Turkey National Needs Assessment of State School English Language Teaching

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Foreword

This report provides a baseline study on the current state of foreign language teaching, and English in particular, in the state school sector. The ensuing report is the result of a collaboration between the British Council and TEPAV where the two organisations have pooled their respective areas of expertise to produce one of the largest and most comprehensive pieces of research of its kind in Turkey. TEPAV analysis of the importance of English language skills to the continued development of the Turkish economy is combined with British Council experience in the area of English language teaching to set the terms for a study designed to produce a realistic and achievable set of recommendations available for further exploration.

The meeting point between the British Council and TEPAV was the question of how English language teaching in Turkey may be improved in order to produce students with the foreign language skills necessary to contribute meaningfully to the ambition to position Turkey as one of the top ten global economies by 2023, the centenary of the Turkish Republic. In order to arrive at our conclusions we collected data from TEPAV economic analysis, classroom observation of 80 English language classes across Turkey and, uniquely, a mass survey administered to almost 20,000 students, parents and teachers of English.

As a result of compiling this report, we feel that there is much cause for optimism. Turkish schools are generally blessed with good infrastructure, receptive students who respond well to innovative teaching and teachers eager to improve their classroom practice through professional development opportunities. While the report does not shy from the realities of the current state of English teaching and learning in Turkish state schools, we are confident that we have identified the starting point for solutions which will ultimately support Turkey in fulfilling its economic ambitions.

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I. Executive Summary

1.   The Turkish government is currently implementing a process of ambitious and far-reaching educational reform. The introduction of 12 year compulsory education (4+4+4) along with the FATİH Project provide a particularly exciting opportunity to review and reform the teaching and learning of foreign languages, especially English, in the Turkish state school system. The early introduction of foreign language instruction from Grade 2 should in time demonstrate a powerful multiplier effect which will impact positively on all subsequent learning right up to and including tertiary level study.

2.   This needs assessment aims to support the Ministry of National Education in its efforts to maximise this opportunity. By conducting a comprehensive and detailed needs assessment across Turkish state schools covering each of Primary, Middle, High and Vocational English language teaching, this report aims to provide the Ministry with a solid set of recommendations for reform of classroom practice and learning content with regards to English language teaching/learning. A central part of the needs analysis, based on extensive classroom observations, also focuses on these teachers' professional needs in order to help them maximise the opportunities afforded by the Ministry's educational reform agenda. Uniquely, the report also gives a voice to students, parents and teachers with field surveys completed by a total of almost 21,000 respondents.

3.   This report is the outcome of collaboration between the British Council and TEPAV to analyse the current state of English language teaching and learning in state schools in Turkey. The study was conducted between February- July 2013:

   a. With permission from the Ministry of Education, and under the auspices of TEPAV and the British Council, the consultant observed 80 classes of English at Grades 4-12, in 48 schools in and around (within 100km) the following cities of Turkey: Ankara, Antalya, Balıkesir, Diyarbakır, Erzurum, Gaziantep, İstanbul, İzmir, Kayseri, Malatya, Samsun, Trabzon.

b. As part of school visits, the consultant also carried out (87) in-depth interviews with teachers, as well as meetings with students and other stakeholders. TEPAV's survey of (1394) parents/guardians and (19.380) students completes the investigation. The resultant report offers a frank assessment of the teaching/learning of English across Turkey. In response to the identified needs, a series of practical, achievable recommendations are proposed.

4.   As the main language of communication in the world, using English could have positive effects on a macroeconomic as well as on an individual level. In particular, the English language is increasingly important as a means of communication and interaction among different cultures; for increasing innovation and the relative sophistication of exports; for increasing trade relations through connectivity; for key sectors such as tourism and for individual job prospects.

  a. English is one of the most widely spoken languages in the world (Table 2). Mandarin and Spanish have the highest number of native speakers. However, English is the language most widely used as a *lingua franca* language of communication among non-native speakers.

Table: Most widely spoken languages in the world[1]

Language	Number of Speakers (Millions)	Number of Native Speakers (Millions) [2]	Percentage of world population (approximate)
English	1000	365	16
Mandarin	1000	935	16
Hindu/Urdu*	900	361	15
Spanish	450	387	7
Russian / Belarusian	320	160	5

*Although Hindi and Urdu use different writing systems, these languages are branches of Hindustani and are orally mutually intelligible.
Number of Native Speakers (Millions)[2]
Source: Encyclopædia Britannica Online Academic Edition

b. Being able to communicate in English may positively affect a country's long-term economic growth potential through increasing its innovation capacity. Innovation capacity, which is the main driver of long-term economic growth as indicated by many economic growth models, is directly affected by the ability to follow new developments in the world and create value-added. English language plays an important role in this. While Turkey is the 17th largest economy in the world, it ranks only 34th in its universities' generation of influential academic publications. Figure 1 shows the relationship between TOEFL scores and H-index scores of selected countries in 2011. The H-index is a measure of the impact as well as the number of scientific publications in a country and a larger H-index number denotes a higher impact.[3] The figure shows that, in general, the H-index increases as the country's TOEFL score increases, so countries with higher average TOEFL scores generate a higher number of publications with greater impact. This is because scientists with better English language skills are more likely to produce

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1 "language." *Encyclopædia Britannica. Encyclopædia Britannica Online Academic Edition*. Encyclopædia Britannica Inc., 2013. Web. 31 Jul. 2013. http://www.britannica.com/EBchecked/topic/329791/language
2 ^ a b c d e f g h i j k l Nationalencyklopedin "Världens 100 största språk 2007" The World's 100 Largest Languages in 2007.
3 The H-index takes on the value x if x is the highest number such that the scientists in the country publish x publications that is cited at least x times.

papers in journals that are more likely to be read and cited, and that they are more likely to be able to follow the recent developments in the international literature in their area of expertise. With an average TOEFL score of 77 in 2011, Turkey had an H-index score of 193, and is ranked 34th.

Figure 1: Scholar H-index scores and TOEFL scores of countries (2011)
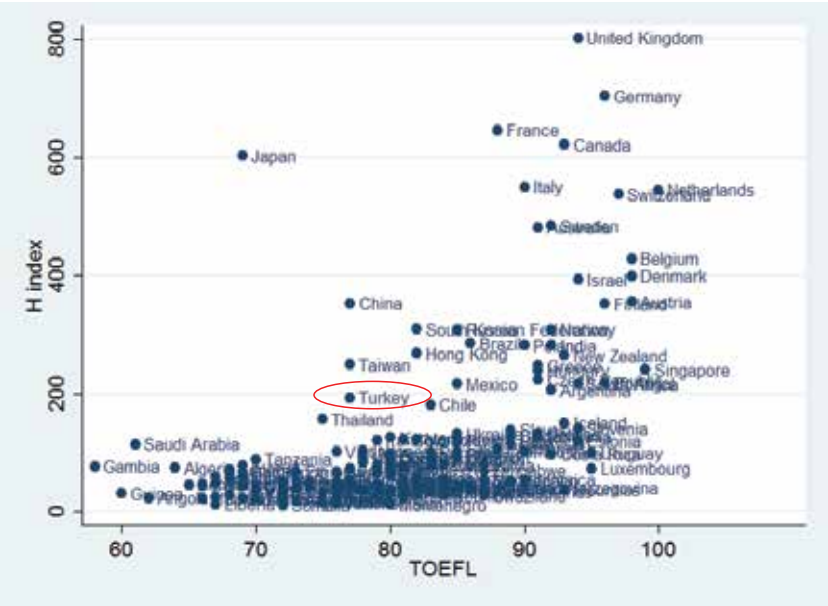
Source: SCImago Journal & Country Rank, ETS

c. Regional integration, which is vital for setting up the infrastructure that many countries are unable to build on their own, is promoted by factors such as close proximity, availability of physical and human resources, interdependence, an increase in the number of regional trading blocs and, crucially, a common language. Trade corridors, transport networks, energy development, water resource management, and telecommunications connectivity are the key components of regional integration. Effective collaboration among countries can help close gaps that prevent trade and development. However, the traditional, exclusively trade-focused, model of regional integration has failed to promote either intra-regional integration or economic growth. In contradistinction to these traditional models, language skills also need to be considered as indispensable for regional integration for several reasons:

i. **A common language greatly reduces the transaction costs associated with gathering information, making contacts, and conducting negotiations.**

ii. **ICT, one of the leading engines of connectivity for regional integration, is an industry whose mother tongue is English.**

iii. **Transport corridors, which are at the heart of regional integration, use English extensively.** English plays an important role in reshaping these transport corridors as it is vital for a mutual understanding of the transit regime, implemented mostly by customs agencies. These transit regimes comprise the operating procedures that govern the movement of goods, transport policies and protocols governing the movement of vehicles.

iv. **Via transport corridors, importers who are part of a regional value chain can participate in overseas or global value chains as well.** Standards regarding international norms set in English allow regional importers to act as international importers once language and common standards entry barriers are eliminated.

d. **As English is the main language for international communication, it is an essential skill for the tourism sector.** Tourism is fed through both capital and human capital development. Improvements in the infrastructure system and land development are the leading fixed capital investments. However, soft-skills development in such a human-resource related sector is as important as capital investment. For the tourism sector, it is imperative to equip workers with English language skills as the market is highly competitive internationally. It not only allows for successful communication generally but has an important impact on customer service, thus making return visits more likely.

e. As businesses become more globally connected, vacancies for highly skilled workers require high levels of English language communication skills. According to the results in Figure 2, a working knowledge of English is required for more than 30% of jobs in Turkey. A similar ratio is found for job vacancies in Indonesia, a close competitor of Turkey in terms of economic growth performance.[4]

Figure 2: Percentage of job vacancies that require English
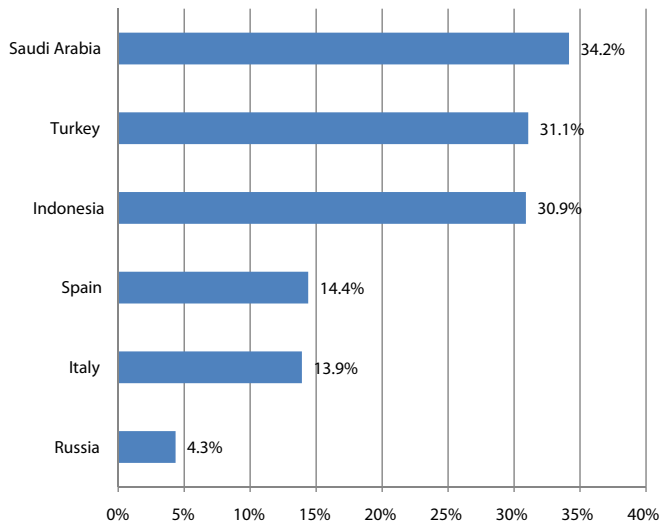
Source: Kariyer.net, bayt.com, jobstreet, opcionempleo, superjob, careerjet databases, July 2013

f. English is also important for higher salaries and enhanced career prospects. According to the European Life Quality Survey, members of the Turkish workforce who are proficient in English are more likely to consider themselves 'well paid' (Figure 3) and to have higher prospects for career development (Figure 4).

