught in English in a school in Spain. CLIL is taking place and has been found to be effective in all sectors of education from primary through to adult and higher education. Its success has been growing over the past 10 years and continues to do so.

Teachers working with CLIL are specialists in their own discipline rather than traditional language teachers. They are usually fluent speakers of the target language, bilingual or native speakers. In many institutions language teachers work in partnership with other departments to offer CLIL in various subjects. The key issue is that the learner is gaining new knowledge about the 'non-language' subject while encountering, using and learning the foreign language. The methodologies and approaches used are often linked to the subject area with the content leading the activities.

#### Benefits of CLIL

CLIL's multi-faceted approach can offer a variety of benefits. It:

- builds intercultural knowledge and understanding
- develops intercultural communication skills
- improves language competence and oral communication skills
- develops multilingual interests and attitudes

- provides opportunities to study content through different perspectives
- allows learners more contact with the target language
- does not require extra teaching hours
- complements other subjects rather than competes with them
- diversifies methods and forms of classroom practice
- increases learners' motivation and confidence in both the language and the subject being taught

#### EU initiatives to support learning through languages (CLIL)

Owing to its effectiveness and ability to motivate learners, CLIL is identified as a priority area in the Action plan for Language Learning and Linguistic Diversity (Section 1 1.2). The European Symposium on "The Changing European Classroom - the Potential of Plurilingual Education," held in March 2005 in cooperation with the Luxemburg Presidency recalled the need to ensure that pupils and students receive CLIL provision at different levels of school education. It was also emphasised that teachers should receive special training in CLIL. That same year, the EU published an in-depth study into how CLIL is taking place in schools throughout Europe. The EU has also supported many CLIL projects including the development of a European network for Content and Language Integrated Classrooms, EuroCLIC.

#### **Taking the CLIL further**

The EuroCLIC network provides opportunities for contacting and learning from experienced the CLIL practitioners. It produces regular bulletins and has a materials bank, a calendar of events and a discussion forum for language teachers and assistants on its website.

The Lifelong Learning Programme offers opportunities and grants to help schools and teachers set up and take part in international CLIL projects.

## APPENDIX F

### THE TEACHER QUESTIONNAIRE

[This is the basic common framework of the international questionnaire.  
Individual countries may have made national adaptations]

1. Gender     Male         Female

2. Age    (In years) .....

3. What qualifications (academic or professional) do you hold?

4. How long have you been teaching English (including this year)?

Years .....

5. How long have you been teaching English in your present school (including this year)?    Years .....

6. Before becoming a teacher, did you complete any course of studies (6 months minimum) in an English speaking country?

Yes     No

7. Have you stayed for more than six months in an English speaking country for different reasons from those related to your studies?

Yes     No

8. As a teacher, have you taken part in any in-service courses (more than 30 hours each) for the teaching and learning of the English language during the last four years?

Yes     No

9. If your answer to the previous question is YES, please indicate their duration and where they took place. Specify line F. the theme of the course(s) if it does not fit in one of the categories below

	Total amount of hours	Where did it take place?	
		English Speaking country	Name ( own country )
A. Refresher courses in linguistics			
B. Refresher courses in didactics			
C. Applying new technologies to the teaching of English			
D. Courses in dealing with mixed ability in the class of English			
E. Courses in English literature			
F. Others (specify) [e.g. course in a European framework]			

**10.** Did you choose your university studies with the intention of becoming a teacher of English?

Yes No

**11.** If you had the chance, would you leave the teaching profession?

Yes No I do not know

**12.** Do you think society values the teaching profession?

Not at all Very little Reasonably Highly

**13.** Do you think your pupils value your work?

Not at all Very little Reasonably Highly

**14.** Type of school where you teach.

Public Private

**15.** How many pupils are there in the target class for this test?

Boys : ..... Girls : ..... Total : .....

**16.** How many teaching periods of English does the target class have, and how many minutes does each period consist of?

Number of periods a week : .....

Minutes in each period : .....

**17.** How many periods a week do you teach?

Number of periods teaching English : .....

Number of periods teaching other subjects : .....

Total number of periods a week : .....

**18.** How much time do you devote to the preparation of each English lesson?

Minutes : .....



**19.** Do you use a textbook to teach English to this group?

OYes ONo

**20.** Indicate how often you use the following resources, together with or instead of textbooks:

Write next to the options the best frequency : Very rarely / sometimes / often / very often

A. Audio cassettes (cds) specially designed for teaching and learning English :

.....

B. Video cassettes (vcds-dvds) specially designed for teaching and learning English : .....

C. Computer programmes specially designed for teaching and learning English : .....

D. Language laboratory / Projection Rooms : .....

E. Games : .....

F. Songs : .....

G. Newspapers, magazines, comics : .....

H. Audio cassettes (cds) with a varied content : .....

I. Video cassettes (vcds-dvds) with a varied content : .....

J. The Internet : .....

K. Audio recordings done by yourself : .....

L. Video recordings done by yourself or by your Department : .....

M. Other materials prepared by yourself or by your Department : .....

N. Books for class/pleasure reading : .....

O. If any others (specify type and frequency)

1

2

3

4

5

**21.** How much English do you speak in your English class, out of the total speaking time?

Estimate the average percentage.

0 – 25 %   

26 – 50 %   

51 – 75 %   

76 – 100 %   

**22.** How often do you introduce the following in your teaching practice?

Write next to the options the best frequency : Very rarely / sometimes / often / very often

A. On starting a lesson you first explain the new concepts/words/grammar in it and then you organise appropriate activities in order to put this into practice .....

B. You follow the progression of the textbook .....

C. You use role-plays and simulations to create almost authentic communicative situations in the classroom .....

D. You encourage your pupils to communicate in English when they speak about their own learning, school work and other personal matters .....

E. You teach the pupils the essentials of the socio-cultural context of the countries where English is spoken .....

F. You use the Internet as part of your lessons .....

G. You take into account your pupils' likes and opinions in order to prepare the activities that are going to be developed in class .....

H. You contact teachers of other subjects to use the themes they use in their respective classes .....

I. You foster group or pair work dynamics in your class .....

J. You encourage your pupils to use the English language inside and outside the class .....

K. You teach your pupils to use situational language and to develop communicative strategies .....

- L. You support your pupils in developing learning strategies in order to become autonomous in the learning process .....
- M. You give priority to certain objectives and contents over others .....
- N. You organise the class in homogeneous groups according to the pupils' linguistic competence .....
- O. You set pupils complementary work (reinforcement and extension activities) .....
- P. You adjust the assessment criteria for pedagogical purposes .....
- Q. When evaluating your pupils you take into account their own self-assessment .....

**23.** How often do you arrange activities for pupils to use English in real situations:

Write next to the options the best frequency : Very rarely / sometimes / often / very often

- A. You contact teachers in other countries to promote pen friends .....
- B. You receive teachers and pupils from other countries to promote cultural exchanges.....
- C. You organise exchanges with teachers and pupils from English speaking countries .....
- D. You organise out of school activities to foster the practice of English .....
- E. You set up discussion groups on the Internet .....

**24.** How often do you give your pupils homework in English?

- Never
- Monthly
- Once a week
- Every lesson

**25.** How would you grade your level of satisfaction with the following aspects of your relationship with your colleagues?

Write next to the options the best frequency : Very low - low – high – very high

Professional relationship .....

Personal relationship .....

Climate of collaboration and support among colleagues .....

Level of agreement about the teaching and evaluation criteria .....

**26.** In your opinion, what is the level of difficulty of the test administered to the target group.

Write next to the options the best frequency : Very low – low – high – very high

Linguistic competence .....

Listening comprehension .....

Reading comprehension .....

Writing production .....

**27.** Do you think the types of exercises used in the test are familiar to your pupils?

Yes / No

Linguistic competence              

Listening comprehension          

Reading comprehension           

Writing production                  

**28.** Indicate three challenges which you face as a teacher of English:

**29.** Are you as a primary school English teacher aware of the Council of Europe's the Common European Framework Reference (CEFR) and the European Union's the Content and Language Integrated Learning Approach (CLIL) ?

Yes    No    So so    No idea

**30.** As a primary school teacher what kind of adaptations have been made to modify EFL Annual Teaching Plan with regard to the EU's CLIL ?

**31.** Do you think that the English Language Curriculum for Primary Education which is based on CEFR also appropriate to CLIL ?

Yes No So so No idea

**32.** Can CLIL supply a convenient way in learning English ?

Yes No So so No idea

**33.** Does the curriculum prepare students for internationalisation for the proficiency?

**34.** Does the curriculum prepare students for future studies and/or proficiency?

**35.** Does the curriculum develop multilingual or bilingual interests and attitudes?

**36.** Do the coursebooks introduce wider cultural contexts?

**37.** In the face of Europeanisation, is the curriculum appropriate to the common feature of the European Education System?

**38.** Do you think reading - writing and / or listening - speaking is essential in language teaching?

**39.** Do you agree with the opinion that the curriculum is prepared on the awareness / perception of the students' language acquisition level?

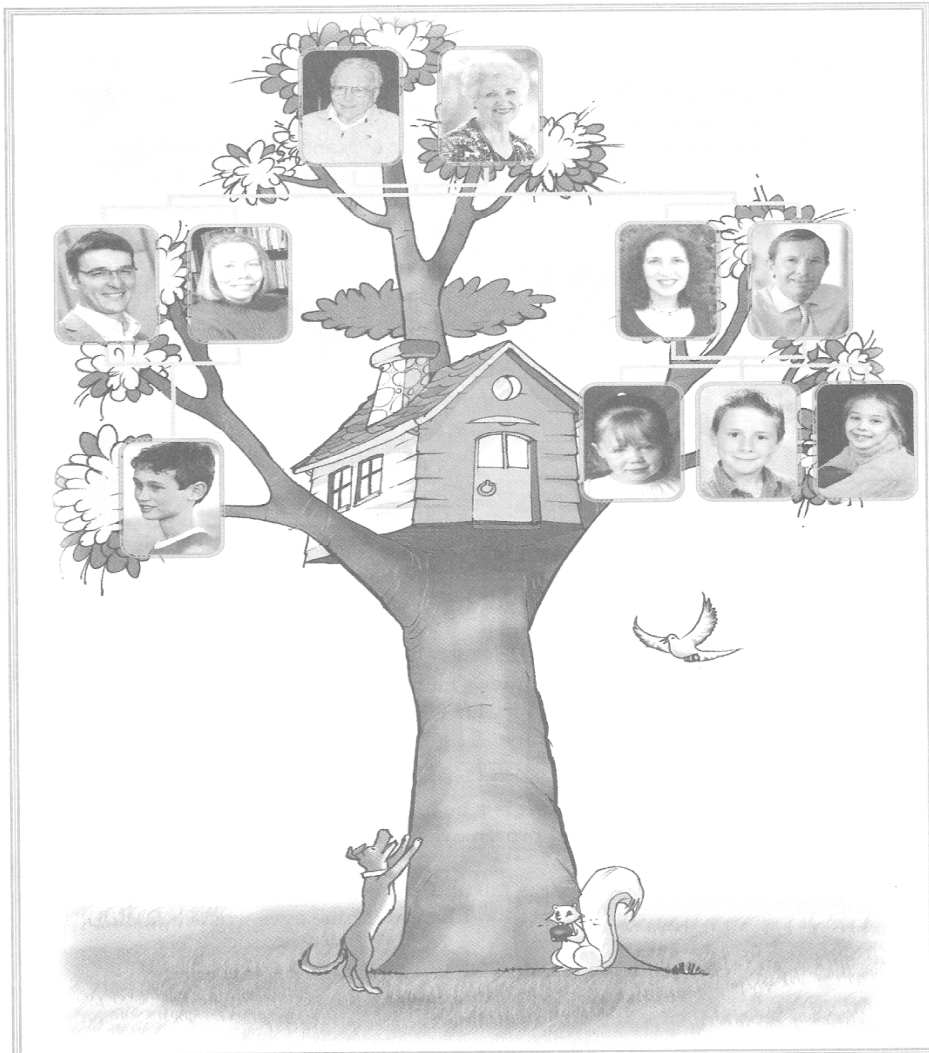
**THANK YOU VERY MUCH FOR YOUR COLLABORATION**

APPENDIX G

SAMPLE UNITS (COURSEBOOK FOR GRADE 6)  
COURSEBOOK FOR THE 6<sup>TH</sup> GRADE

UNIT 1

FAMILY



FAMILY TREE

## 1. Look at Alex's picture and guess.

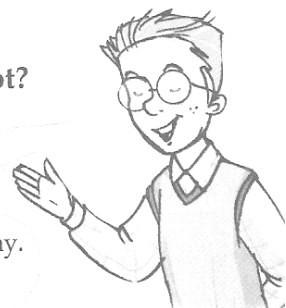
- A) How old is Alex?  
 B) Is he a student?  
 C) Has he got a big family?



## 2. Listen, read and answer: How many cousins has Alex got?

Hello! I am Alex.  
 I'm twelve years old.  
 I've got a big family.  
 I love my family very much!

Today is my grandmother's birthday.  
 There's a birthday party at home.



Mary - 65

She is my grandmother. Her name is Mary. She's sixty-five years old. She has got three children. They are my mother, my aunt and my uncle.



Adam - 70

My grandfather's name is Adam. He has got six grandchildren. He is seventy years old. He is friendly.



Anne - 35

My mother, Anne, is a beautiful woman. She has got dark brown hair and brown eyes. She is a teacher.



Arnold - 37

My father is tall and strong. His name is Arnold. He has got blond hair and blue eyes. He is a doctor.



Roger - 10

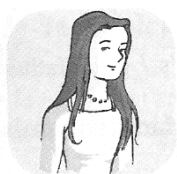
Roger is my brother. He is a fourth grade student. We are at the same school.



Rose - 8

My little sister Rose is a cheerful girl. She likes toys. She has got a lot of dolls.





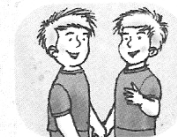
Lucy - 32

My aunt Lucy is pretty. She is my mother's sister. She is a teacher. She has got long red hair and brown eyes. I like her very much. She has got two sons, but she hasn't got a daughter.

Uncle Walter is my aunt's husband. He is a vet. He is not very tall. He is fat. He has got glasses.



Walter - 34



Tim and Tom - 2

Tim and Tom are my cousins. They are my aunt's sons. They are twins. They are very noisy.

My uncle Simon is my mother's brother. He has got curly black hair. He is handsome. He is a pilot.