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4   Indonesia is the 16th and Turkey is the 17th largest economy in the world according to World Bank statistics. http://data.worldbank.org/data-catalog/GDP-ranking-table

Figure 3: Percentage of people agreeing that they are well paid by their level of English

Figure 4: Percentage of members of the Turkish workforce agreeing that their level of English affords them enhanced job prospects

Source: European Quality of Life Survey 2007[5]
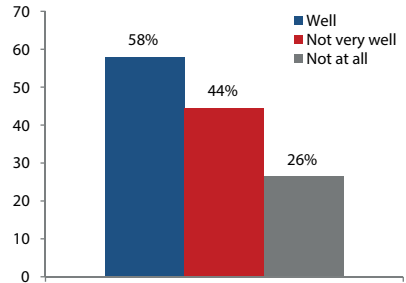
5.   Turkey is yet to catch up with competitor economies in its level of English language proficiency. Turkey consistently ranks very low on various measures of English language speaking. For example, the 2013 English Proficiency Index (EPI) developed by English First puts Turkey 41st out of 60 countries.[6] In 2012, the average total Test of English as a Foreign Language (TOEFL) score of both native Turkish speakers and residents of Turkey was 75 over 120, similar to countries which do not have a Latin alphabet, such as Sudan and Ethiopia.[7]

6.   This study, which identifies the reasons behind the relatively low level of success in English language teaching and learning in the state educational system, identified two major realities:

a. <u>Teachers</u>: Most (80+%) teachers have the qualifications and language skills to deliver effective language lessons so that majority of the student population of Turkey will graduate from High School in Grade 12 with at least an intermediate level of speaking, listening, reading and writing competences in English;

b. <u>Students</u>: Despite the potential of the teachers and a positive classroom environment, the competence level in English of most

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5   http://www.eurofound.europa.eu/areas/qualityoflife/eqls/2007/
6   Source: English First
7   Source: ETS

(90+%) students across Turkey was evidenced as rudimentary – even after 1000+ hours (estimated at end of Grade 12) of English classes.

7.   The report notes factors that account for the above realities. The following findings are critical:

a. More than 80% of observed teachers have the professional competence and language level to meet requirements as teachers of English. However, the teaching of English as a subject and not a language of communication was observed in all schools visited. This grammar-based approach was identified as the first of five main factors that, in the opinion of this report, lead to the failure of Turkish students to speak/ understand English on graduation from High School, despite having received an estimated 1000+ hours of classroom instruction.

The failure to learn English before the end of high school also affects the students' language performance in higher education, and impacts negatively upon the teaching costs and the learning quality in the higher education institutions in which the medium of instruction is English.

b. In all classes observed, students fail to learn how to communicate and function independently in English. Instead, the present teacher-centric, classroom practice focuses on students learning how to answer teachers' questions (where there is only one, textbook-type 'right' answer), how to complete written exercises in a textbook, and how to pass a grammar-based test. Thus grammar-based exams/grammar tests (with right/wrong answers) drive the teaching and learning process from Grade 4 onwards. This type of classroom practice dominates all English lessons and is presented as the second causal factor with respect to the failure of Turkish students to speak/understand English.

c. Almost all classrooms observed had a furnishing/layout where students sit together, in pairs on bench seats. However, teachers fail to use this seating arrangement to organise students into pairs and groups for independent, communicative language

practice in everyday classroom contexts. This was identified as the third factor regarding the failure of Turkish students to speak/ understand English.

d. At present, official textbooks and curricula fail to take account of the varying levels and needs of students. This lack of relevance and interest to students, particularly from Grades 6 onwards, has led to an observed, year-on-year growing disengagement of students from lesson content in English. In its extreme, students were observed to simply ignore the teacher. More generally, students 'turn up' to the class, complete textbook exercises and learn nothing. The result – across all classes observed, is the evidenced failure to learn English. Thus, the fact that current textbooks/curriculum (and thus teachers) do not differentiate according to student needs - is regarded as the fourth critical factor accounting for the failure of Turkish students to learn English.

e. Teachers interviewed stated they have little voice in the process and practice of teaching English. Interviews with stakeholders and teachers indicated that the present Inspectorate are non-specialists in English language teaching, are usually non-English speakers, and do not/are unable to provide advice or support to teachers during school visits. Instead, more than 80% of the teachers interviewed stated that inspectors prevented progress in language teaching, for example, by enforcing a literal interpretation of the curriculum – so that they were obliged to 'complete every exercise in the textbook' – whether or not it had any relevance to the needs of the students. In other words, despite robust evidence of the above four findings across Turkey, inspectors continue to enforce the 'status quo'. The inspectorate is therefore identified as the fifth critical factor with regard to Turkish students' failure to learn English.

f. As a result of the repetition of a similar curriculum from grade to grade, and teachers' obligation to follow the curriculum, students self-assess their level of English lower as they progress through the education system (Figure 5). 24% of the primary school students as opposed to 37% of the general high school students believe they have a beginner or lower level of English. 10% of the

primary school students as opposed to 6% of high school students self-assess their level of English as advanced. It may be assumed that, as the total number of hours devoted to English increases after primary school, students may declare greater confidence in their English and self-assess at a higher level. However, survey findings indicate, backed up by classroom observations and teacher surveys, that students do not make significant progress in English over their years of schooling. With repetition of the curriculum from grade-to-grade, students are unable to see evidence of progress in their own learning. As a result, they seem to start to believe that their level of English level actually deteriorates over the years.

Another significant finding in this respect is the low level of perceived English among vocational high school students compared to general high school students. This difference may be as a result of the unmet needs of the vocational high schools where there is a lack of a specialised English language curriculum, appropriate *from the beginning* to their needs and their initial level of English.

Figure 5: Perceived level of English by school type
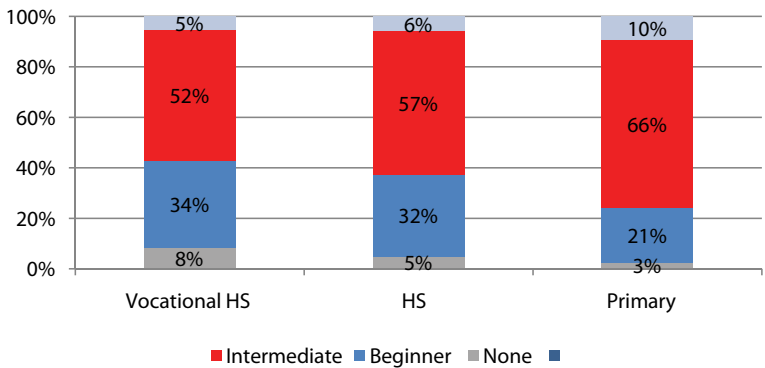
8. Against this backdrop, the report proposes a series of recommendations which outline a professional and materials development process. Key recommendations are:

a. Develop a comprehensive and sustainable system of in-service teacher training for English teachers. This should aim to raise competences with regard to contemporary English language

teaching methodologies and outcomes. In particular, these should focus on:

- teaching English as a tool of communication, (as opposed to teaching 'grammar');
- how to 'personalise' textbook content: to help to provide interest and motivation to students at various age ranges and abilities.

This training would be included in some sort of continuing professional development framework and linked to an incentive scheme for teachers, including accreditation of the training courses.

Content of these training courses may be developed by fully-trained materials writers to ensure that the materials are appropriate to the Turkish context.

Training may be delivered by a dedicated cadre of national teacher trainers. The effect of the training on actual classroom practice would need to be thoroughly monitored and evaluated to ensure evidence of improvement in teaching standards.

b. Develop a revised curriculum document, and related learning materials, including text-books, which:

- include additional *content-based* and *functional* objectives, so that teachers give students a range of authentic and student-centred opportunities and reasons to communicate;
- encourage flexibility to show teachers how to meet differing abilities of students;

c. The above-mentioned, revised curriculum document and learning materials, should:

- demonstrate realistic progression from Grade 2 to Grade 12;
- be delivered in a context of increased number of

lessons per week[8];

- permit Modules to be added that provide relevant options to students of differing abilities/needs, with <u>particular attention paid to Vocational/Technical High Schools</u>;
- be developed with the support and engagement of classroom teachers.

d. Over a 5-10 year period, the role of English-teaching inspections should transform to that of inspection *plus supervision*.

For English, inspectors should be specialists in the subject. It is therefore recommended that the Ministry should consider recruiting for this revised role from the classroom – where senior teachers, or those recognised for their abilities in the teaching of English may apply. This would entail dividing the inspectorate into two sections- executive and professional. The executive section may retain its current function while the professional section would take on a supervision role to support teachers' subject-related professional development.

9. Given the youth and dynamism observed across the nation of Turkey – and the potential of its youngest members who attend State Primary, Secondary and High Schools, there is a unique opportunity to make a difference. A sketch of a possible action plan in this regard may have the following steps:

> **STEP 1:** Rewrite the curriculum to embed the move from the current grammar-based teaching approach to a communicative one. In doing this, English language teachers' current classroom competency and low student motivation after primary age schooling need to be taken into account

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8   A minimum of 6 lessons (40-45 mins/lesson) per week (at all age ranges) of English are required to take forward and sustain progress in English – and for Turkish students to achieve success comparable to the best-performing nations. However, increasing study hours is <u>only</u> recommended where English is delivered as a *tool of communication* – in appropriate communicative and content-related contexts. Increasing the lesson time for grammar-based study of English (the manner in which English is presently being taught to students) is considered as counter-productive.

STEP 2: Increase the competency of English language teachers, primarily by helping them obtain the teaching skills and approaches necessary to move from the current unsuccessful grammar-based approach to one of communicative teaching. Enshrine this process in comprehensive pathways for continuing professional development available to every teacher in the country.

STEP 3: Work in collaboration with university Faculties of Education and Schools of Foreign Languages to develop a national school network centred on identified School Ambassador for Education (SAFE) schools which perform well in teaching English and may support the schools close by.

STEP 4: Introduce professional development to the inspectorate system while keeping the current executive inspection tier.

STEP 5: Launch a national campaign to promote awareness of the importance of communication in English (and other languages) among students, parents and the general public.

10. The current potential of Turkey, in the sense of a ready cadre of linguistically competent English language teachers equipped with a sound theoretical knowledge of their subject, is sufficient to take forward such an action plan. To support this process, Turkey is blessed with considerable expertise and experience housed in various institutions. If the Recommendations outlined in this Report are taken forward, a very different picture of English language learning and teaching would emerge: one in which successful attainment of a functional level of English for communicative purposes would be the norm rather than the exception among students graduating from High School. In turn, we would expect that an increasingly skilled labour force will enhance Turkey's economic performance and be an important step towards reaching the country's 2023 ambitions.

II.   Introduction

A. Objectives of the Study

1.   The following outlines background information and the working brief with regard to the report:

a. The Economic Policy Research Foundation of Turkey (TEPAV) is a non-partisan, non-profit think tank based in Ankara, Turkey. It was founded in 2004 by a group of businessmen, bureaucrats and academics who believe in the power of knowledge and ideas in shaping Turkey's future. Aiming to contribute to public policy design, TEPAV seeks to enrich the knowledge content in Turkey's discussions. What sets TEPAV apart however, is its active involvement in economic and political development, both of which, it may be argued, are underpinned throughout by education. TEPAV carries out projects, which actively contribute to economic development and bring together key policy and opinion makers to tackle the problems of the day.

b. The British Council, the United Kingdom's agency for international cultural relations, is registered as a charity in the United Kingdom, and has offices in 110 countries, including Turkey. The British Council has built up substantial experience and expertise in the field of educational reform, with particular reference to the teaching and learning of English. In Turkey, the British Council is able to call on in-house expertise as well as access to a network of UK experience and international consultants.

2.   The Turkish government is currently implementing a process of ambitious and far-reaching educational reform. The introduction of 12 year compulsory education (4+4+4) along with the FATİH Project provide a particularly exciting opportunity to review and reform the teaching and learning of foreign languages, especially English, in the Turkish state school system. The early introduction of foreign language

instruction from Grade 2 should, in time demonstrate a powerful multiplier effect which will impact positively on all subsequent learning right up to and including tertiary level study.

3.   **This needs assessment aims to support the Ministry of National Education in its efforts to maximise this opportunity**. By conducting a comprehensive and detailed needs assessment across Turkish state schools covering each of Primary, Middle, High and Vocational English language teaching, this report aims to provide the Ministry with a solid set of recommendations for reform of classroom practice and learning content with regards to English language teaching/learning. A central part of the needs analysis, based on extensive classroom observations, also focuses on these teachers' professional needs in order to help them maximise the opportunities afforded by the Ministry's educational reform agenda. Uniquely, the report also gives a voice to students, parents and teachers with field surveys completed by a total of almost 21,000 respondents.

4.   **Report Objectives:**

   a. To make recommendations to the Ministry of National Education regarding the design and delivery of an appropriate English language curriculum based on current teaching expertise (and projected needs) of English language teachers;

   b. To identify English language teachers' professional needs in order to support the Ministry of National Education's ambitions for improving students' English language proficiency;

   c. To provide the Ministry of National Education with a comprehensive national report on the current stage of English language teaching in the state school sector which may be utilised to inform any future English language teaching/learning reform initiatives.

5.   **Turkey is yet to catch up with competitor economies in its level of English language proficiency.** Turkey consistently ranks very low on various measures of English language speaking. For example, the

2011 English Proficiency Index (EPI) developed by English First puts Turkey 43rd out of 44 countries.[9] In the 2012 EPI, Turkey may appear to have improved its ranking to 32nd but the two years' rankings are not comparable due to methodological changes and the fact that 12 countries were added to the rankings during the intervening year. In 2012, the average total Test of English as a Foreign Language (TOEFL) score of both native Turkish speakers and residents of Turkey was 75 over 120, similar to countries which do not have a Latin alphabet, such as Sudan and Ethiopia.[10]

6.   Given low English language skills, Turkey exceeds expectations in the technological sophistication of its exports. However, the lack of English language-related connectivity with the rest of the world may cause difficulties if Turkey aims to further increase its export sophistication in the future. Figure 1 shows the relationship between EXPY scores and EPI scores for selected countries and Turkey. The EXPY, a tool which measures the sophistication of exports, indicates how much a country's export basket resembles the export basket of richer countries. Derived from Hausmann, Hwang and Rodrik (2007)[11], the tool may also serve as a predictor of the subsequent economic growth of the country. Compared to its EXPY, Turkey has a very low English proficiency, which suggests that Turkey is an outlier from the general trend. However, considering the fact that communication is an essential means of tracking developments in the world market and connecting to future customers outside the country, this deviation from the trend could prove problematic for Turkey's subsequent growth as well as its export sophistication performance in the future.

9   Source: English First
10   Source: ETS
11   R. Hausmann, J. Hwang, and D. Rodrik, "What You Export Matters", *Journal of Economic Growth* 12, 1 (2007).

Figure 1: Export sophistication (2011) and English Proficiency Index scores (2011)
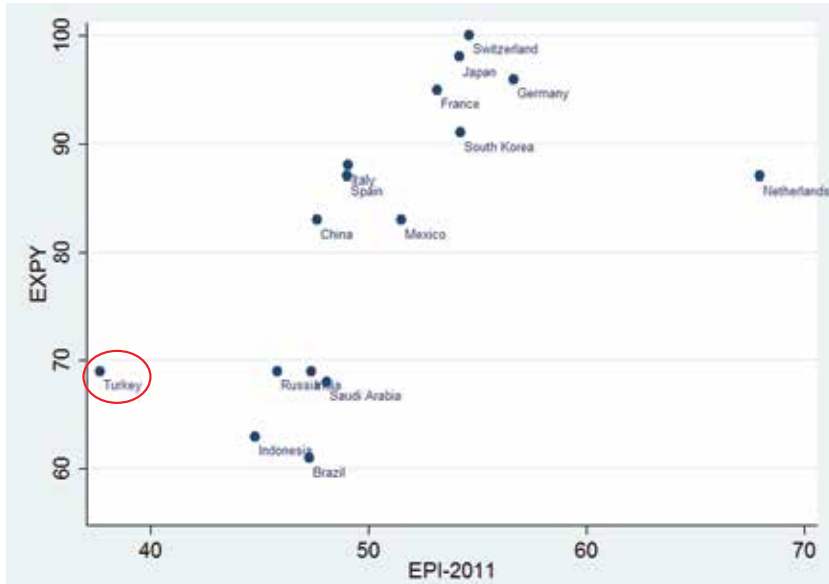
Source: English First, UN Comtrade, TEPAV calculations

7. This report is the outcome of collaboration between the British Council and TEPAV to analyse the current state of English language teaching and learning in state schools in Turkey. The study was conducted between February- July 2013, with field visits to 48 state schools in 12 cities (Ankara, Antalya, Balıkesir, Diyarbakır, Erzurum, Gaziantep, İstanbul, İzmir, Kayseri, Malatya, Samsun and Trabzon) taking place between March-May 2013.

8. This report outlines the current condition of English learning in the state schools within the 4+4+4 education system, and provides applicable policy recommendations. A comprehensive field survey research which specially focused on English learning has been exploited in the creation of this report. Besides the applied questionnaires, semi structured interviews were conducted with 40 primary school teachers in 12 cities.

9. The classroom-based findings and recommendations below are based on the following data, data collection approach and methodology:

a. **Visits to 48 state schools in 12 cities and nearby areas to these cities. These cities were selected to ensure a geographical spread across Turkey.** A total of four schools were thus visited over a two-day period in each city. Each 'city' visit included:

   i. Classroom observation of English lessons each for Primary, Middle, High and Vocational school streams. Each observation lasted approximately 40 minutes and was followed by an informal discussion with the class teacher and, where feasible other teachers of English in the school. 1-3 classes were observed in each school, enabling a total 78 classroom observations, divided between the four streams, to be carried out. The classes observed in schools also included those (approximately 15%) where 'smartboards' and tablets have been introduced as per the FATİH Project Pilot;

   ii. A survey administered to teachers in each city. These were completed by the teacher(s) in each school visited, during the school visit. The number of participants was therefore distributed among Primary, Middle, High and Vocational Education school teachers. Both the classroom observations and the survey were designed to allow the consultant to comment on:

- the teachers' classroom skills and language capability;

- the teachers' approach to teaching and use of interactive methods;

- the teachers' use and adaptation of textbooks/ other classroom materials;

- the extent to which teaching is determined by traditional 'grammar' based approaches to the learning of English – and its impact on student learning;

- the extent to which teaching is determined by testing/examination and assessment considerations –

and its impact on student learning;

- the extent to which teaching is determined by formal (and potentially punitive) inspections of classroom practice;

- the teachers' management of students, classroom space and time, as well as their effective use of display space in/outside the classroom – and its impact on student learning;

- the teachers' experience of/attitude to professional development opportunities;

- the teachers' attitude/skills with regard to the introduction of technology/digital learning and teaching – and its impact on student learning.

b. A survey administered to a sample of students attending each class (organised by TEPAV) as well as to parents of primary school (4th grade) children. Surveys are applied to the students and parents of English, with special questionnaires designed for each type of respondent. A stratified sampling method has been used in the identification of the cities and the cities have been chosen from each NUTS1 region according to schooling ratio, number of schools and school types.

i. **Student surveys:** The student survey was applied to a total of 19,380 students. The main target population of the student survey is students from grades 5 to 12 (secondary and high school students).

ii. **Parent surveys:** 1,394 parents of 4th grade students are surveyed in the research. The target population of the parent survey is parents of 4th grade children. It was felt that parents would be able to supply fuller and more accurate responses than 4th grade students, given their young age. During the period of the research (2012-13 academic year), English language classes started at the 4th grade.