Simon - 38



Alice - 33

Alice is my uncle's wife. She has got straight blonde hair. She is a housewife. They have got a daughter, but they haven't got a son. Their daughter's name is Cyndie.

My cousin Cyndie is only six years old. She is my uncle's daughter. Her eyes are green. She has got curly brown hair.



Cyndie - 6

### 3. Answer these questions about Alex's family.

- A.
- Who has got blue eyes?  
Arnold has got blue eyes.
  - Who is sixty-five years old?  
\_\_\_\_\_
  - Who is a teacher?  
\_\_\_\_\_
  - Who is Lucy?  
\_\_\_\_\_
  - Who has got a lot of dolls?  
\_\_\_\_\_
  - Who is Tim's brother?  
\_\_\_\_\_

- B.
- Whose eyes are green?  
Cyndie's eyes are green.
  - Whose birthday is it today?  
\_\_\_\_\_
  - Whose mother is a housewife?  
\_\_\_\_\_
  - Whose daughter is Cyndie?  
\_\_\_\_\_
  - Whose husband is fat?  
\_\_\_\_\_
  - Whose children are twins?  
\_\_\_\_\_

### 4. Write the missing words.

We are Anne and Arnold Smith. We are married. \_\_\_\_\_ have got two sons. \_\_\_\_\_ names are Alex and Roger. Alex is twelve years old. \_\_\_\_\_ brother is ten years old. We have got a daughter. \_\_\_\_\_ name is Rose. \_\_\_\_\_ is eight years old.

### 5. Choose the correct words.

- Mary is Alex's grandchild / grandmother.
- Adam is Mary's husband / father.
- Roger is Arnold's brother / son.
- Anne is Rose's aunt / mother.
- Simon is Roger's father / uncle.
- Tim and Tom are Alex's cousins / brothers.

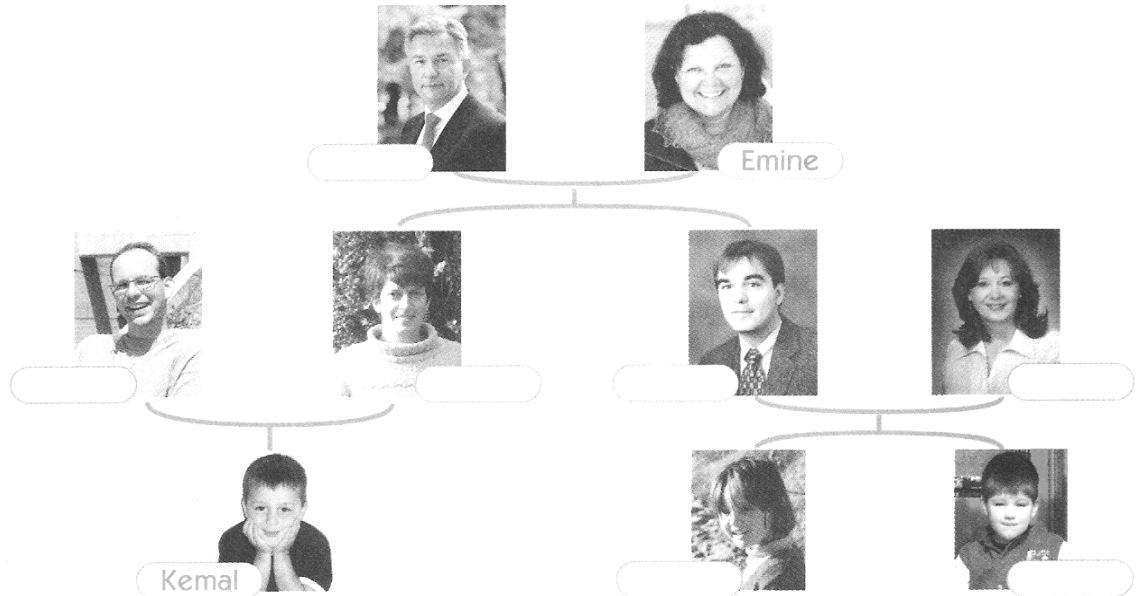
6. Answer these questions.

A) Have you got a big family?

B) What's your grandmother's / grandfather's name?



7. Listen to the paragraph on the CD and write the names of the family members.



8. Answer these questions.

A) Has Ahmet got two children?

B) Is Sema Mustafa's daughter?

C) Has Sema got a sister?

D) Who is Ali's cousin?



9. Listen to the information about Sema's family and find: How old is Mehmet?

10. Listen again. Choose and write the correct answers.

A) Sema is a \_\_\_\_\_.

- a) nurse
- b) housewife
- c) teacher
- d) doctor

B) Fatma has got \_\_\_\_\_.

- a) a son
- b) three children
- c) no children
- d) a son and a daughter

C) Children like \_\_\_\_\_ chocolate cake very much.

- a) Sema's
- b) Emine's
- c) Ayşe's
- d) Fatma's

11. Answer: Who is Ahmet?

12. Draw your family tree and write the names of your family members.

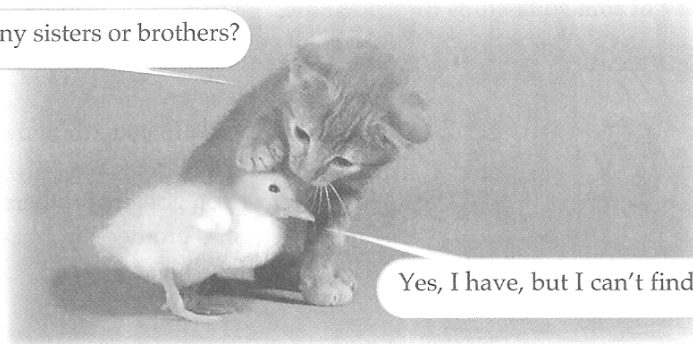
13. Write about your family.

# Have you got any ... ?

1

14. Look at the pictures and read these sentences.

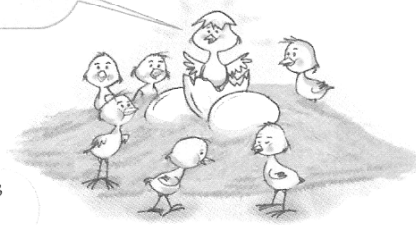
Have you got any sisters or brothers?



Yes, I have, but I can't find them.



I have got a lot of sisters and brothers.



I haven't got any sisters or brothers.



15. Read and listen to this dialogue. Then write a similar dialogue with your friend and act out.

Tom : What's your name?  
Sarah: Sarah.  
Tom : What's your surname?  
Sarah: Johnson.  
Tom : Have you got any brothers or sisters?  
Sarah: Yes, I've got one brother and two sisters.  
What about you?  
Tom : I've got only one brother.



16. Use "and" or "but" in the blanks.

There are a lot of men \_\_\_\_ boys in my family. My grandfather has got three sons. My father has got a son \_\_\_\_ he hasn't got any daughters.

My uncle has got a son \_\_\_\_ a daughter. My mother has got two brothers \_\_\_\_ she hasn't got any sisters. My mother's brothers have got four sons \_\_\_\_ a daughter.

17. Ask about your friend's family and write a short paragraph about them.  
Use "and / but" in your sentences.

## What's your job?

18. Read and listen to the dialogue. Then, practise a similar dialogue with your friend.

Alex has got some questions for Eric Show.



Alex : What's your job?  
 Eric : I'm an actor.  
 Alex : How old are you, Mr Show?  
 Eric : I'm thirty-two years old.  
 Alex : Have you got any brothers or sisters?  
 Eric : I've got a brother, but I haven't got a sister.  
 Alex : Is your brother an actor, too?  
 Eric : No, he isn't. He is a singer.  
 Alex : Can you sing songs?  
 Eric : No, I can't.

19. What is his/her job? Write their jobs under the pictures.

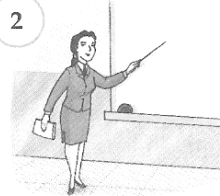
Let's have fun.

1



Alex is a student.

2



Anne



3



Arnold's father is a cook.

athlete ~~cook~~  
 actress nurse teacher  
 singer ~~student~~  
 doctor dentist pilot vet  
 policeman

4



Walter

5



Walter's sister

6



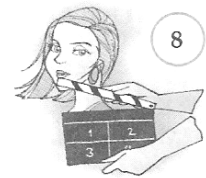
Arnold

7



Simon

8



Walter's cousin

9



Alice's cousin

10



Alice's brother

11



Alice's sister

12



Walter's brother

### Different Faces of an Actor

20. Look at the pictures and read.



sad



angry



tired



afraid



happy



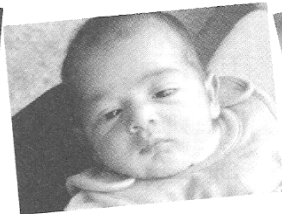
surprised



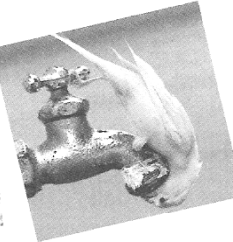
sleepy



The baby is asleep.



The baby is awake.



The bird is thirsty.



The birds are hungry.











The witch is ugly.

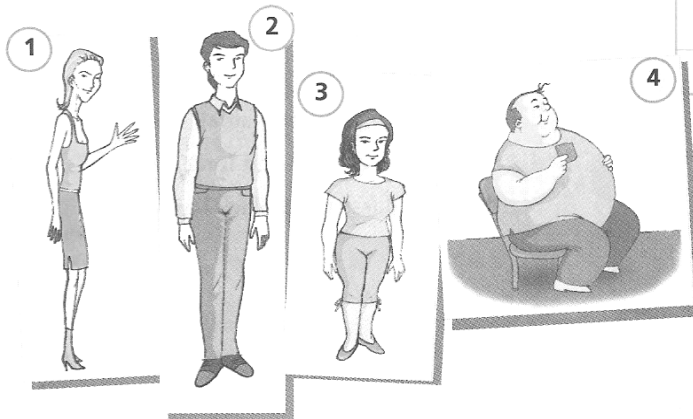


The girl is beautiful.

Let's learn.

	
a child	children
	
a woman	women
	
a man	men
	
a person	people

21. Look at the pictures of Alex's relatives.  
Match the pictures and the sentences.



He is a fat man. ( )

He is a tall man. ( )

She is a thin girl. ( )

She is a short girl. ( )

22. Match the opposite words.



same	ugly
good	big
stupid	hot
beautiful	clever
short	bad
sad	awake
fat	thin
small	strong
cold	tall
asleep	different
weak	happy

23. What can these people do?

Write their numbers in parenthesis.

- He is a cook. (5) 1. He can help animals.
- She is a singer. ( ) 2. He can repair cars.
- He is an athlete. ( ) 3. He can fly planes.
- He is a vet. ( ) 4. She can act in films.
- He is a pilot. ( ) 5. He can cook delicious food.
- He is a mechanic. ( ) 6. She can grow flowers and plants.
- She is an actress. ( ) 7. She can sing beautiful songs.
- She is a gardener. ( ) 8. He can run and jump.

24. Group and write these words.

	_____ male _____	<del>male</del>	son	wife	_____ female _____	
_____		aunt	father		_____	
_____		husband	sister		_____	
_____		mother	daughter		_____	
_____		grandson	<del>female</del>		_____	
_____		grandfather			_____	

25. Alex is at his friend's room. Who is A, B, C, D and E?

Read these sentences and write the letters in the circles.



1. A has got brown hair and a small black nose.
2. B has got curly hair and glasses.
3. C has got long hair and small ears.
4. D has got black eyes and long ears.
5. E has got glasses and black hair.

**TASK:**

- ✿ Draw a family tree.
- ✿ Write about the imaginary characters.
- ✿ Talk to a friend about this family.

# DIFFERENT LIFESTYLES



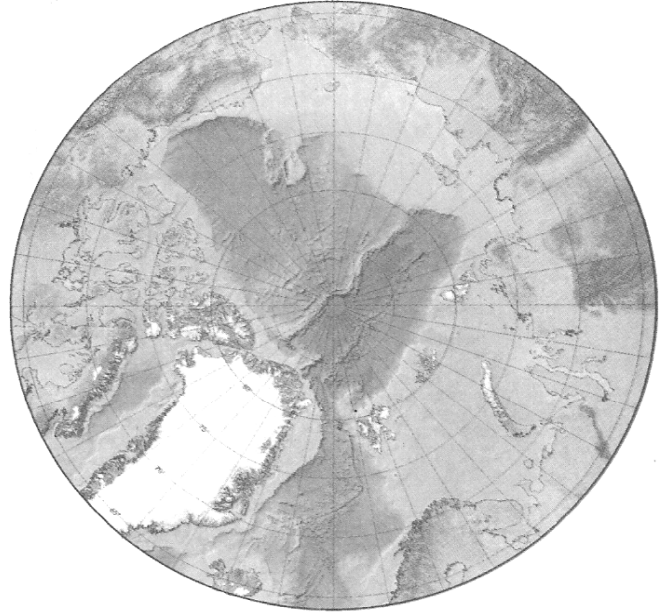
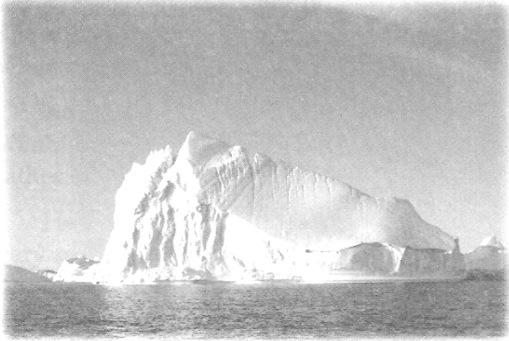
THE NORTH POLE

1. Answer this question: Which countries are near the North Pole?



2. Listen, read and find the answers to these questions.

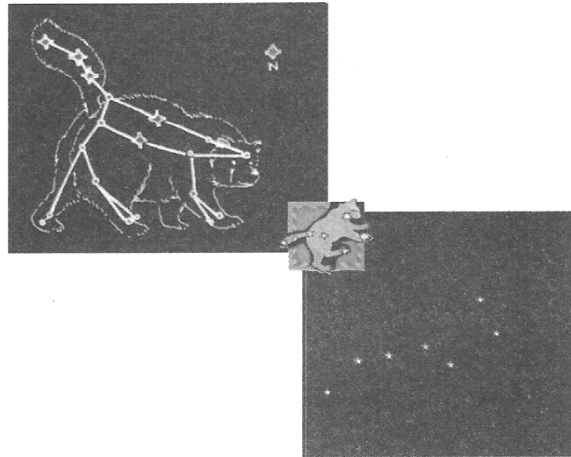
- A) Can you see the daylight in winter?
- B) What is the temperature in July?