10. The questionnaires administered and visits/observations/meetings/ discussions carried out for this Report provide a clear picture of the

present situation regarding the teaching of English as a foreign language (EFL), as viewed by the English teachers themselves, the students attending classes and their parents, as well as various other important stakeholders.

11. As central components of each school visit, in addition to a focused discussion (15-20 minutes) with the school Principal regarding background information to the school/catchment area for students, and the learning/teaching context for English as a Foreign Language, the following also took place:

    a. The consultant carried out a semi-structured interview (20-40 minutes) with the teacher(s) of English in the school

    b. The consultant carried out a 10-15 minute 'practicum' with each class observed (20-38 students, Grades 4-12) to pilot the feasibility, under everyday classroom conditions, of taking forward:

        • activities requiring authentic communication in English among students

        • activities requiring independent pair or group communication in English

        • activities requiring students to apply critical thinking and imagination to produce unique and personal responses – in English

    c. In addition, at the end of the practicum, the consultant asked for feedback from the students on these activities, alongside feedback about their likes/dislikes/preferences/motivations with respect to learning English.

B. Why learn English?

1. English is one of the most widely spoken languages in the world (Table 1)**.** Mandarin and Spanish have the highest number of native speakers. However, English is the language most widely used as a *lingua franca* language of communication among non-native speakers.

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Language	Number of Speakers (Millions)	Number of Native Speakers (Millions) [12]	Percentage of world population (approximate)
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2.   As the main language of communication in the world, using English could have positive effects on the macroeconomic as well as on an individual level. In particular, the English language is increasingly important as a means of communication and interaction among different cultures; for increasing innovation and the relative sophistication of exports; for increasing trade relations through connectivity; for key sectors such as tourism and for individual job prospects.

3.   Being able to communicate in English may positively affect a country's long-term economic growth potential through increasing its innovation capacity. Innovation capacity, which is the main driver of economic growth as indicated by many economic growth models, is directly affected by the ability to follow new developments in the world and create value-added. English language plays an important role in this. While Turkey is the 17th largest economy in the world, it ranks only 34th in its universities' generation of influential academic publications. Figure 2 shows the relationship between TOEFL scores and H-index scores of selected countries in 2011. The H-index is a measure of the

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12   ^ a b c d e f g h i j k l Nationalencyklopedin "Världens 100 största språk 2007" The World's 100 Largest Languages in 2007.

impact as well as the number of scientific publications in a country and a larger H-index number denotes a higher impact.[13] The figure shows that, in general, the H-index increases as the country's TOEFL score increases, so countries with higher average TOEFL scores generate a higher number of publications with greater impact. This is because scientists with better English language skills are more likely to produce papers in journals that are more likely to be read and cited, and that they are more likely to be able to follow the recent developments in the international literature in their area of expertise. With an average TOEFL score of 77 in 2011, Turkey had an H-index score of 193, and is ranked 34th.

Figure 2: Scholar H-index scores and TOEFL scores of countries (2011)
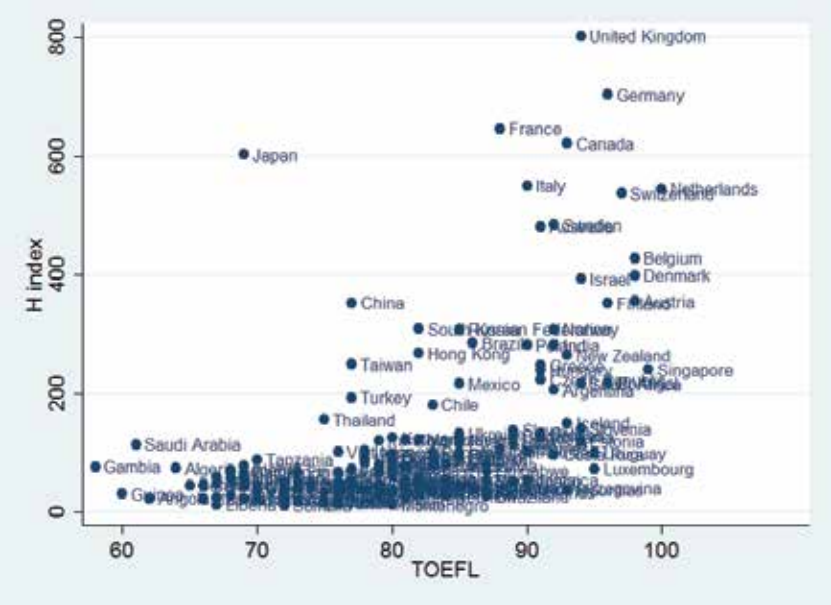
Source: SCImago Journal & Country Rank, ETS

4. Regional integration, which is vital for setting up the infrastructure that many countries are unable to build on their own, is promoted by factors such as close proximity, availability of physical and human resources, interdependence, an increase in the number of regional trading blocs and, crucially, a common language.

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13 The H-index takes on the value x if x is the highest number such that the scientists in the country publish x publications that is cited at least x times.

Trade corridors, transport networks, energy development, water resource management, and telecommunications connectivity are the key components of regional integration. Effective collaboration among countries can help close gaps that prevent trade and development. However, the traditional, exclusively trade-focused, model of regional integration has failed to promote either intra-regional integration or economic growth. In contradistinction to these traditional models, language skills also need to be considered as indispensable for regional integration for several reasons:

a. A common language greatly reduces the transaction costs associated with gathering information, making contacts, and conducting negotiations. Sharing a common language is a highly significant determinant of trade. Countries with this tie typically have a volume of trade that is higher than countries that do not. Among these common languages, English still remains the leading international language, with an estimated 1 billion+ speakers across the world and is the most prominent candidate as the new trade language of Turkey and its neighbours in the recent restructuring of the region. Another important characteristic of English which promotes this candidacy is that 80% of all interactions in English do not involve a non-native speaker. This means that a variety of equally valid world 'Englishes' have been able to develop.

b. ICT, one of the leading engines of connectivity for regional integration, is an industry whose mother tongue is English. Republishing any content in English increases a region's connectivity to the world. Therefore, for Turkey and its neighbours, the need is not for a convergence of standards whereby Turkey conforms to the Arabic norm even though in Turkey's immediate region about 75-80% of all internet content is in Arabic (from a Jordanian origin). Furthermore, any adoption of English as the regional tongue would better allow Turkey to take on the role of regional hub.

c. Transport corridors, which are at the heart of regional integration, use English extensively. English plays an important role in reshaping these transport corridors as it is vital for a mutual understanding of the transit regime, implemented mostly by customs

agencies. These transit regimes comprise the operating procedures that govern the movement of goods, transport policies and protocols governing the movement of vehicles. They are implemented within countries and across borders for logistics regulation. English language skills facilitate cooperation, particularly in the setting up of joint corridor management institutions.

d. Via transport corridors, importers who are part of a regional value chain can participate in overseas or global value chains as well. Standards regarding international norms set in English allow regional importers to act as international importers once language and common standards entry barriers are eliminated.

5. As English is the main language for international communication, it is an essential skill for the tourism sector. Tourism is fed through both capital and human capital development. Improvements in the infrastructure system and land development are the leading fixed capital investments. However, soft-skills development in such a human-resource related sector is as important as capital investment. For the tourism sector, it is imperative to equip workers with English language skills as the market is highly competitive internationally. It not only allows for successful communication generally but has an important impact on customer service, thus making return visits more likely.

a. Although Turkey is a popular global tourist destination, the level of English in Turkey is relatively low compared to competitor destinations. Turkey was the 6th most attractive tourist destination in 2011. The number of tourists was 983 million in 2011, a 4.83% increase compared to the previous year. As seen from Table 2, Turkey is the 6th most attractive location in the world and the 4th in Europe. However, among top tourist destinations, in only Mexico and China are average English language levels lower than in Turkey.

Table 2: Countries with highest tourist arrivals in 2011 and their EPI scores

Countries	International Tourist Arrivals in 2011	% Change From Last Year	EPI 2012 Score
France	79.5 million	+3.0%	54.28
USA	62.3 million	+4.2%	Native speakers
China	57.6 million	+3.4%	49.00
Spain	56.7 million	+7.6%	55.89
Italy	46.1 million	+5.7%	54.01
Turkey	31.3 million	+8.9%	51.19
UK	29.2 milion	+3.2%	Native speakers
Germany	28.4 million	+5.5%	60.07
Malaysia	24.7 million	+0.6%	57.95
Mexico	23.4 million	+0.5%	48.60

Source: UNWTO World Tourism Barometer
Note: EPI 2012 uses data gathered from 1.7 million adults over 2009-2011.

b. Average tourist spending is low in Turkey which suggests that high-income tourists who demand highly personalised services do not favour Turkey. In sectors like tourism which deal directly with people, service quality is one of the most important determinants of income. In 2011, global tourism receipts surpassed $1 trillion USD, of which 45.5% went to the top 10 revenue earners. Table 3 shows the number of tourists who arrived at the top tourism destinations as well as those countries' tourism revenues. With an income of 23 billion USD, Turkey ranked 12th on this list in 2011[14]. This demonstrates that the average tourist in Turkey spends less than those in the majority of the leading countries for tourism.

Table 3: Tourist Arrivals and Tourism Revenues of Top Touristic Destinations, 2011

Countries	International Tourist Arrivals in 2011	Tourism Receipt in 2011 (USD)	Average Spending Per Tourist, 2011 (USD)
France	79.5 million	53.8 billion	676.7
USA	62.3 million	116.3 billion	1866.8
China	57.6 million	48.5 billion	842.0
Spain	56.7 million	59.9 billion	1056.4
Italy	46.1 million	43.0 billion	932.8
Turkey	31.3 million	23.0 billion	734.8
UK	29.2 million	35.9 billion	1229.5
Germany	28.4 million	38.8 billion	1366.2
Malaysia	24.7 million	18.3 billion	740.9
Mexico	23.4 million	11.7 billion	500.0

Source: UNWTO World Tourism Barometer

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14 UNWTO World Tourism Barometer 2011

c. Improvements in human capital lead to an increase in income from tourism. As shown in Kara *et al*. (2012)[15], there is a clear relationship between tourists' perception of the 'social environment' of the country they visit and tourism revenues. One of the most important elements of the hospitality industry is the ability to communicate. With tourists to Turkey deriving from so many different nationalities, English automatically becomes the default language of communication. In the tourism industry, proficient levels of English ensure the quality and high standards expected by (high-income) tourists.

6.   As businesses become more globally connected, vacancies for highly skilled workers require high levels of English language communication skills

a.   Command of English is an important skill leading to enhanced job prospects, especially for new entrants to the labour market. This applies even more so to emerging economies such as Turkey which need to open up to global markets. A recent experiment in the field was conducted with popular job search engines in Turkey, Saudi Arabia, Indonesia, Spain, Italy and Russia. According to the results presented in Figure 3, a working knowledge of English is required for more than 30% of jobs in Turkey. A similar ratio is found for job vacancies in Indonesia, a close competitor of Turkey in terms of economic growth performance.[16]

15 Kara, Ahmet et al. (2012), "The Economic, Social and Environmental Determinants of Tourism Revenue in Turkey: Some Policy Implications", Journal of Economic and Social Research, 5(2), 61-72
16 Indonesia is the 16th and Turkey is the 17th largestt economy in the world according to World Bank statistics. http://data.worldbank.org/data-catalog/GDP-ranking-table

Figure 3: Percentage of job vacancies that require English among the total job vacancies
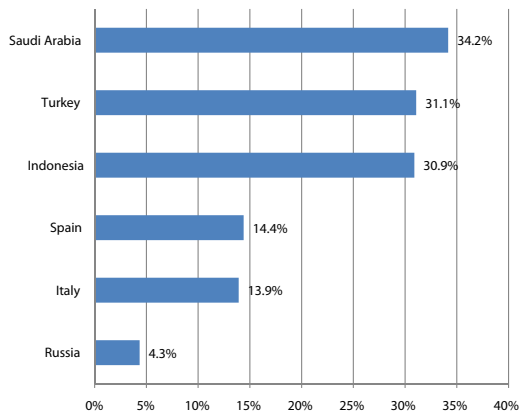
Source: Kariyer.net, bayt.com, jobstreet, opcionempleo, superjob, careerjet databases, July 2013

b. English is also important for higher salaries and enhanced career prospects. According to the European Life Quality Survey, members of the Turkish workforce who are proficient in English are more likely to consider themselves 'well paid' (Figure 4) and to have higher prospects for career development (Figure 5).

Figure 4: Percentage of people agreeing that they are well paid by their level of English
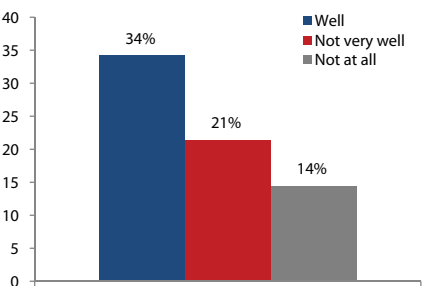
Figure 5: Percentage of members of the Turkish workforce agreeing that their level of English affords them enhanced job prospects

Source: European Quality of Life Survey 2007[17]

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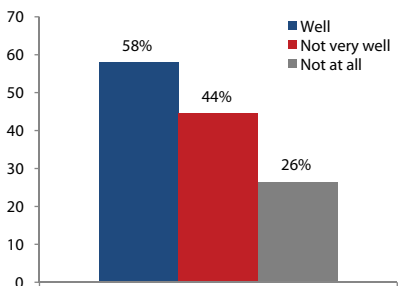
17   http://www.eurofound.europa.eu/areas/qualityoflife/eqls/2007/

III. Current Condition of English Language Learning in Turkish State Schools

A. Survey analysis results

1. This section allows for the perspective of students, parents and teachers regarding the learning and teaching of English in Turkish state schools. The analysis is based on a large sample of students and parents of 4th grade students, along with supplementary data taken from teachers. In total, 19,380 students, 1,394 parents and 78 teachers were surveyed. This section links the three surveys to identify the general trends and perspectives by combining the information given in the questionnaires and classroom visits. Detailed information and complete analysis of each survey is included in Appendix 1, Appendix 2 and Appendix 3 and not all information in the appendices is covered in this section.

a. Both the student and parent surveys show a relatively low income, which might have important implications for the student's success in school. 59% of the parents have an income of 1,500 TL or less per month; and only 15% have an income that is more than 3,000 TL per month (Figure 6). The proportion of respondents who have a family income of 1,500 TL per month reduces to 42% in the student survey and the proportion of those in categories denoting a higher income increases, but this may be attributed to students not being aware of the income level of their parents (Figure 7). Income level not only has a direct effect on the student's success in learning English through the quality of the school that parents may be able to afford, but also through indirect effects such as household possession of books, English language music and access to English language television (through cable). Surveys show that parents with

higher income are more likely to have these potential learning aids in the home, and that students who are able to benefit from these aids are more likely to enjoy their English lessons (see Appendix 2).

Figure 6: Income of the family (parent survey)

- 4.501 - 5.250 TL 3%
- 3.751 - 4.500 TL 4%
- 5251 and higher 3%
- 773 TL and lower 27%
- 3.001 - 3.750 TL 5%
- 2.251 - 3.000 TL 8%
- 1.501 - 2.250 TL 18%
- 774 - 1.500 TL 32%
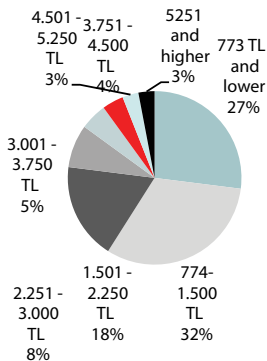
Figure 7: Income of respondents' families (student survey)

- 773 TL and below: 14.7%
- 774-1500 TL: 27.7%
- 1501-2250 TL: 21.7%
- 2251-3000 TL: 12.9%
- 3001-3750 TL: 7.3%
- 3751-4500 TL: 4.2%
- 4501-5250 TL: 3.5%
- 5251-6000 TL: 2.4%
- 6000 TL and above: 5.6%
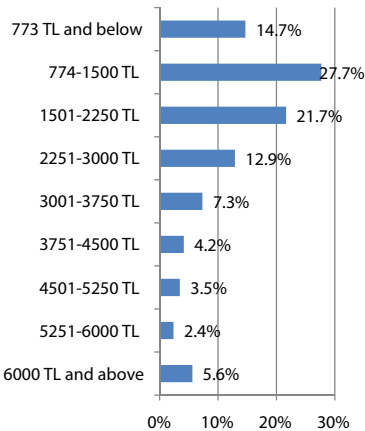
b. The parents surveyed are characterized by a low level of education and an average of at least two children. This limits their ability to help their child with English and other studies. 81% of the parents have at least two children; and 17% have four or more children (Figure 8). As for levels of education, these tend to be relatively low. 51% of females and 36% of males have a primary school or no formal school-based education. Only 15% of males and 10% of females have a university or higher degree. (Figure 9) Given that the surveys are primarily applied in urban conurbations of medium to large cities and not rural areas, these results are even more striking. Intuitively, the parent's level of education would have an effect on the level and quality of the help s/he is able to give his/her child with school studies. In terms of English, survey results show that low levels of language skills on the part of the parent severely limit the parent's ability to provide relevant support for their child's English homework (see Appendix 2 for further details).

Figure 8: Number of children in the family
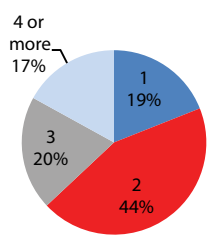
Figure 9: Education level of parents (both parents)

Male 36% 44% 5% 13% 2%

Female 51% 35% 5% 9% 1%

- Primary and below
- Lower and upper secondary
- Post-secondary non-tertiary
- Bachelor
- Master & PhD

4 or more 17%
1 19%
3 20%
2 44%
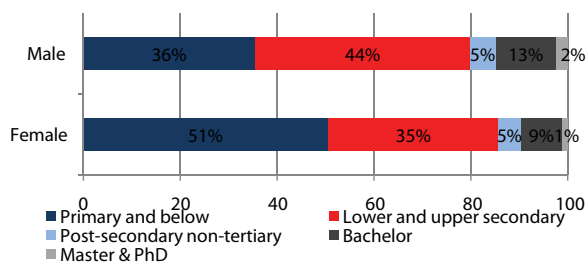
2.   Both the students and the parents consider learning English absolutely necessary, but neither group demonstrates an adequate level of English. 74% of the students consider English a necessary language and 94% of the parents think English is the most important foreign language that their child should learn. However, despite the importance attached to English, 84% of the parents and 32% of the students have an English level that is at beginner level or below. 60% of the students self-assess their level of English as intermediate, though a large proportion of these students are likely to have over-estimated their level.

a. Students self-assess their level of English lower as they progress through the education system (Figure 10). 24% of the primary school students as opposed to 37% of the general high school and 42% of the vocational high school students believe they have a beginner or lower level of English. 10% of the primary school students as opposed to 6% of general and 5% of vocational high school students self-assess their level of English as advanced. It may be assumed that, as the total number of hours devoted to English increases after primary school, students may declare greater confidence in their English and self-assess at a higher level. However, survey findings indicate, backed up by classroom observations and teacher surveys, that students do not make significant progress in English over their years of schooling. With repetition of the curriculum from grade-to-grade, students are unable to see evidence of progress in their own learning. As a result, they seem to start to believe that their level of English level actually deteriorates over the years.