The North Pole is in the middle of the Arctic Ocean. There is no land, but there is a lot of ice. The winters are long and cold. The nights are twenty-four hours in winter. It is always dark. The temperature is -43 Centigrade degrees in January. The summers are short and cool. The days are twenty-four hours in summer. There is always daylight. The temperature is 0 Centigrade degrees in July.

“Pole” is a Greek word. It means “bear”. You can see the star of the “Great Bear” in the sky very well at the North Pole.

There are “polar bears” at the North Pole, too. They are white and big. They can hide in ice easily.



3. Are these sentences true or false?  
Write (T) or (F) in the parenthesis.

- 1. There is a big land at the North Pole. ( )
- 2. The summers are short and cool . ( )
- 3. “Pole” is an English word. ( )
- 4. Polar bears are brown. ( )
- 5. Polar bears are very big. ( )





4. Answer this question: Where do bears live?



5. Listen, read and find the answers to these questions.

A) How tall are polar bears?

B) How much do they weigh?



Polar bears live at the North Pole, Canada, Alaska and the Russian Federation. These places are very cold. Polar bears don't feel cold weather because they have got very thick fur. They are usually 2 - 5 metres tall and they weigh 500 - 600 kilos.

Female polar bears have winter sleeps. Male polar bears don't have winter sleeps. They walk, hunt and eat. They don't move very quickly because they use their energy very carefully.



Today, polar bears cannot find enough food because every year weather conditions change and it is not very cold. There is a little ice for the polar bears. Life will be difficult for this species of animals in the future. **They are in danger.**



seal fish



6. Answer these questions.

- Where do polar bears live?  
\_\_\_\_\_.
- Do they feel cold weather? Why? Why not?  
\_\_\_\_\_.
- Why will life be difficult for them in the future?  
\_\_\_\_\_.

7. Answer these questions.

A) Which animals live only in cold places?

B) Which animals live only in hot places?



8. Listen to the documentary on the CD and find the topic of the text.

- a) Places      b) Plants      c) Animals

9. Complete these sentences.

- A) The documentary is about \_\_\_\_\_.  
a) two places    b) three animal species    c) three plant species
- B) The topic of the first paragraph is \_\_\_\_\_.  
a) polar bears    b) penguins    c) tigers
- C) The topic of the third paragraph is \_\_\_\_\_.  
a) polar bears    b) penguins    c) tigers

10. Answer this question: Do Eskimos live near the North Pole or the South Pole?



an Eskimo family



an igloo



a dog-sledge



11. Listen to the paragraph on the CD and choose the correct answer.

1. Eskimos live in \_\_\_\_\_.
- a) houses                      b) flats                              c) igloos
2. Eskimos make their clothes from \_\_\_\_\_.
- a) paraffin                      b) animal skins and furs              c) plants

12. Answer these questions.

- A) How do Eskimos travel?                      B) What is the temperature in an igloo?

13. Read and practise the dialogues. Then, act out similar dialogues.

- 1 Jane : Excuse me?  
 Bookseller : Yes? How can I help you?  
 Jane : I need a book about the North Pole.  
 Bookseller : Do you want a travel book?  
 Jane : Yes, I do.  
 Bookseller : Here you are. We have two different books. The first book is big. It has a lot of maps and photographs in it. The second book is small and simple, but you can find some pictures in it, too.  
 Jane : Fine. I'll take the small one. How much is it?  
 Bookseller : It's £ 11.  
 Jane : Here is the money. Thank you.  
 Bookseller : Goodbye.



- 2 John : Hello?  
 Jane : Hello, John. It's me, Jane. I'm bored at home. Shall we go to the cinema?  
 There is a documentary about polar bears.  
 John : I'm afraid I can't come. I am not feeling very well.  
 Jane : Oh. I'm sorry. What's the matter?  
 John : I think I have a cold. I must stay at home.  
 Jane : You should take some medicine and relax.  
 John : I will. Thank you.

Let's learn.

I live in a small town.  
 Life in a small town is easy.

14. People go on different holidays. Describe a holiday place, the people, their clothes and their activities there. You can use the answers of the questions in the list.

1. Where do people go on holiday?
2. How do they go to holiday places?
3. What do they need there?
4. What do they eat there?
5. What do they do there?
6. What time do they go to bed?
7. What time do they get up?
8. Where do they stay there?
9. What do they like doing there?
10. What do they buy from holiday places?

15. Look at the examples and practise. Use "will/won't" and the words in the box.

seaside holiday

camping holiday

skiing holiday

tent, sun glasses, ~~swimsuit~~, trainers, map, scarf, coat, sleeping bag, ball, raincoat, shorts, beach ball, umbrella, walkman, boots, ~~gloves~~, food, drinks.

e.g. If they go on a seaside holiday, they will take their swimsuits.

If they go on a seaside holiday, they will not take their gloves.

### What will Sally do?

16. Look at the pictures and talk about Sally.

e.g. 1. Sally will open her present box.



17. Listen, read and act out a similar dialogue.

**Jane** : I'm going to travel around the North Pole and come back in three months. I need your help. Can you look after my cat?

**Barny** : Yes, we can. But what are you going to do there?

**Jane** : I'm going to write a book about the lifestyle there.

**Barny** : It is very interesting. When are you leaving?

**Jane** : I'm leaving next Sunday. I'm going to bring my cat on Saturday. Is that OK?

**Barny** : Yes, that's fine. How old is your cat?

**Jane** : She is three years old. She is a beautiful Persian cat. She only eats "Kitten Food".  
You shouldn't give her homemade food and she likes drinking fresh water.

**Barny** : How many times a day does she eat food?

**Jane** : Twice a day.

**Barny** : Should I give her any medicine?

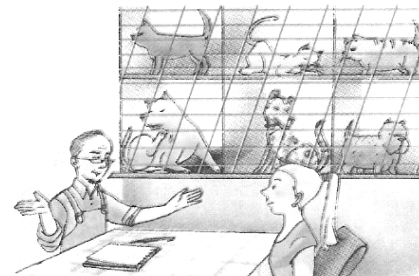
**Jane** : No. You should take her to the vet next month and he will give her her medicine. And a very important thing: You must brush her hair every day.

**Barny** : Must I?

**Jane** : Yes, you must. She has got a lot of long hair.

**Barny** : Is that all?

**Jane** : No. There is one last thing: She needs your love.



18. Answer this question: Do you read books or watch TV programs about different cultures?



19. Listen, read the text and find the answers to these questions.

- A) Where are the toilets and bathrooms in an African village?  
 B) How many people live in New York City?

### Life in a village in Africa

The weather in different parts of the Earth is different. It is very cold at the North Pole. It is very hot in Africa .

Uganda is a country in Africa. A lot of people live in the villages in Uganda. People live in very small houses. They are huts. They usually make their houses with mud and grass. All the family members live in the same house.

People sit on mats in a circle when they eat. The food is in the middle and people eat with their hands. If the family has chickens, goats or sheep, they are in the same hut, too. The bathrooms and the toilets are outside the hut. They get water from outside. It is often dirty. They must be careful when they use it.

There is no electricity in the villages. They use paraffin candles and get light.



### Life in Japan

Japanese culture is very interesting for western people.

Men, women and children wear kimonos on national and religious holidays. The kimono is a colourful national dress.

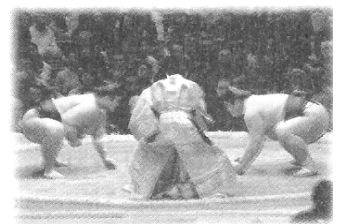
Their favourite food is rice and fish. They like "sushi" very much.

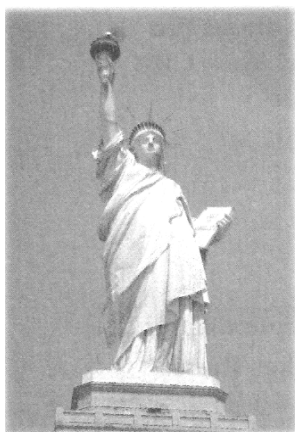
They make sushi with rice, seafood and some plants. Western people like it, too. Japanese people usually eat their food with chopsticks.

You must take off your shoes before you go into their houses. They don't usually use chairs. They sit or sleep on mats on the floor. They decorate their houses with flowers and pictures.

Japanese people like reading. They usually go to work by train and they read books on the train.

Sumo wrestling is a popular sport in Japan.





“Big Apple” is the symbol of New York City. Everything is very big in New York City. People at the North Pole or in Africa live in small places, but in New York City, they live in very tall buildings. The Empire State Building is in this city. It is 381 metres tall. It has 102 floors. There are very big shopping centers, too. The population of the city is 19 million.

It is a busy city. People walk very fast in the city center, but you should have a car if you want an easy life. People live fast in New York City and they eat fast food. It is their favourite food. You can find food from different countries, too. When you go to New York City, you can meet people from all countries. Everybody is friendly in New York City.

The weather is very hot in summer and very cold in winter.



I ♥ NY



Empire State Building

20. Choose the correct answer for “Different Cultures”.

1. You must take off your shoes when you go to a house in \_\_\_\_\_.  
 a) New York City                      b) Uganda                                      c) Japan
2. The symbol of New York City is a \_\_\_\_\_.  
 a) leaf    b) big apple                                      c) bear
3. There is no electricity in the villages in \_\_\_\_\_.  
 a) New York City                      b) Uganda                                      c) Japan
4. \_\_\_\_\_ has 102 floors.  
 a) A hut    b) A tent    c) Empire State Building
5. Village people in Uganda make their houses with \_\_\_\_\_.  
 a) stones    b) mud and grass                                      c) trees
6. \_\_\_\_\_ is a popular sport in Japan.  
 a) Football    b) Sumo wrestling                                      c) Boxing
7. Japanese people decorate their houses with \_\_\_\_\_.  
 a) flowers    b) mud    c) grass
8. People sit on \_\_\_\_\_ when they eat in Uganda.  
 a) chairs    b) mats    c) beds

21. Answer these questions.

- |                             |                                      |
|-----------------------------|--------------------------------------|
| A) What does “hut” mean?    | C) What does “sushi” mean?           |
| B) What does “kimono” mean? | D) What does “shopping center” mean? |

**22. Read the dialogue. Ask and answer questions about the daily routines of people in Uganda, Japan and New York City.**

- e.g. **Tom** : Where do people in Uganda sit when they eat?  
**Mary** : They sit on mats.  
**Tom** : What do they eat their food with?  
**Mary** : They eat their food with their hands.

**23. Describe a city or a village in Turkey. Write about the people's daily life, daily routines, living and working conditions, likes and dislikes there.**

.....

.....

.....

**24. Read and act out a similar dialogue.**

**Waiter:** Good afternoon, could I have your order?

**Mark :** Can we have a piece of chocolate cake and a pizza?

**Waiter:** I'm sorry, but we have only fruit cake today.

**Mark :** Oh, I don't like fruit cake. Can I have a sandwich, then?

**Waiter:** Do you want a chicken sandwich or a fish sandwich?

**Mark :** I want a chicken sandwich. I like it very much.

Please put a lot of ketchup in it.

**Waiter:** Yes, sir. Do you want any drinks? Do you like lemonade?

**Mark :** Yes, we do. Three glasses of lemonade, please.

**Waiter:** Sorry, can you repeat it? How many glasses of lemonade?

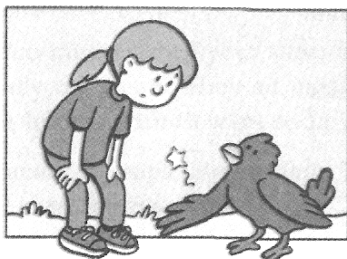
**Mark :** Three glasses of lemonade. Two for me and one for my friend. Please, don't put any ice in my lemonade.

**Waiter:** Yes, of course. One pizza, one chicken sandwich with a lot of ketchup and three glasses of lemonade without ice. That's your order.

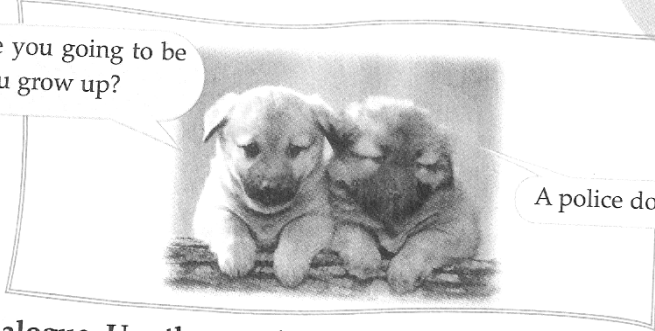
**Mark :** Yes, please be quick. I'm very hungry.



**25. Look at the pictures and tell the story.**



What are you going to be when you grow up?



A police dog, of course.

26. Practise the dialogue. Use the words in the box and make new dialogues.

A : Dad, I'm going to be a TV reporter when I grow up.

B : Really? It's a good job. Why do you want to be a TV reporter ?

A : Because I like travelling and I want to see different places .

1. TV reporter / travelling / see different places
2. vet / animals / help them
3. pop singer / singing / be famous
4. English teacher / English / teach English to children

27. Read the dialogues and act out similar dialogues.  
You can use the words in the boxes

Tom : I need some information about the North Pole.

Let's go to the library.

Mary : We can't go now. It is closed. It closes at 5:30 p.m. .

information about the North Pole  
library - 5:30 p.m.

money - bank - 4:30 p.m.

magazines - bookshop - 6 p.m.

Tom : Can we park here?

Mary : No, you can't. There is a sign. You mustn't park here.

park  
swim  
ride a bicycle

28. Read the example and give instructions for these questions.

e.g. Tom : How can I make lemonade?

Mary: Mix three glasses of sugar, two glasses of lemon juice and two litres of water in a jar. You can serve with ice.