Figure 10: Perceived level of English by school type
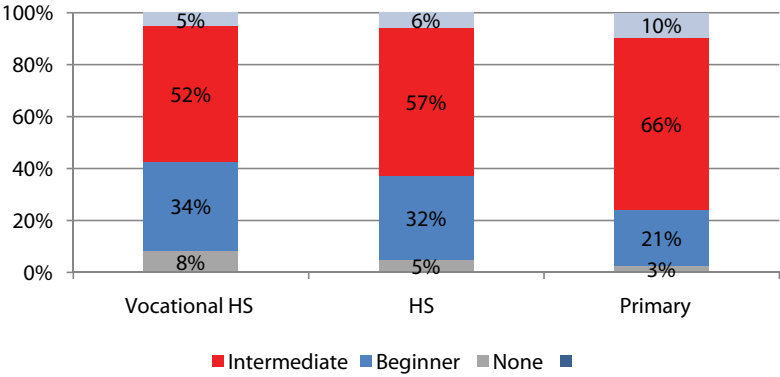
b. Parents' relatively low level of English prevent them from supporting their child in their studies or from making a considered judgement on the quality of English classes, teachers or the textbook:

> **i. Regarding school studies, students receive more help from their mothers than from their fathers. However, as mothers' own level of English is generally low, the most help they receive for English lessons is from siblings.** 56% of the parents spend less than three hours per week helping with their child's homework (all subjects). 65% of the students indicate they receive no help from their parents for their English homework, and this ratio increases as they progress through the grades (Figure 11). Also, whereas the parent that is mostly involved in the students' subjects at school is the mother (in 68% of cases), when it comes to English lessons, students get more help from their brothers or sisters, probably as a result of the mothers' lack of knowledge of the English language (Figure 12).

Figure 11: Students who receive help from their parents with English homework by grade
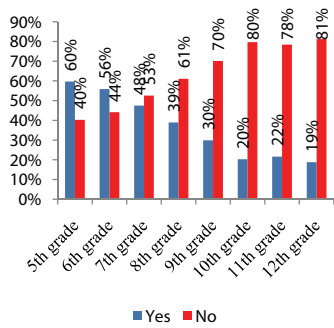
Figure 12: The family member who helps the student with English studies
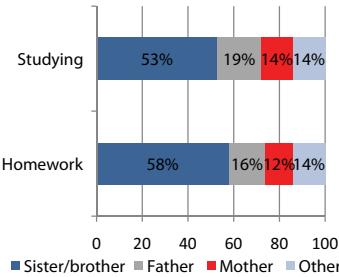
ii. Levels of satisfaction with the quality of English language education received in schools vary dramatically according to the parents' own level of English. This suggests that parents who themselves have a low level of English are poorly equipped to evaluate the quality of English classes, teaching and textbooks. In general, 54% of the parents are satisfied with the English education their child receives, 66% with the English teachers' way of teaching and 47% with the English textbooks. However, for the parents who self-assess their level of English as advanced, satisfaction levels with the English education system reduce to 39%, with the teacher's way of teaching to 53% and with the English textbooks to 31% (Figure 13, Figure 14 and Figure 15).

Figure 13: Level of satisfaction with English education system according to the parent's self-assessed knowledge of English
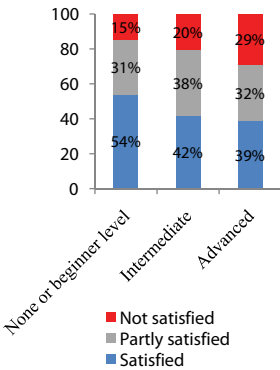
Figure 14: Level of satisfaction with teacher's way of teaching English according to the parent's self-assessed knowledge of English
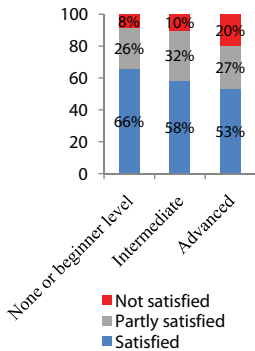
Figure 15: Level of satisfaction with English textbooks according to the parent's self-assessed knowledge of English
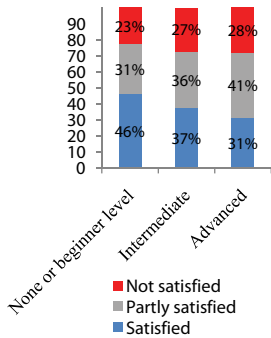
3. As for the teachers' own level of English, the consultant found these to be adequate in most cases, even though their levels were generally lower than the teachers' self-assessment of their own abilities. 80% of teachers self-assessed at an advanced level of English. Face-to-face interviews with the consultant contradicted this though the consultant found that in nearly all cases the teachers' level of English was perfectly adequate for the purpose of teaching. Students' views of teacher competency were: 63% believed their teacher's delivery of English lessons was adequate, though this satisfaction rate decreases from 77% in primary schools to 53% in high schools.

4. Students' motivation levels decrease as they progress through the grades because they find English classes 'boring' or 'difficult'. Whereas 80% of the 5th graders profess that they enjoy their English classes, this ratio declines steadily year-on-year to 37% for the 12th grade students (Figure 16). The most significant reasons for not enjoying English classes are that the students find them 'boring' or that they experience difficulties coping with the subject (Figure 17).

Figure 16: Enjoyment of English lessons according to grade (%)
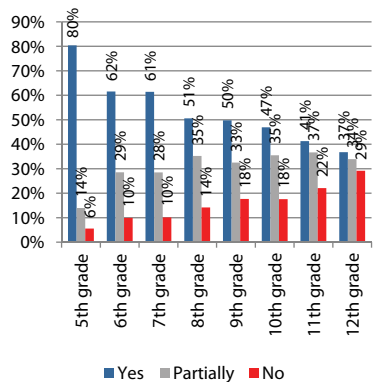
Figure 17: Reasons students do not enjoy English lessons
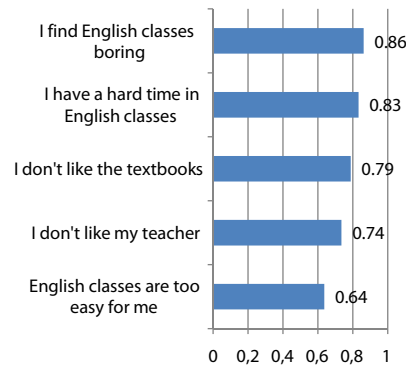
5. The textbooks usually arrive on time. Teachers view technological equipment as more useful compared to the textbook. About 86% of student books and teacher's books and 88% of the workbook arrive in the school in September. About 5% of each type of book arrives as late as December, around the end of the first semester (Table 4). Teachers' views of the textbook are rather negative, with a preference for smartboard, video, PC or internet, audio CD and other materials and media where possible (Figure 18).

Table 4: Approximate date that the textbooks arrive in the school each year

	Student Book	Teacher's Book	Work Book
December	4.76	5.08	5.17
November	1.59	1.69	1.72
October	7.94	6.78	5.17
September	85.71	86.44	87.93

Figure 18: How useful do you think each of these equipment/aids/resources is? (1=not useful, 4=most useful)
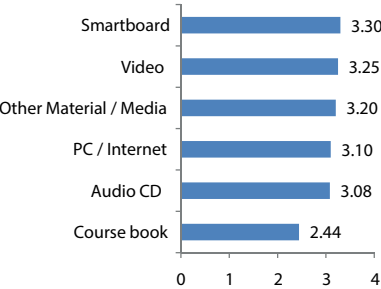
6. **Each of the student, parent and teacher survey analyses indicate that student motivation would be increased by; more opportunities to use English, basing classes on students' personal areas of interest and 'better textbooks'.**

   a. **From the students' perspective:**

      i. **Contact with native speakers is limited, which is cited as a demotivation for learning English.** Only 14% of the students who completed the survey have been abroad, and less than one third of those who have been abroad were able to speak in English (Figure 19 and Figure 20).

Figure 19: Proportion of students who have been abroad
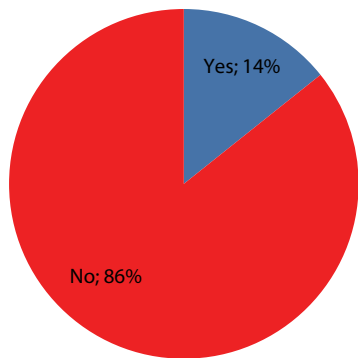
Figure 20: Proportion of students who were able to communicate in English while abroad

Yes; 14%

No; 86%

No; 24%

Yes; 31%

Partially; 45%
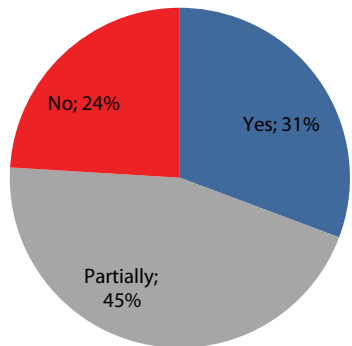
      ii. **The students who completed the survey indicated that they would be more motivated to learn English if they were able to study English content based on areas of personal interest, possibly through computer gaming; and 'better' English books that allow them to learn new material more frequently instead of repeating a similar curriculum across the grades.** As indicated in 19.a, students self-assess at a lower level of English as they move through the system. Classroom visits also add evidence to this feeling of a lack of progress on the part of the students. The failure to frequently be exposed

to and learn new materials is an important determinant in the low levels of student motivation reported. Lessons based on the students' own personal areas of interest would increase motivation significantly (Figure 21). For example, 68% of the students stated they learn English while playing video games (see Appendix 1 for further information). When asked what would increase their enjoyment of English lessons, significant numbers indicated 'classes based on topics of personal interest' and, relatedly, 'better textbooks'. The teacher him/herself is more important in determining student enjoyment of English at lower levels. However, the teacher is less of a factor when all grades are considered, rating only fourth out of the five main reasons for students not enjoying their English lessons.