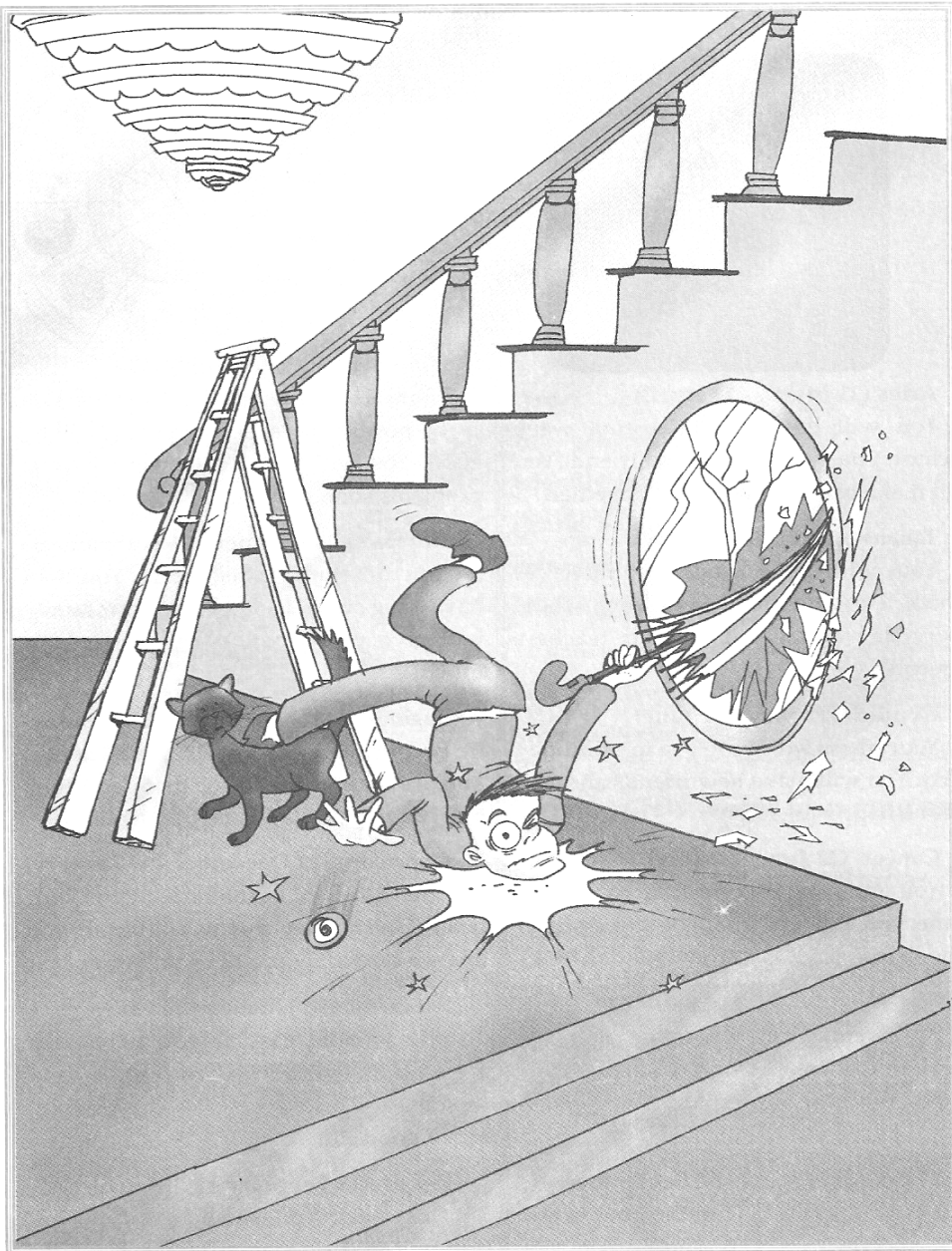
1. How can I make a postcard?

2. How can I make cake?

3. How can I plant flowers?



# INTERESTING BELIEFS



HOROSCOPES



## 1. Answer these questions.

- A) Do you read newspapers?  
 B) Do you read your horoscope in the newspaper?  
 C) Do you believe it?

## 2. Look at the sun signs. Read the horoscopes and complete these sentences.

- A) There are \_\_\_\_\_ sun signs.  
 B) The lion is the symbol of \_\_\_\_\_.  
 C) \_\_\_\_\_ people's birthdays are in September or in October.

**Aries (21 March - 19 April)**

You will have an interesting week because you will meet an old friend. You will make plans for a holiday together.

**Taurus (20 April - 20 May)**

You will have some problems at school. Do your homework after school every day and listen to your teachers carefully.

**Gemini (21 May - 21 June)**

Your friend will invite you to a birthday party. You will make new friends and you will be happy together.

**Cancer (22 June - 22 July)**

You are lucky this week. If you play a game, you will win. You'll be successful at school, too.

**Leo (23 July - 22 August)**

Be careful! You will have a health problem this week. Don't eat fast food or don't drink cold drinks. Your weekend is full of happy surprises.

**Virgo (23 August - 22 September)**

Help your family with the housework. Buy small presents for the family members. They will be happy and you will be happy, too.

**Libra (23 September - 22 October)**

Be positive because everything will be good. You will find the answers to your problems soon.

**Scorpio (23 October - 21 November)**

You are lucky this week. You will have a big surprise. It's a pet! Your family will give you a pet. You'll like it very much.

**Sagittarius (22 November - 21 December)**

Be nice and friendly to your friends. You are a good friend for them and they will help you if you have problems.

**Capricorn (22 December - 19 January)**

You have no problems with your health and money this week. But, if you are not careful, you will be unhappy.

**Aquarius (20 January - 18 February)**

Life will be easy if you help your family members at home and study your lessons. You will not have any problems. Have good luck!

**Pisces (19 February - 20 March)**

This week you should read poems. You will find a different world. It will be interesting.



### 3. Answer these questions.

- Who will meet an old friend?
- Who should read poems this week?
- Who will have some problems at school?
- Who will have a big surprise?
- Who won't have any health and money problems?
- Who will make new friends?

Aries people

### 4. Look at the list and find:

- \_\_\_\_\_ people's colour is black.
- \_\_\_\_\_ people are artistic.
- \_\_\_\_\_ people are free.

Sun sign	Colour	Character
Aries	red, orange, ...	dynamic, romantic, ...
Taurus	pink, green, ...	artistic, realistic, ...
Gemini	grey, white, ...	lively, romantic, ...
Cancer	red, yellow, ...	sweet, shy, ...
Leo	white, green, ...	free, generous, ...
Virgo	light blue, brown, ...	friendly, interesting, ...
Libra	black, purple, ...	gentle, balanced, ...
Scorpio	blue, purple, ...	complex, jealous, ...
Sagittarius	blue, black, ...	cheerful, positive, ...
Capricorn	black, green, ...	talkative, cool, ...
Aquarius	grey, purple, ...	smart, active, ...
Pisces	blue, purple, ...	sweet, tolerant, ...

5. What about your colour and character? Write a few words near your sun sign.

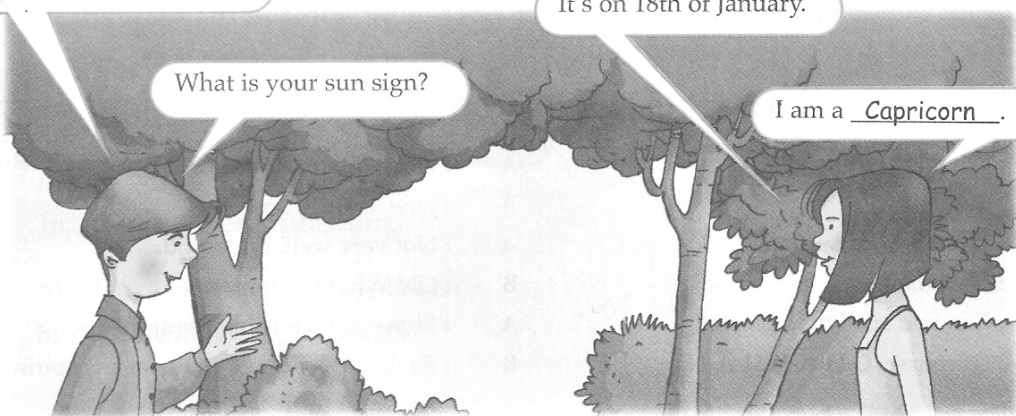
6. Read the dialogue. Ask your friend's sun sign and act out a similar dialogue.

When is your birthday?

What is your sun sign?

It's on 18th of January.

I am a Capricorn.



7. Write a horoscope for a family member.  
Use "and," "but" and "because" in your sentences.


8. You are a fortune-teller. Answer your friend's questions about his/her future.  
Use the words in the box.

Your friend : Will I be happy?  
 Fortune teller : Yes, you will.  
 Your friend : Will I have a lot of money?  
 Fortune teller : No, you won't.

have children  
 get a good job  
 be rich  
 live in a big city  
 be famous

9. Ask your friends and find out: How many students believe in horoscopes?



10. Listen to the dialogue on the CD and choose the topic of the discussion.

- A) Horoscopes are always true.  
 B) You shouldn't believe in horoscopes.  
 C) Be careful about your money.

11. Write true (T) or false (F).

- A) Carol sometimes reads her horoscope. ( )  
 B) Robin believes in horoscopes. ( )  
 C) Horoscopes make people happy for a short time. ( )

12. Talk to your friends and find: What's the main point in the dialogue?  
Do you agree with Carol or Robin?

13. Read and practise the dialogues.

- |                                 |  |
|---------------------------------|--|
| A : What is your name?          | A : Hello, Jill. How are you?              |
| B : Susan.                      | B : Fine, thanks, and you?                 |
| A : What is your surname?       | A : Not very well, I'm afraid.             |
| B : Chapman.                    | B : Oh! What's the matter?                 |
| A : Can you spell that, please? | A : I have got a terrible headache.        |
| B : Of course, C-H-A-P-M-A-N.   | B : Really? Why don't you take an aspirin? |

## The Evil Eye Bead

1

### 14. Answer these questions.

- A) Do you have the evil eye bead on you?
- B) Are there any evil eye beads at home?

### 15. Read the text and choose the correct answers.

- A) In line 4 "it" means "\_\_\_\_\_".
  - a) a symbol
  - b) the evil eye bead
- B) In line 9 "they" means "\_\_\_\_\_".
  - a) good or bad ideas
  - b) yellow and white circles

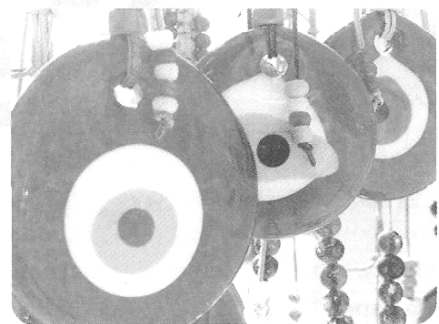
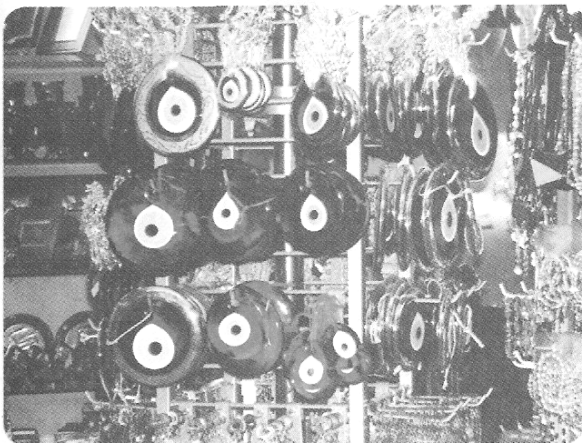
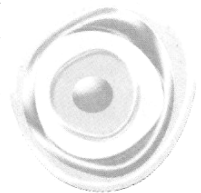


In every culture, there are interesting beliefs. Some symbols and actions bring good luck or bad luck. People believe this idea.

In Turkey, the evil eye bead is a very important symbol. You can see it everywhere. People wear it on their clothes, keep it on their babies' shoulders, put it on their walls.

Why do people have the evil eye beads? What is the message of it?

The evil eye beads are blue. They have yellow and white circles on them. They are like eyes. Good or bad ideas are in people's eyes. They come out of the eyes and **they** are "looks". If you have the evil eye bead on you, bad looks cannot do anything. There is no danger for you.



### 16. Answer these questions.

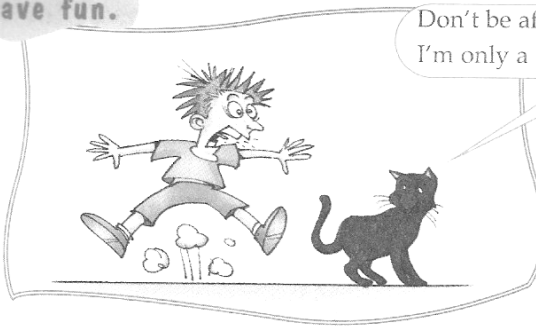
- A) What colour are the evil eye beads?
- B) What are the evil eye beads like?

5

# Do you have interesting beliefs?

Let's have fun.

Don't be afraid of me.  
I'm only a **BLACK** cat.



## 17. Answer these questions.

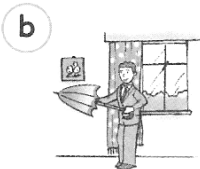
- A) Do you believe in bad luck?
- B) Do you have any lucky numbers?
- C) Do you have lucky colours?

## 18. What do people say? Read the sentences and match them with the pictures.



People say....

(a) 1. If there are a lot of quinces, the winter will be very cold.



( ) 2. If you see a black cat, it will bring you bad luck.

( ) 3. If you put a horseshoe outside your house, your family will have good luck.



( ) 4. If you walk under a ladder, you will be unlucky.

( ) 5. If you jump over a baby, he/she will be short.



( ) 6. If you break a mirror, you will be unlucky for seven years.

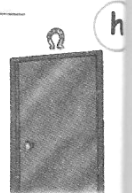
( ) 7. If you open an umbrella indoors, it will bring bad luck.



( ) 8. If your right hand itches, you will get money.

( ) 9. If you find a four-leaf clover, it will bring you good luck.

( ) 10. If someone takes the scissors from your hand, you will fight.



### But...

These beliefs are not true. They don't bring good luck or bad luck. Nothing happens. Lucky people have a positive look. They see the good things in everything. If you are a positive person, you can be lucky, too. They sometimes make mistakes, but they learn from their mistakes. This is the key for a happy life.

## 19. Answer these questions.

- A) Are these beliefs true?
- B) What is the key for a happy life?

## 20. What are your family members' interesting beliefs? Talk about them.

# What will happen?

1

21. Can you guess the events when you look at the pictures below?



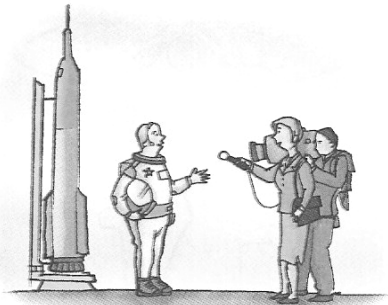
22. Listen to the CD and match the pictures with the sentences.  
Write their numbers under the pictures.