Figure 21: Measures which would increase students' enjoyment of their English classes

I would like English to be taught in line with my interest fields	0.81
I would like my English books to be better	0.81
I would prefer different level of English to be taught at different classes	0.79
I would like to learn new material more frequently in English classes	0.78
I would like to have group work in English classes	0.77
I would like my English teacher to be more concerned	0.76
I would like to take part in projects in English classes	0.70

0,64 0,66 0,68 0,7 0,72 0,74 0,76 0,78 0,8 0,82

Note: The results are normalized to one by assigning value 1 if the respondent indicates the choice as most important, 0.5 if partially important, and 0 if not important.

b. From the teachers' perspective:

i. For the teachers, the main factor accounting for their own low level of motivation is the lack of in-service training provided to them, especially in the areas of using the textbook effectively and teaching younger children. When asked how they develop their teaching method, the teachers indicated that their own classroom experience is the most significant factor, followed by professional training events/workshops and searching the internet for material related

to their profession (Figure 22). As detailed in Appendix 3, the teachers identified a need for training in most areas of practice, but most importantly on the themes of encouraging the students to use English in class and teaching younger children. However, despite this desire for training, only 57% of the teachers have actually attended a professional teacher training event for teachers of English (Figure 23). Teacher's notes provided in the teacher's book have a comparatively low effect on the teacher's method of teaching. The majority (76%) have not received any training on how to teach with the textbook (Figure 24). Of those teachers who have received such training, the feeling was that these workshops had had little impact on their actual classroom practice.

Figure 22: "How much have the following impacted upon your teaching method?" (1= no impact, 4= most important)

My own experience	3.38
Attending local/national professional events	2.94
Information I have found on Internet	2.93
Attending Professional Workshops	2.93
University Study	2.81
Observing other Teachers	2.79
Pre-service training specifically for teaching..	2.66
Teacher's notes in the Teacher's Book	2.29
Training on how to use the course book	2.06

Figure 23: "Have you ever attended any workshops, training courses or conferences for teachers of English?"

No; 42,9%
Yes; 57,1%
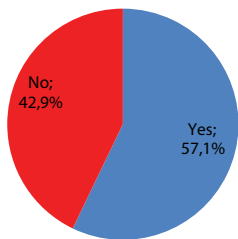
Figure 24: "Have you received training on how to use the textbook effectively?"

Yes; 24,4%
No; 75,6%
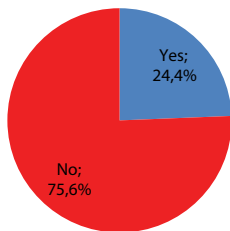
ii. According to the teachers, the main change that would motivate their students would be the opportunity to meet native speakers to practice their English and the introduction of more 'fun' activities into the classroom (Figure 25)**.** Although the students indicate they would be more motivated to learn English if they could do so through using video games (see below), the teachers placed a relatively low emphasis on social media communication and video games. Teachers cite a lack of opportunity to practice the language as a major hindrance to their students being able to make progress in English, with access to native speakers cited as a possible solution (Figure 26).

Figure 25: "What do you think most motivates your students to learn English?" (1=no importance; 10= most important)

Travel / stay abroad	8.36
Fun activities	8.17
Teacher skills	7.73
Smartboard	7.21
Need for future study	6.71
Social Media Communication	6.66
PC / Video Games	6.65
Songs in English	6.28
Course book	5.57
Project work	5.51
Other	5.06
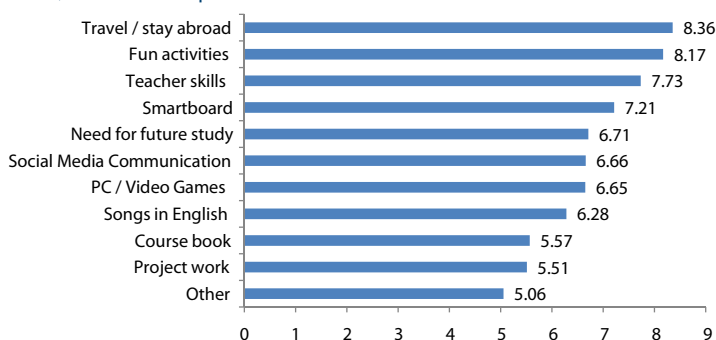
Figure 26: "What do you think hinders your students' progress in English?" (1=no impact, 4=most important)

Few chances to meet native speakers	3.45
Inadequate time for study	3.31
Inadequate practise speaking / listening	3.31
Poor recources for learning	3.21
Lack of interest in English	3.20
Unsuitable Coursebook	3.19
Large classes	3.10
Unsuitable Teaching	2.93
Late start in learning English	2.84
Other	2.60
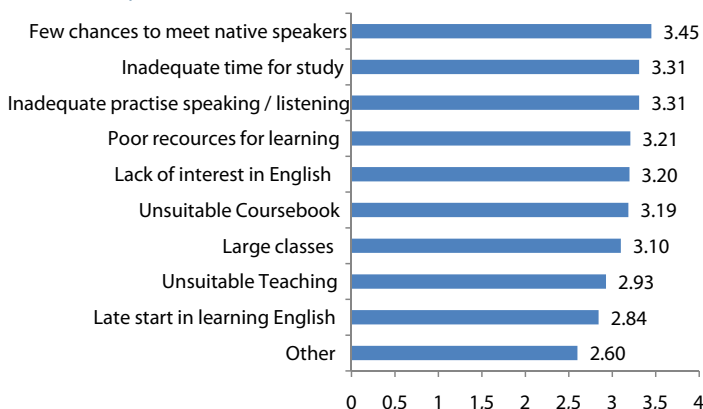
c. Parents believe that their children should learn English to secure their own future, but have concerns about how education is approached in schools. (Figure 27 and Figure 28**).** Parents believe that the students should learn English, and start learning as early as possible. Concerning the reasons for their child experiencing difficulty coping with English lessons, the most significant factors cited are: teachers' teaching techniques, a mismatch of levels within class, and the teacher's general inadequacy to teach English. A detailed analysis of the parents' view is given in Appendix 2.

Figure 27: Level of importance given by parents to account for their child's difficulty in coping with their English lessons, parent survey (1= least important, 3= most important)

The teaching techniques used are not appropriate for children's age — 2.33
The level of the English training is higher than the level of the student — 2.14
The student is not in the appropriate age — 2.06
The teacher is not adequate for teaching English — 2.02
I don't have financial capacity to buy the necessary course material for English — 1.96
The level of English training is lower than the level of the student — 1.81

(scale: 0, 0,5, 1, 1,5, 2, 2,5)

Statement	Value
The student should learn English for his/her future	2.83
The earlier the English traning starts, the better will be the results	2.77
Other than the main teachers, expert teachers are required for teaching Englishh at primary…	2.72
Training techniques ingratiate children with English at early ages	2.71
It is an advantage to start English training at 2nd grade	2.49
If I see nothing in the English notebook of the student, I would think that the lesson was not…	2.12
I don't have the financial opportunities to buy course materials for English	1.87
Training techniques disincline children from English at early ages	1.39
English courses should be optional. Not all students need to learn English	1.32

7. Those students who participate in English language extracurricular activities tend to enjoy their school-based English lessons more. 85% of the students who participated in the survey listen to music in English, and 55% use the internet to help study English, 52% watch TV programmes in English (Figure 29). Among the listed extracurricular activities in the survey, the least preferred English language extracurricular activity is reading books (17%). As might be expected, students who take part in extracurricular activities in English tend to enjoy their English classes more. For example, 85% of the students who watch television programmes in English enjoy their English classes, whereas this proportion reduces to 67% among those who do not watch television programmes in English (Figure 30).

Figure 30: The correlation between
watching English language television
programmes and enjoying English classes

Figure 29: Extracurricular activities in English
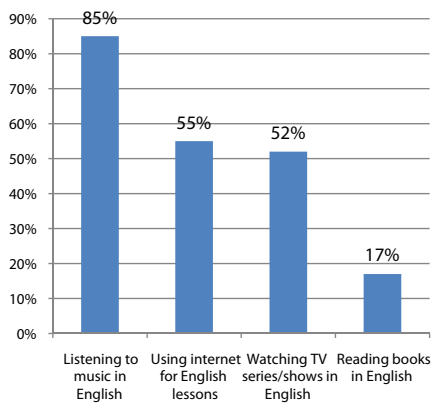
Figure 30: The correlation between watching English language television programmes and enjoying English classes
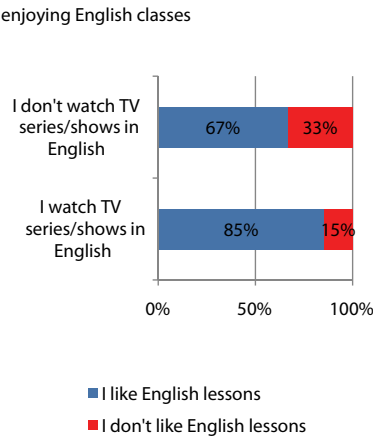
**8.   Although now in its seventh year, student and parent recognition
of the DynEd programme is low**. This finding is further confirmed
by the teachers during school visits where they reported that lack of
hardware prevents them from using DynEd effectively, or at all.