( )



( )



( )



( )



( )



( )

23. Answer these questions.

- A) What time will the people be in New York?
- B) What will the astronaut send from space?
- C) Will the woman at the fortune-teller's be happy?

7

## 24. Read the paragraphs. Tick (✓) the correct answer.

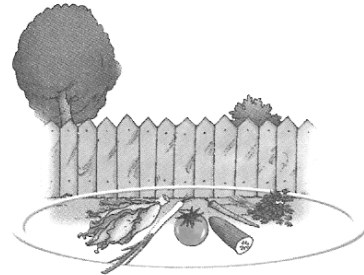
1. My mother believes in horoscopes and she reads her horoscope every day. If her horoscope says something, she does it. This morning her horoscope says: "Be careful. The streets are dangerous for you today." She must visit my grandparents every afternoon and take them some food. What will she do?

- a. She won't cook food.  
 b. She will visit my grandparents.  
 c. She will stay at home.



2. Mary has a garden. She grows a lot of vegetables in her garden. She is going to make a salad for dinner. What will she do?

- a. She will buy the salad at the market.  
 b. She will buy the vegetables at the market.  
 c. She will get the vegetables from her garden.



3. The big white cat wakes up and looks around.

It stands and itches its ear. It feels hungry.

What will it do?

- a. It will sleep.  
 b. It will find some food.  
 c. It will climb a tree.



4. It's a cool autumn day. The family members are in the garden. They like sitting in the garden. But the grandmother is cold. Mother goes inside.

What will she do?

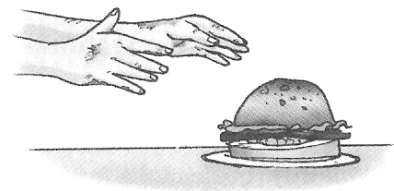
- a. She will bring a coat.  
 b. She will bring fruit juice.  
 c. She will make some sandwiches.



5. Grace's hands are dirty. She wants to eat a hamburger, but her mother says "No!".

What will Grace do?

- a. She will go to a restaurant.  
 b. She will wash her hands.  
 c. She will eat the hamburger.







## 27. Talk about this subject.

It is the first week of the school year. Do you know your classmates? Do they know you?

Talk about you, your family, their jobs, education, likes and dislikes, hobbies, favourites, sun signs, daily life, weekends and holidays.

Describe your room/ flat / house / town / city and the things in them in simple sentences.

## 28. Answer these questions.

- A) Do you phone your friends every day?      B) Do you talk on the phone for a long time?



## 29. Listen to the telephone conversation and choose the correct answer.

- A) Who is calling?  
 a) John      b) Rose      c) Tom
- B) Who is answering the phone?  
 a) John      b) Rose      c) Tom

### Let's learn.

There is **something** in my hand.  
 There is **nothing** in my bag.  
 I don't understand **anything**.  
**Everything** in this clothes shop  
 is cheap.

## 30. Answer these questions.

- A) What does Rose say when she answers the telephone?  
 B) Is Tom going to go to John's party?  
 C) What does John want from Tom?

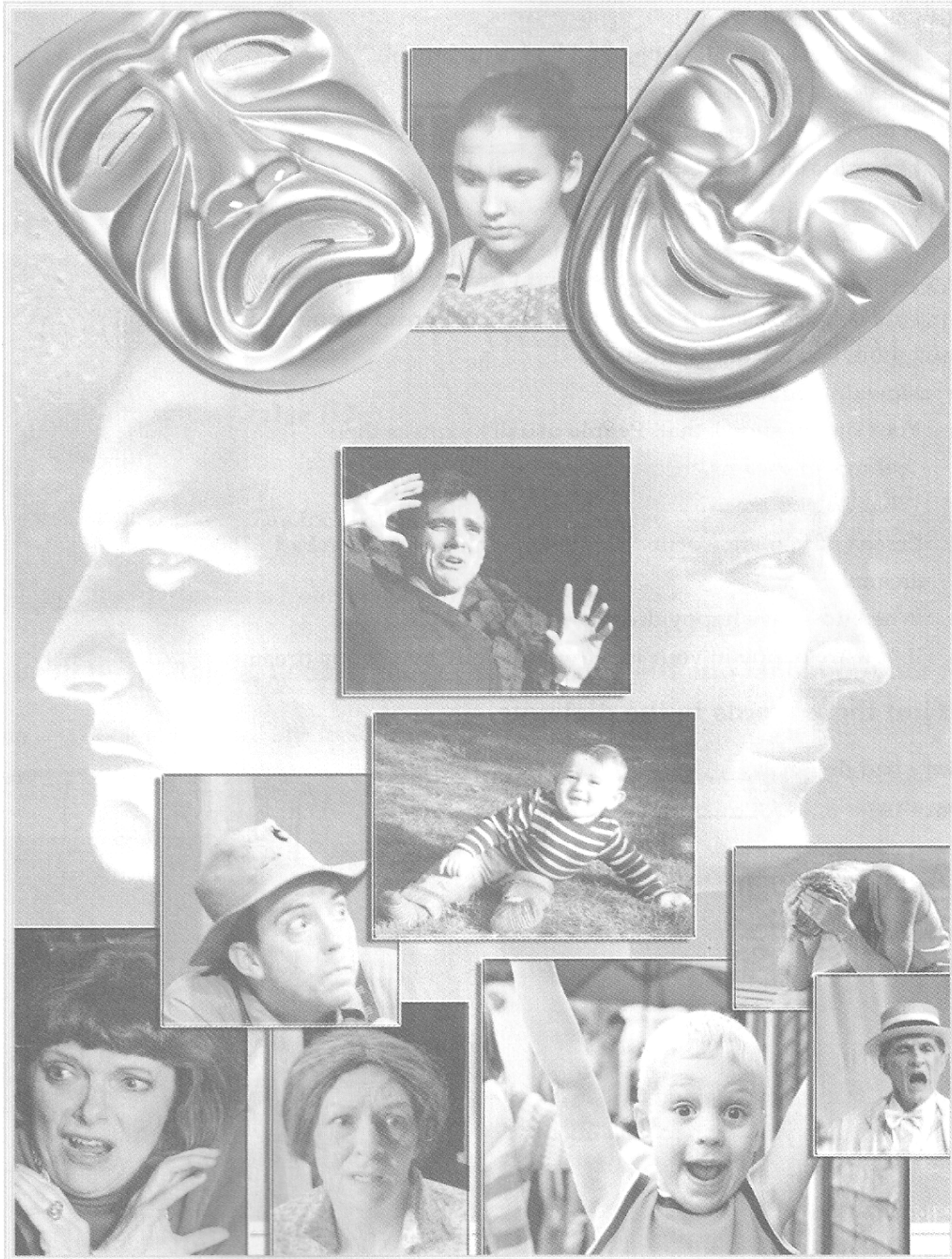
## 31. What will happen at school this year?

Write "will" / "won't" and make true sentences.

1. I will study very hard.
2. This year \_\_\_\_\_ be easy for me.
3. My best friend \_\_\_\_\_ have a birthday party.
4. We \_\_\_\_\_ play basketball in the gymnasium.
5. Our teachers \_\_\_\_\_ ask difficult questions.
6. I \_\_\_\_\_ have Computer Studies.
7. I \_\_\_\_\_ speak English very well.
8. I \_\_\_\_\_ have lunch in the school canteen.
9. We \_\_\_\_\_ wear a school uniform.
10. I \_\_\_\_\_ be an eight grade student next year.



INNER WORLD



EMOTIONS AND THOUGHTS

### 1. Answer this question: Do you show your feelings easily?

#### 2. Read the dialogue and find: Did Rose sleep well last night?

**Alan** : You look bad, Rose. Are you tired?

**Rose** : Yes, I'm very tired today.

**Alan** : Oh, really? Why?

**Rose** : I couldn't sleep well last night. I had a nightmare.

**Alan** : What was it? Can you tell me?

**Rose** : A man wanted to kill me in my dream.

I tried to run away, but I couldn't. I fell down.

I was terrified.

**Alan** : What happened then? Did you wake up?

**Rose** : Yes, I did. I went to the kitchen and I drank a glass of milk.

I felt better, but I didn't want to sleep again. I read my book.

**Alan** : I think you are under stress.

**Rose** : How do you know that?

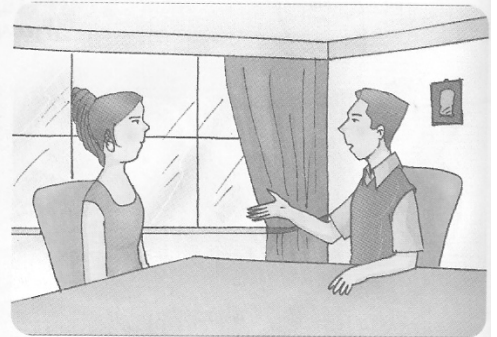
**Alan** : Your dream shows that. People usually express their feelings in dreams.

**Rose** : What do you mean?

**Alan** : I mean, if you are worried about something, you have bad dreams.

**Rose** : When do I have happy dreams?

**Alan** : If you are happy in your inner world, you have happy dreams.



#### 3. Find these words in the dialogue.

A) a very bad dream : \_\_\_\_\_

B) very afraid : \_\_\_\_\_

#### 4. Answer these questions.

A) How did Rose feel in her dream?

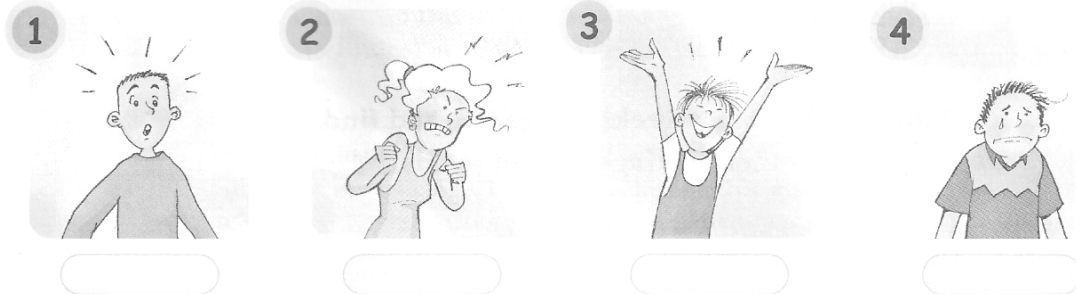
B) When do you have happy dreams?

Did you run after a cat again?  
Do you want to talk about it?

Let's have fun.



5. Look at the pictures and guess:  
Which person is angry, sad, surprised or happy?



6. Listen to these people. Write their names and answer:  
Who is angry, sad, excited or happy?

A) angry (            )    B) sad (            )    C) excited (            )    D) happy (            )

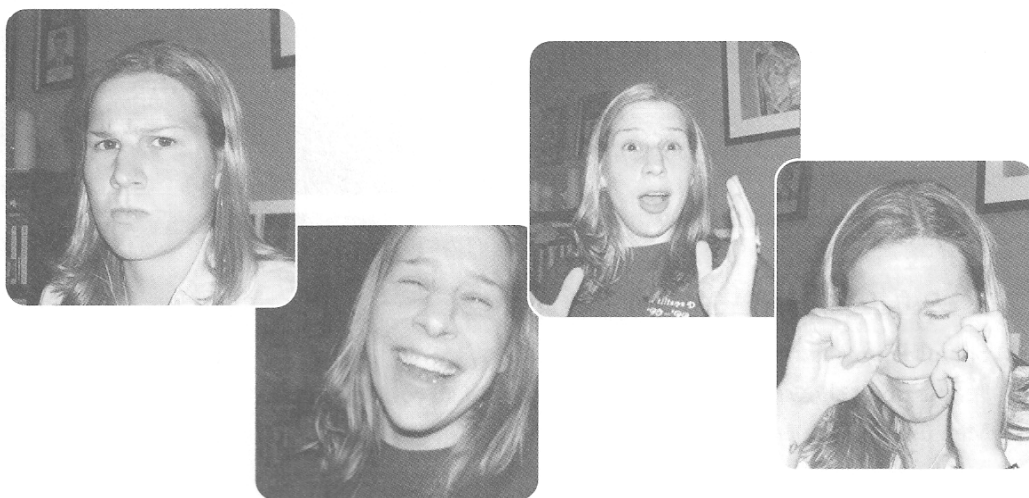
7. Write true (T) or false (F).

- A) It was Susan's birthday. (    )
- B) Mr Brown's son will play football on Saturday and Sunday. (    )
- C) Sally's wallet was at home. (    )
- D) Tom will get the tickets from the ticket box. (    )

8. Read the dialogue. Look at the pictures of this girl and talk about her feelings.

Tom : Look at this girl! She looks afraid.

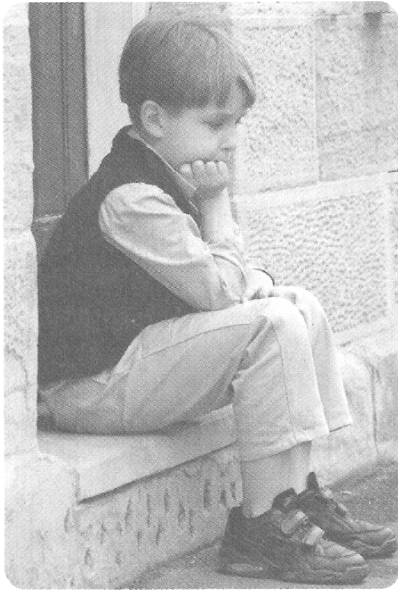
Mary : I don't think so. I think she looks surprised. / I agree with you . She is afraid.



### 9. Answer these questions.

- A) Do you get angry easily?
- B) Do you feel happy easily?
- C) Do men or women show their feelings easily?

### 10. Read this article from a weekly magazine and find the answer: Do people show their feelings only in words?



Emotions are strong feelings like love, fear or anger. Thoughts are our ideas, opinions or plans. We show emotions, but we say our thoughts. People show their emotions in different ways. They sometimes use words and they sometimes use gestures. They move their arms, hands or heads. Some gestures have the same meanings in all languages because gestures don't have a language. If you smile, it usually means you are happy. Laughter and crying have universal meanings. Fear and surprise are also emotions and people show them in the same way all over the world. If people show their feelings with physical movements, it is the body language. They use body language underwater, too.

It is easier to express some emotions than others. Women show and share their feelings easily, but men don't. We should share our feelings because if we don't say our problems, we can't get help.



### 11. Write true (T) or false (F).

- A) Some feelings have universal meanings. ( )
- B) People don't show their fear in the same way in all countries. ( )
- C) Men usually don't show their feelings. ( )



## 15. Answer these questions.

- A) Are you a positive person?  
 B) Do you always think positive?



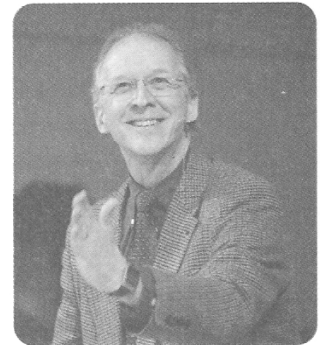
## 16. Listen to the text and answer: Can you do something if you think about it a lot?

## 17. Match the words and their meanings.

- A) goal : 1. He/She studies the mind.  
 B) psychologist : 2. He/She hopes to get it.  
 C) imagine : 3. to form a picture in your mind

## 18. Complete these sentences to form the main point.

- A) \_\_\_\_\_ is very important for your success.  
 B) First, you must \_\_\_\_\_ your mind.  
 C) Next, think \_\_\_\_\_.  
 D) Finally, \_\_\_\_\_ your feelings when you get your goal.



## 19. Read the dialogue and practise it.

**Announcer:** Attention, please! Are you ready to listen to Dr Who?

He is a scientist and he is going to give us some information about our world.

**Dr Who :** Good afternoon. Thank you for listening to me.

I am very sorry for the Mother Planet.

I know all the people are sorry because there are big problems. Mother Planet is showing us the red warning light. She is saying: "Be careful! I am feeling ill. If you take care of me, you take care of your home." What can we do? What should we do? What must we do? Let's talk about our feelings about this subject.

**Nelly :** Does "red light" mean "There is a danger. Be careful!"?

**Dr Who :** Yes, that's right. It means "You must feel the danger."



20. Ask your friends' attention and tell them the news. Dr Who is coming to your school and he will talk about the "Mother Planet". Give information about the place, the date and the time.

## 21. Read the situations and express your feelings and thoughts.

- Mary didn't invite you to her birthday party. You are very close friends.
- You had homework. You needed your friend's help and your friend didn't help you. Your teacher was angry.

22. Answer this question: Do you go shopping with your friends or with your parents?

23. Read the dialogue and answer: Who doesn't like the grey dress?

Nelly : Look at this dress. I like it very much.

Shall I buy it?

Katie : If you like.

Nelly : Do you like it?

Katie : Yes, I do.

Nelly : Do you really mean it?

Katie : Yes, why?

Nelly : Your face doesn't say so.

I think you don't like it.

Katie : Well, actually, I don't like it.

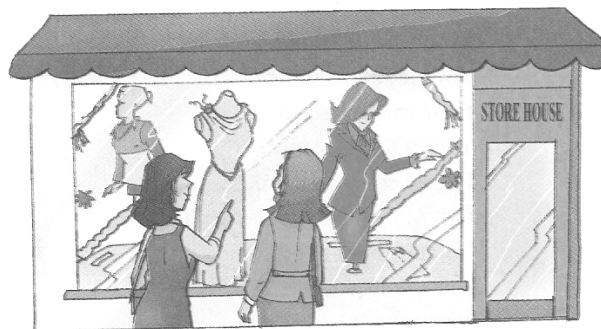
Why don't you buy a different colour? I mean you look old in grey.

Nelly : Perhaps you're right. Your thoughts are important for me. Thank you.

Shall I try a red dress on?

Katie : Yes, you will look beautiful in red.

Nelly : OK. Let's go in and ask for a red dress.



24. Use the words and expressions in the box and write a similar dialogue. Then, practise it with your friend.

shirt? / not fashionable / T-shirts more fashionable / look nice / buy a shirt

Do you really mean it?

I mean .....

I think.....



write write write write write write write write write write write write write write write write write

write write write write write write write write write write write write write write write write write

write write write write write write write write write write write write write write write write write



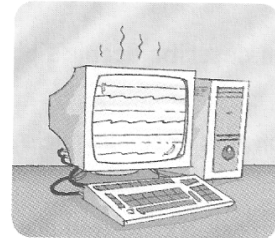


28. Read the dialogues and act out. Use the keywords and practise similar dialogues.



Son : Mum, I feel cold. I think I am ill.  
 Mother : Oh, you have got a temperature. I must take your temperature.  
 Son : What did you say, mum? I couldn't hear you.  
 Mother : I am going to take your temperature. You should relax.

Pam : You look angry. What happened?  
 Kevin : I had a problem with my computer and I couldn't finish my work.  
 Pam : Don't worry. You'll finish it tomorrow.



jacket  
feel  
soft  
present

boss  
look  
shout  
why?

violin  
sound  
who?  
CD

cake  
taste  
delicious  
recipe

perfume  
smell  
nice  
not expensive

29. Read the phrases in the box. Then mix the words and make sentences.

sound terrible  
smell bad  
look good  
feel awful  
taste nice

write write

1. You look nice.

write write

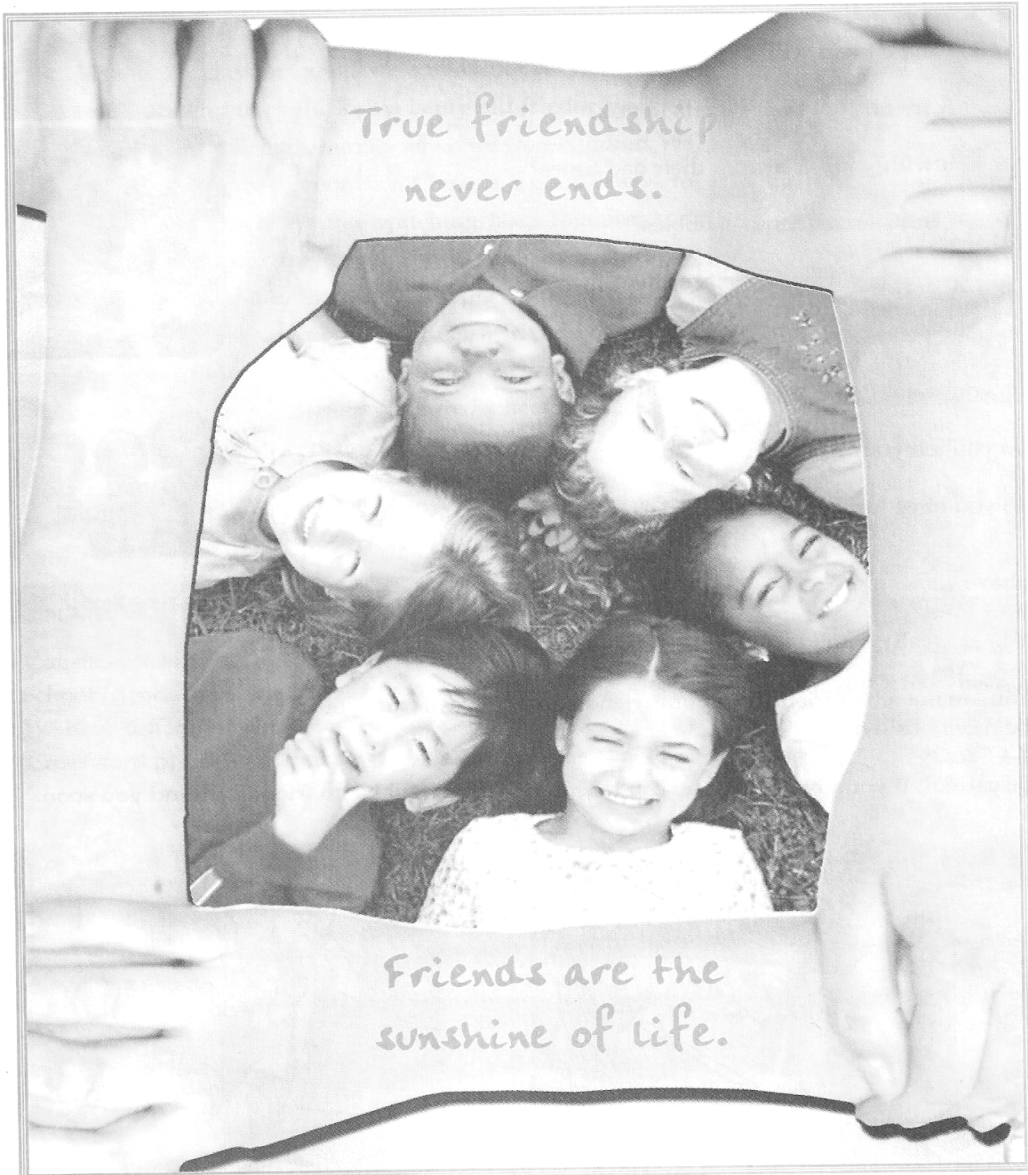
Let's learn.

It	looks smells tastes sounds feels	nice. fine. terrible. beautiful. awful.
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\* Draw shapes or pictures to show your positive and negative feelings.

UNIT 1

FRIENDSHIP



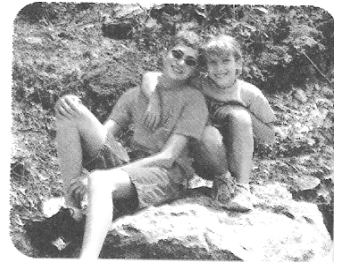
FRIENDSHIP RULES

# FRIENDS ARE FOREVER

## 1. Are you a friendly person?

Read the questionnaire and put a tick (✓) for "Yes." or "No."

	Yes.	No.
1. Are you a good listener?	( )	( )
2. Do you share ideas with friends?	( )	( )
3. Do your friends tell their secrets to you?	( )	( )
4. Are you with your friends in their bad times?	( )	( )
5. Do you enjoy your friends' hobbies?	( )	( )
6. Do you tell your friends their mistakes?	( )	( )
7. Do you spend time with your friends?	( )	( )
8. Do you share different interests with them?	( )	( )
9. Do you tell your friends if you don't agree with them?	( )	( )
10. Do you have fun with your friends?	( )	( )



Score:

If you have ...

a) 9-10 "Yes."

You are really a good friend. You are the friend of good and bad times.

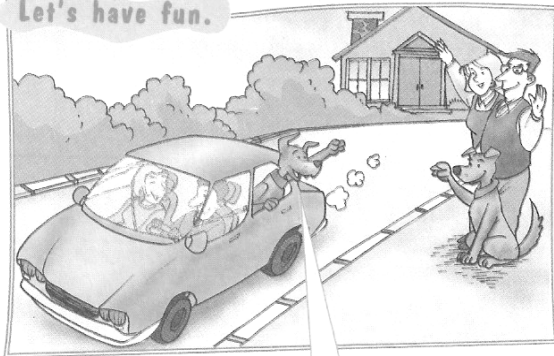
b) 5-8 "Yes."

You are not a bad friend, but your friends don't always trust you. Be more positive.

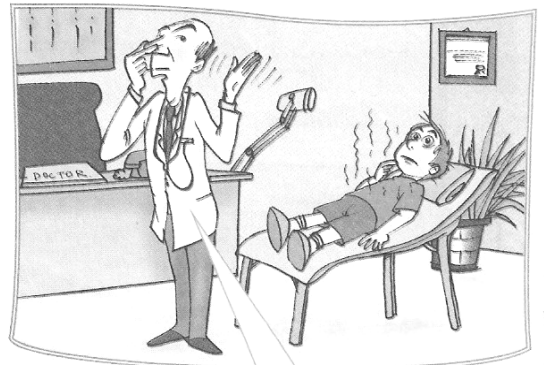
c) 0-4 "Yes."

Be careful! If you give more, you can take more. There will be no friends around you soon.

Let's have fun.



Goodbye, my friend. I hope my family will call your family next Sunday.

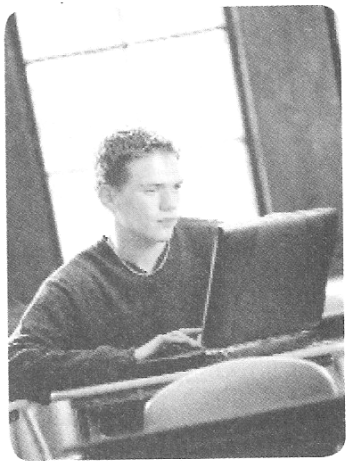


I think you should change your T-shirt. I'm sure you will have a lot of friends, then.

2. Answer this question: Have you got a lot of friends?

3. Read the text and find: Why do Mark and Robin chat on the Internet?

Hello! My name's Mark Sincere. I live in Oxford, England. I am a high school student. I have got a lot of friends and I like all of them very much. They are special for me. David and I are in the same class. He is my classmate and we sometimes do homework together. He is kind and friendly. Robin is my old friend. He lives in London now. We lived in the same city when we were children. We like chatting on the Internet every day. Clara is a good friend to me. She is helpful and nice. We like watching films together and walking in the park in our free time. Tim is my cousin and my close friend, too. We share the same hobbies. We like doing crossword puzzles and jigsaw puzzles. My best friend is Bob and we share the good times and the bad times. I can tell him my secrets because he is a good listener. I'm sure he keeps my secrets. We can have fun together and spend a good time. All my friends are very important to me.



4. Choose the main point of this text.

- A) Cousins are kind and good friends.
- B) School friends are always best friends.
- C) We have different friends, but they are all special.
- D) Crossword puzzles and jigsaw puzzles are hobbies.

Let's learn.

I'm sure you'll like this book.  
I hope you'll be better soon.

5. Pick out the words about friends and friendship from the paragraph above and write a paragraph about your friends.

write write write write write

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### 6. Read the dialogue and practise it.

**Rose :** Dad, I have got a new friend.

**Dad :** Oh, really? Who is your new friend?

**Rose :** She is Tom's cousin. Her name is Ashley. She is beautiful and clever. I am sure we will be good friends.

**Dad :** Well, how do you know? What are her likes and dislikes?

**Rose :** She likes playing volleyball and tennis, but she doesn't like riding a bicycle.

**Dad :** You like riding a bicycle. I hope it won't be a problem.

What does she do in her free time? What are her hobbies?

**Rose :** Oh, she likes drawing pictures and taking photographs. I don't like drawing pictures because I can't draw very well.

**Dad :** Don't worry. She can help you and you can share your hobbies. I hope you and Ashley will be good friends.



### 7. Make a similar dialogue. Ask and answer these questions about a friend.

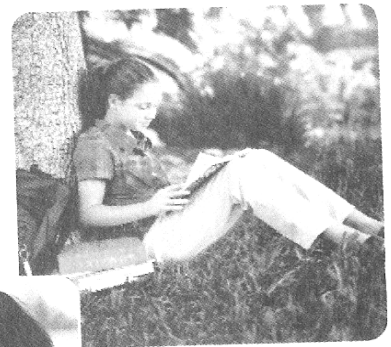
1. What is he/she like?
2. What does he/she do in his/her free time?
3. What are his/her likes/dislikes?
4. What are his/her habits?

### 8. Answer this question: Are good friends always the same age?

### 9. Listen to the text and find: How old is Meg?

### 10. Answer these questions.

- A) Are Sarah and Meg the same age?
- B) Has Meg got any pets?
- C) What do Sarah and Meg do at weekends?
- D) Where is Meg going to take Sarah in July?



11. Answer this question: Why do we need friends?

12. Read the list. Underline "Friendship Rules" and write the rules for the "Best Friend Rules".

1. *One Friend Rules:*

You can have fun easily when you have just one friend.

Listen to your friend's ideas. Be polite to your friend.

2. *Two and Three Friends Rules:*

You must play with all your friends.

Don't play with only one friend and don't ignore other friends.

3. *Lots of Friends Rules:*

You can have problems with a lot of friends. Friends sometimes make small different groups and they talk about the others. They **whisper**. What should you do?

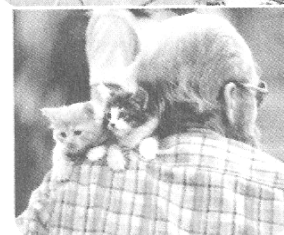
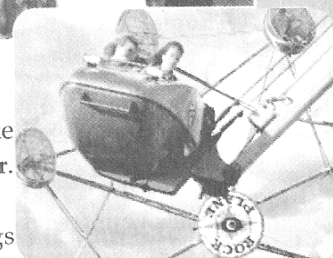
You should talk to different friends in different groups and do things together. Some friends are not in the groups. They are **alone**. Be kind to them. You can invite them to the activities.

4. *Best Friend Rules:*

Best friends are very nice, but they can be problems, too. They sometimes don't want other friends.

\_\_\_\_\_

\_\_\_\_\_



13. Guess the meaning of the words in the box. Then, fill in the blanks with these words.

ignore  
whisper  
alone

A) If you are \_\_\_\_\_ in a place, there is no one with you.

B) If you don't look at or talk to someone, you \_\_\_\_\_ him/her.

C) If you speak or say something very quietly, you \_\_\_\_\_.



14. Are these friendship rules true (T) or false (F)?

Add 3 more rules and read them to your friends. They will say "true" or "false".

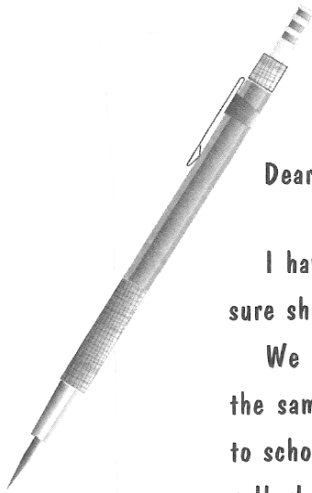
- 1. Be nice to everyone. ( )
- 2. Ignore other friends and play with your best friend only. ( )
- 3. Shout at your friends if they are wrong. ( )
- 4. Do not invite different friends to the activities. ( )
- 5. You can have problems with your best friend. ( )
- 6. \_\_\_\_\_ ( )
- 7. \_\_\_\_\_ ( )
- 8. \_\_\_\_\_ ( )





**18. Answer these questions.**

- A) Do you read advice columns in newspapers?
- B) In your opinion, who gives advice in these columns?

**19. Read Poppy's letter in the advice column.  
Find her problem and her best friend's name.**

Dear Mrs Knowingmuch,

I have got a good friend, Tulip. I like her very much and I am sure she likes me, too.

We are the same age and we do everything together. We go to the same school. Our houses are close and we take the same bus to school every day. We have got the same hobbies. We both play volleyball and play the violin. Tulip is my best friend and she is my only friend. She is friendly and helpful. I always want to be with her, but she can't be with me. She has got another friend, Daisy. They both like watching horror films, but I hate watching horror films. Every Saturday afternoon, they are together and they watch videos. I don't like this because I want to be with her on Saturdays, too. I don't want to lose my best friend. I hope she will always be my best friend. What should I do? Please help me.

Poppy

**20. What do you think? Guess the advice of Mrs Knowingmuch.**

- A) You should have more friends.
- B) You should find another best friend.
- C) You should watch horror films with them.

21. Read Mrs Knowingmuch's advice letter.  
Choose the correct alternative and check your guess.

Dear Poppy,

I think you have a very good friend. Don't worry about your friendship. Best friends should/shouldn't be nice to each other and to other friends. Your friend, Tulip, is nice to you and to Daisy. You should/shouldn't have a lot of friends and you should/shouldn't call only one friend "a best friend". If you have/don't have a lot of friends, you will/won't have more fun in your free time activities. Take care!

Mrs Knowingmuch

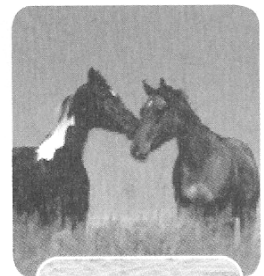
22. Choose the correct answers.

- A) Poppy is \_\_\_\_\_ friend.  
a) Daisy's                      b) Tulip's
- B) Tulip and Poppy's ages are \_\_\_\_\_.  
a) the same                      b) different
- C) They go to school \_\_\_\_\_.  
a) on foot                      b) by bus
- D) Poppy has got \_\_\_\_\_.  
a) a lot of friends              b) only one friend
- E) Poppy should have \_\_\_\_\_ friend(s).  
a) only one best              b) a lot of

23. What do you think? What should Poppy do?  
Talk to your friend and give Poppy some advice.

24. Read the list of sentences about friendship. If you agree, put a tick (✓) next to the sentence. Add 2 more sentences to the list.

1. There is a friendship between some animals. ( )
2. People and animals cannot be friends. ( )
3. The language of friendship is not always in words. ( )
4. A real friendship never ends. ( )
5. Friends show their love only in good times. ( )
6. Animals can't talk, but they are good friends. ( )
7. Be kind to animals and people for a friendship. ( )
8. Some animals hate each other and they cannot be friends. ( )
9. Pets love people and they need love, too. ( )
10. People shouldn't love animals. ( )
11. \_\_\_\_\_ ( )
12. \_\_\_\_\_ ( )



25. Answer this question: Can animals be friends to people?

1

26. Read the dialogue and listen to the text.  
Choose the main point of the text.

- A) Blind people can work in big offices.
- B) Guide dogs make life easy for blind people.
- C) Laura and Hero like going to parks every day.
- D) A guide dog can get on a bus at the weekends.



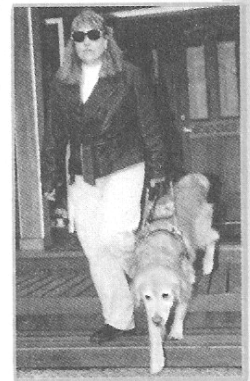
**Marsha** : Look at this newspaper article. It is about a blind woman and her dog.

**Jerry** : Oh, really? I know special dogs are friends and helpers of blind people.

**Marsha** : Yes, that's right. People call them "Guide Dogs" and they are really good friends. They have special trainings and they can help blind people in their daily life. They make life easy for them.

**Jerry** : Can you read the article for me?

**Marsha** : Of course. Listen. The guide dog's name is Hero.....



27. Write true (T) or false (F).

- A) Laura is a telephone operator. ( )
- B) Hero can go into the office with Laura. ( )
- C) They eat lunch at the supermarket. ( )
- D) The work finishes at 4 o'clock. ( )



28. Read the dialogue, practise it and make similar dialogues.

**Mark** : Mum, Gary is my best friend, but he is not a good listener.

**Mum** : Why don't you tell it to him?

**Mark** : I don't want to hurt him. Are you sure that I should tell it to him?

**Mum** : Yes, I am sure. Good friends should criticise each other.

**Mark** : I think you are right. Should I talk to him or should I write an e-mail?

**Mum** : I think you should talk to him in a friendly way.

You can begin like this: "Gary, I like you very much and you are important to me, but..."

**Mark** : I hope he will understand me.

**Mum** : I'm sure he will.



1

29. Read the situation and write a paragraph to direct your friend.

Your friend can't make friends easily and he/she always wants to be with you.

write write write

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write write write

30. Read the dialogue and make similar dialogues.

- Linda** : Sarah, you know you are my best friend. Can we see each other after we finish school?  
**Sarah** : Of course, Linda, we can. What are your plans for the future?  
**Linda** : I hope I will be a student in the Faculty of Veterinary.  
**Sarah** : I'm sure you will be a very good vet. You like animals very much.  
 Do you expect you will be a university student in this city?  
**Linda** : I expect I will. What about you?  
**Sarah** : I want to be a teacher. I don't want to study in another city.  
 I hope I will be here with my family.  
**Linda** : So, we will be together in the future.



31. Read this poem and write a title for it.

We all need someone  
 Waiting for our call,  
 Always ready to help us  
 And lift us when we fall.

Just for Fun



A boy says to his friend:  
 "How many pencils do I have in  
 my pocket? Can you guess it?"  
 The friend says: "If I guess  
 right, will you give me one of  
 them?"  
 The boy says: "If you guess  
 right, I'll give you both of  
 them."

32. Ask and answer questions. Express your opinions and make dialogues.

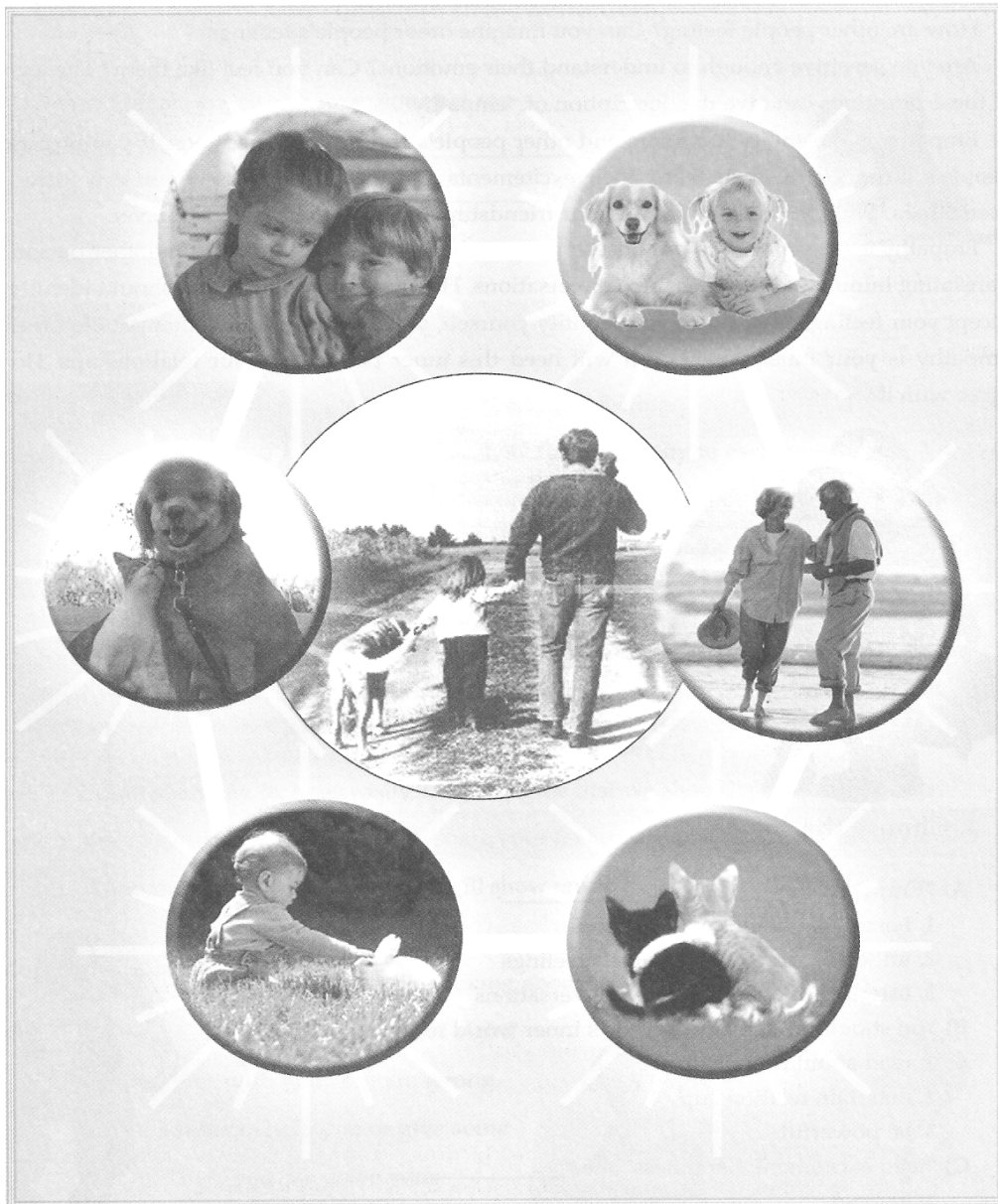
You can talk about these subjects:

- What does a good friend do?
- What does a bad friend do?
- What are the good or bad qualities of friends?

TASK:

- Make a list of the qualities of your ideal friend.  
 You can use a dictionary if you need.

# EMPATHY



UNDERSTANDING OTHERS

1. Answer this question: Do you ever put yourself in the place of another?

2. Read the text and answer: What is empathy?

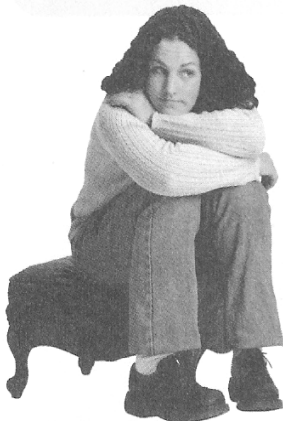
*Empathy: It is your inner power.*

How are other people feeling? Can you imagine other people's feelings?

Are you sensitive enough to understand their emotions? Can you feel like them? The answers of these questions can give the description of "empathy".

Empathy is the ability to understand other people's feelings and emotions. If you understand people's inner world, their fears, their excitements and their happinesses, you can **form** good friendships. Then, you can **maintain** your friendship and have your friends forever.

Empathy is the capacity to put oneself into another's shoes. It is "reading" another person. It is translating mimes and gestures into conversations. How can you do this? You should identify and accept your feelings first. When you identify yourself, you can understand other people's feelings. Empathy is your inner power. You will need this inner power for your relationships. Do you agree with it?



3. Guess and choose the correct meaning.

A) "To maintain" means "\_\_\_\_\_".

1. to have close relationship between friends
2. to make something continue in the same way

B) "To form" means "\_\_\_\_\_".

1. to make or produce
2. to imagine or think

4. Choose the correct one.

A) "Empathy" is \_\_\_\_\_.

1. borrowing other people's shoes
2. understanding other people's feelings
3. listening to other people's conversations

B) You should understand people's inner world to \_\_\_\_\_.

1. read about friendship
2. maintain relationship
3. be powerful

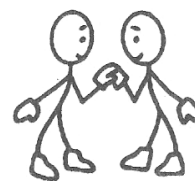
C) "fear, excitement, happiness" are \_\_\_\_\_.

1. feelings
2. behaviours
3. thoughts



## 5. Answer these questions.

- A) Can you show your feelings easily?  
 B) Can animals show their feelings?

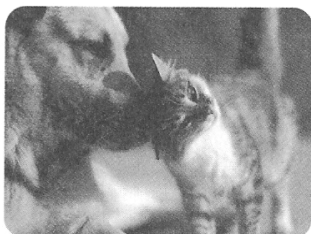


## 6. Listen to the text and complete these sentences.

- A) When you are angry or happy, your pet can \_\_\_\_\_.  
 B) Your pet only expects your \_\_\_\_\_.  
 C) Some big animals can help \_\_\_\_\_.



## 7. Write true (T) or false (F).



- A) Animals don't have feelings. ( )  
 B) Animals show their empathy to each other. ( )  
 C) A horse can feel the rider's fears. ( )  
 D) Animals in cages show empathy to their cagemates. ( )

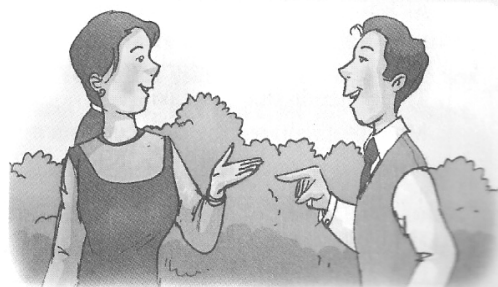
## 8. Read the dialogue and act it out. Then, make a similar dialogue about "empathy".

**Rose** : I can't share my feelings easily. Do you agree that we should share our feelings?

**Clark** : Yes, I agree with this idea. If you share your feelings, your friends will understand you.  
 When they understand you, they will show empathy and you will feel that you are not alone.

**Rose** : I agree with you, but I don't like talking about my problems and feelings.  
 I think nobody can help me. Am I right?

**Clark** : I don't agree with you. You are wrong.  
 Your friends can help you or give some advice. Then, you can solve your problems.



### 9. Answer this question: How can you understand people's feelings?

#### 10. Read the text and answer: Which feelings can you share easily?

If you don't have the same feelings, you cannot understand other people's feelings. It will be difficult for you. You can share some feelings easily. For example; happiness and pleasure. What about pain? There is a famous quote for sharing the good or bad feelings.

"If you have never \_\_\_ your hand in a flame, you will not \_\_\_ the pain of fire."

If people tell us about their feelings, it will be easier to understand them. But most people don't tell us about their feelings. You should read them. How can we read other people's feelings? We must ask questions, watch their behaviours and guess their feelings.

When you have experiences in life, you will have experiences in feelings. They always help us to show empathy. Empathy is important to make people happy.

#### 11. Guess and write the missing words in the quote.

#### 12. Read the quotes and add a quote or a slogan to the list.

A People will forget your words, people will forget your behaviours but people will never forget their happiness with you.

B When you smile, everything smiles with you.

C Empathy grows when we learn to share.

D \_\_\_\_\_.

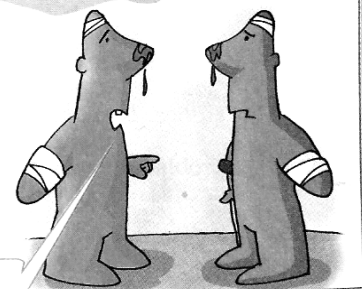
#### 13. Write true (T) false (F).

- A) You can understand people's feelings better if you have the same feelings. ( )
- B) People always tell about their feelings. ( )
- C) If we read books about people, we can understand their feelings. ( )
- D) You can understand feelings if you watch the behaviours of people. ( )

#### Let's learn.

Three friends **shared** a taxi.  
My mother **shared** the cake between my brother and me.  
The professor **shared** his experience with his students.

#### Let's have fun.



I really know your feelings.



#### 14. Read the dialogue and practise it.



**Kevin :** Mum, my teacher said: "You have high emotional intelligence."

**Mum :** That is very nice. Why did he say so?

**Kevin :** My friend was very sorry because her father was ill. I talked to her and she felt better.  
What does "emotional intelligence" mean?

**Mum :** It means that you have the ability to understand your own feelings and to feel empathy for the other people. So, you can make life better for you and for the others.

**Kevin :** What can we do to improve emotional intelligence?

**Mum :** First, you should put yourself in the place of other person. Then, you should understand his/ her feelings. Finally, you should express your feelings and say "I understand you."

#### 15. Read the situation and practise a similar dialogue.

**Student A :** Your teacher said you were intelligent and you had a high IQ because you solved a mathematical puzzle. Ask your friend the meaning of "IQ" and other questions.

**Student B :** Answer your friend's questions and say "An intelligent person is someone with a quick and clever mind. We can measure the human mind by IQ and we can improve intelligence if we read, think, discuss about different subjects and solve problems in difficult situations."

#### Just for Fun



Three turtles decided to go for a picnic. They had sandwiches in their picnic basket. When they got to the picnic area, they realized that there were no drinks in the basket. The two turtles said to the youngest turtle: "You're the youngest. Please go home and get our drinks." The little turtle said: "Okay. I'll go, but don't eat the sandwiches. Wait for me."

A day, then a week and finally a month passed. The two turtles said: "Oh, we're very hungry. Let's eat the sandwiches and let's share the little turtle's sandwich." Suddenly the little turtle popped up from behind a rock and said: "If you do this, I won't go!"

## 16. Answer these questions.

- A) Do you sometimes argue with your friends?  
 B) What do your friends generally argue about?

17. Guess and answer this question: Could the teacher solve the students' problem?

18. Read the story and answer: What was the subject of their argument?



When I was in elementary school, I had a big argument with a boy in my class. I can't remember the subject of the argument now. But I can remember one thing clearly. I learned a lesson after the argument and I have never forgotten it.

I was sure "I" was right and "he" was wrong. He was sure "he" was right and "I" was wrong.

The teacher decided to teach us a very important lesson. We stood up in front of the class. She placed me on one side of her desk. She placed him

on the other side of her desk. In the middle of her desk, there was a large, round object. I could clearly see it. It was black.

She asked him the colour of the object. "White." he answered. Was he right?

I couldn't believe my ears. The object was obviously black. Was I wrong? Another argument started between him and me. This time the argument was about the colour of the object.

The teacher changed my place and his place. Now, she asked me about the colour of the object. My answer was "White."

It was an object with two differently coloured sides. It was black from my side and it was white from his side.

My teacher taught me a very important lesson that day. She said: "You must put yourself in the other person's place. You must look at the situation through his eyes. You can really understand his viewpoint."

19. Write true (T) or false (F).

- A) The argument was about the shape of the object. ( )  
 B) They stood up next to each other. ( )  
 C) It was a black and white object. ( )  
 D) The teacher taught them a very important lesson. ( )  
 E) They were both right. ( )

20. Describe the events and the people in the story.
21. What do you think about the events in this story? Discuss them with your friends and give your opinions.
22. What did the teacher do in the end? What do you think? What must students do in situations like this?
23. Answer these questions.
- A) If your friend has a problem, how do you understand this?
- B) What do you do to share your friend's feelings?

24. Listen to the text and answer: Which part of our body doesn't tell lies?



25. Guess and choose the correct one.

- A) "To hug" means "\_\_\_\_\_".
- a. to invite your friend to tell your love
- b. to put your arms around somebody to show your love
- B) "To comfort" means "\_\_\_\_\_".
- a. to make an unhappy or worried person happy
- b. to help a person to be successful

26. Choose the main point of the listening text.

- A) If you watch your friends' mimes and gestures, you can understand and share his/her feelings.
- B) If you talk to your friend and ask him/her a lot of questions, you can solve the problem.

27. Write true (T) or false (F).

- A) Eyes can tell lies. ( )
- B) Feeling empathy can solve the problems. ( )
- C) Put on other people's shoes to solve a problem. ( )
- D) You can hug your friend to show your love. ( )

28. Read the text and write a short text about an emotional event. Use some of the underlined words and phrases.



I went to a scout camp when I was fifteen years old. There were a lot of activities for the scouts in the camp. Cooking, first aid, swimming, playing chess, helping people and climbing.

I liked most of the activities, but I was really frightened of climbing the wall.

You know, the wall is a kind of rock and it is high. I am afraid of heights. I can't look down when I am on the top floors.

It was the climbing day and the climbing moment came. I knew I couldn't get to the top and I was right. I couldn't climb the wall and I fell down. I was very sorry but there was nothing to do. I was surprised, too, because nobody laughed at me. My leader said: "Don't worry, I understand you. Next time you will do better and you will succeed. My friends helped me to stand up and they asked: "Are you all right?"

The next day, our leader said: "I think you are afraid of climbing, but I'm sure you can do it. Would you like to try it again?" There were no friends around. I agreed and climbed the wall with his help.

I was terrified when I came down, but I was happy. I succeeded and climbing the wall was a real achievement for me.



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write write write write

write write write write

29. Read the dialogue, practise it and make a similar dialogue.

Use the keywords in the box.

**Dad :** You feel empathy for the animals. That is very nice. You should feel empathy for the other living things in the nature, too.

**Jason:** Empathy for the plants? How can I feel empathy for them?

**Dad :** You can protect them. You shouldn't harm the plants. We need them to feel healthier and happier.

**Jason:** I understand you. We shouldn't cut off the trees. I believe we can plant a lot of plants and trees.

**Dad :** You are right. I feel that future will be better.

empathy for the environment  
protect the environment  
pollute the rivers and seas  
use chemicals  
use water carefully



**30. Answer these questions.**

- A) Do you sometimes help animals?
- B) What is the most important problem for the animals?

**31. Read the text and answer: Where was the kitten?**

**Jason** : Dad, I helped a mother cat today.  
**Dad** : Really? How did you help it?  
**Jason** : I saw a cat. It was miaowing in the garden and it was looking at something in a tree. When I looked up, I saw a kitten.  
**Dad** : Oh! What was it doing there?  
**Jason** : It was between two branches.  
**Dad** : And it couldn't come down.  
**Jason** : Yes, you are right.  
**Dad** : What did you do then?  
**Jason** : I took the kitten between the branches and put it near the mother cat. Mother cat miaowed again. I think it was angry with me.  
**Dad** : I don't agree with you. I think it said "Thank you."  
**Jason** : Perhaps, you are right, dad. It said "Thank you." and ran away with the kitten. Do you think it was happy?  
**Dad** : Yes, it was very happy because you understood its feelings. I believe you showed empathy and helped the mother cat. You did a good job, son.  
**Jason** : I agree with you, dad. I felt very happy after I saved the kitten.



**32. Answer these questions.**

- A) Why was the mother cat miaowing?
- B) How did Jason show empathy?
- C) How did the mother cat thank?

**33. Read the situation and make a similar dialogue. Use the words in the box.**

I agree that ...	Do you think..?	I don't agree.
You are right.	I believe...	

**Student A** : You saw a hungry bird in front of the window on a snowy day. You gave some bread crumbs to it.

**Student B** : Listen to your friend's experience and express you opinions. Ask and answer questions about the event.

**34. Summarize the story in activity 31 and write the main point.**

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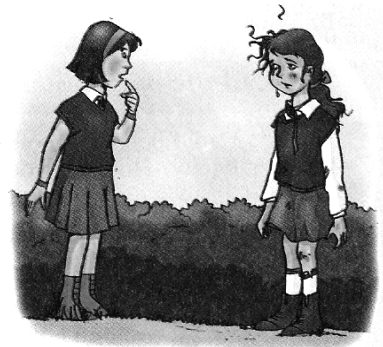


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35. Read the dialogue. Describe the events and the people.

**Jane** : Hi! My name is Jane. Can I help you?  
**Kelly** : Hi! I'm Kelly.  
**Jane** : What is the problem? You don't look good. You look frightened.  
**Kelly** : I am fine.  
**Jane** : Are you sure? Why is your school uniform dirty?  
**Kelly** : I fell down when I was running away from a few of the girls in my class.  
**Jane** : Oh dear! What happened?  
**Kelly** : Well, they didn't like my boots and they ran after me.  
**Jane** : But, why?  
**Kelly** : I am a new student. I came here from a village school. They don't like my clothes and boots. They always make fun of me. They hid my books and pencil case and they didn't give them back. I told this to the teacher because I was angry. I got my books and pencil case back, but they ran after me when the lesson finished.  
**Jane** : What did you do when they ran after you?  
**Kelly** : ....



36. Answer these questions and talk to your friend. What did Kelly do in the end? What must students do in situations like this?

37. What have you learned about "empathy"? When do we need empathy? Write as a list of points. Then, write a paragraph. Use the connectors "and", "but", "because", "if", "when" and "so".

write write write write

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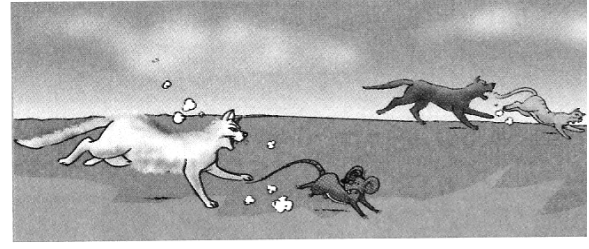
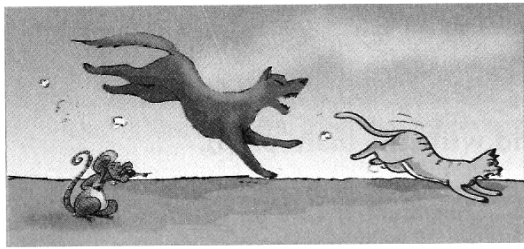
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38. Look at the cartoons and talk about them.



TASK  
 \* Today is Sunday. Change roles with your father or mother. What should you do for your family? How do you feel?