a. Among the students, only 40% overall are familiar with the
programme. (Figure 31) Even among the schools which are part of
the DynEd programme, only 45% of the students claim familiarity
with the programme. Of those who are familiar with DynEd, 35%
state that they find the programme very useful. 49% find it partially
useful and 17% believe it is not useful at all. The reasons for the
mixed reception share (49%- partly useful) need further investigation.
(Figure 32)

Figure 31: Students familiar with DynEd

Yes; 40%

No; 60%
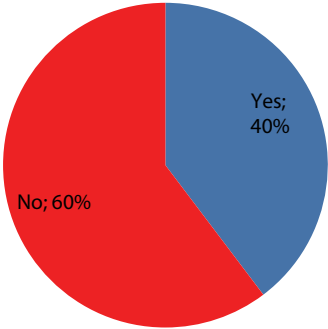
Figure 32: Views of the DynEd programme among the students familiar with it

Not useful at all; 17%

Completely useful; 34%

Partly useful; 49%
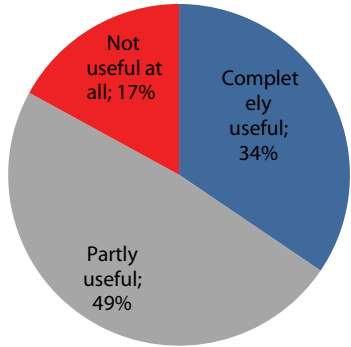
b. Parents' familiarity with DynEd appears to be slight. 85% of the parents stated that they have no knowledge of the DynEd programme. (Figure 33) Of the 15% who have do have knowledge of the programme, 54% believe it will be absolutely beneficial, 39% think that it will be partially beneficial and 7% think that it will not be beneficial at all. (Figure 34)

Figure 33: Parent familiarity with the DynEd programme
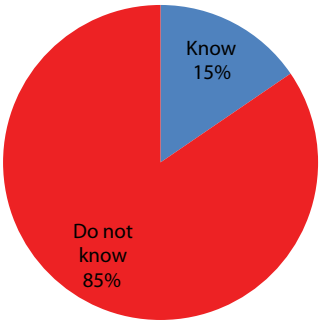
Figure 34: Parents' views of the DynEd programme (conditional on familiarity with DynEd)

Know 15%

Do not know 85%

Not beneficial 7%

Absolutely beneficial 54%

Partially beneficial 39%
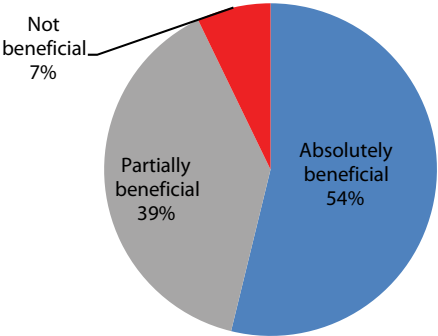
at all. (Figure 34)

B. Findings and Recommendations

"I like nothing about my course book. I don't like that I must pretend I like English. At my school, English is not a language. It's a lesson. I don't like that we can't talk effectively that language…"

8th Grade Student

"Grammar makes English seem difficult and inaccessible to students. Grammar demotivates my students. Teaching grammar demotivates me."

Vocational High School Teacher of English

Critical Findings:

Finding 1: Unrealised Potential of Teachers - Grammar-based teaching:

More than 80% of observed teachers have the professional competence and language level to meet requirements as teachers of English. However, the teaching of English as a subject and not a language of communication - was observed in all schools visited. This grammar-based approach was identified as the first of five main factors that, in the opinion of this report, lead to the failure of Turkish students to speak/understand English on graduation from High School, despite having received an estimated 1000+ hours of classroom instruction.

The failure to learn English before the end of high school also affects the students' language performance in higher education, and impacts negatively the teaching costs and the learning quality in the higher education institutions in which the medium of instruction is English.

Finding 2: Teacher-centred/textbook-centred learning; grammar-based testing:

In all classes observed, students fail to learn how to communicate and function independently in English. Instead, the present teacher-centric, classroom practice focuses on students learning how to answer teachers' questions (where there is only one, textbook-type 'right' answer), how to complete written exercises in a textbook, and how to pass a grammar-based test. Thus grammar-based exams/grammar tests (with right/wrong answers) drive the teaching/ learning process from Grade 4 onwards. This type of classroom practice dominates all English lessons and is presented as the second causal factor with respect to the failure of Turkish students to speak/understand English.

Finding 3: Class management – all 'communication' takes place via the teacher:

Almost all classrooms observed had a furnishing/layout where students sit together, in pairs on bench seats. However, teachers fail to use this seating arrangement to organise students into pairs and groups for independent, communicative language practice in everyday classroom contexts. This was identified as the third factor regarding the failure of Turkish students to speak/understand English.

Finding 4: Lack of differentiation regarding needs/interests/ levels of students:

At present, official textbooks and curricula fail to take account of the varying levels and needs of students. This lack of relevance/interest to students, particularly from Grades 6 onwards, has led to an observed, year-on-year growing disengagement of students from lesson content in English. In its extreme, students were observed to simply ignore the teacher. More generally, students 'turn up' to the class, complete textbook exercises and learn nothing. The result – across all classes observed, is the evidenced failure to learn English. Thus, the fact that current textbooks/curriculum (and thus teachers) do not differentiate according to student needs - is regarded as the fourth critical factor accounting for the failure of Turkish students to learn English.

Finding 5: Rigidity of the role of the Inspectorate

Teachers interviewed stated they have little voice in the process and practice of teaching English. Interviews with stakeholders and teachers indicated that the present Inspectorate are non-specialists in English language teaching, are usually non-English speakers, and do not/are unable to provide advice/ support to teachers during school visits. Instead, teachers interviewed (80+%) stated that inspectors prevented progress in language teaching, for example, by enforcing a 'literal interpretation' of the curriculum – so that they were obliged to 'complete every exercise in the textbook' – whether or not it had any relevance to the needs of the students. In other words, despite robust evidence of the above 4 Findings across Turkey, inspectors continue to enforce the 'status quo'. The inspectorate is therefore identified as the fifth critical factor with regard to Turkish students' failure to learn English.

Critical Recommendations

Recommendation 1

Develop a comprehensive and sustainable system of in-service teacher training for English teachers. This should aim to raise competences with regard to contemporary English language teaching methodologies and outcomes. In particular, these should focus on:

- teaching English as a tool of communication, (as opposed to teaching 'grammar');
- how to 'personalise' textbook content: to help to provide interest and motivation to students at various age ranges and abilities.

This training would be included in some sort of continuing professional development framework and linked to an incentive scheme for teachers, including accreditation of the training courses.

Content of these training courses may be developed by fully-trained materials writers to ensure that the materials are appropriate to the Turkish context.

Training may be delivered by a dedicated cadre of national teacher trainers. The effect of the training on actual classroom practice would need to be thoroughly monitored and evaluated to ensure evidence of improvement in teaching standards.

Recommendation 2

Develop a revised curriculum document, and related learning materials, including text-books, which:

- include additional *content-based* and *functional* objectives, so that teachers give students a range of authentic and student-centred opportunities and reasons to communicate;
- encourage flexibility to show teachers how to meet differing abilities of students;

Recommendation 3

The above-mentioned, revised curriculum document and learning materials, should:

- demonstrate realistic progression from Grade 2 to Grade 12;
- be delivered in a context of increased number of lessons per week[18];
- permit Modules to be added that provide relevant options to students of differing abilities/needs, with

18 A minimum of 6 lessons (40-45 mins/lesson) per week (at all age ranges) of English are required to take forward and sustain progress in English – and for Turkish students to achieve success comparable to the best-performing nations. However, increasing study hours is only recommended where English is delivered as a *tool of communication* – in appropriate communicative and content-related contexts. Increasing the lesson time for grammar-based study of English (the manner in which English is presently being taught to students) is considered as counter-productive.

particular attention paid to Vocational/Technical High Schools;

• be developed with the support and engagement of classroom teachers.

Recommendation 4

• Over a 5-10 year period, the role of English-teaching inspections should transform to that of inspection *plus supervision*;

• For English, inspectors should be *specialist*s in the subject. It is therefore recommended that the Ministry should consider recruiting for this revised role from the classroom – where senior teachers, or those recognised for their abilities in the teaching of English may apply. This would entail dividing the inspectorate into two sections- executive and professional. The executive section may retain its current function while the professional section would take on a supervision role to support teachers' subject-related professional development.

Additional Findings

Finding 6: Turkish Students - an Unfulfilled Potential

More than 95% of students in Government schools across Turkey cannot speak or respond to normal, or slowly-spoken English at the end of Grade 10, an estimated minimum of 920 class-hours delivered over 7 school years. In contrast, observation of student work, and short practical activities carried out by the Consultant in every (79) class observed, clearly demonstrated that Turkish students are capable of fully participating in learning English, and will achieve target progress[19] over a carefully 'milestoned' time-frame, with potential key performance indicators listed. Also see Appendix 1 which shows details of TEPAV's in-depth survey of students in all schools visited.

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19 Building on lessons learned, a revised set of milestones and KPIs are required.

Finding 7: Disconnect between Primary, Secondary and High School

There is inconsistent progression/lack of liaison between different levels of schooling (Primary-Secondary-High School). Consequently, by Grade 8, interviews revealed that most students expressed frustration, leading to demotivation and disengagement because they are repeatedly learning about the same selection of grammar points each year without making progress in functional/useful speaking or listening skills.

Finding 8: Assessment and the Examinations

Current Ministry documentation and textbooks (Grades 7 onwards) promote the theories of contemporary thinking regarding assessment, New Teacher Books mention highly desirable concepts such as *continuous assessment, portfolios, self/peer assessment*. However, there is little relevant guidance within the Student or Teacher books to say how such processes may be taken forward. More importantly, there was no evidence of *continuous assessment, portfolios, self/peer ass*essment in any school visited. Instead, formal grammar-based exams drive the teaching and learning process from primary age range onwards. The evidenced failure of this form of monitoring and testing of learning to support the speaking and understanding of English is noted in Finding 2.

Finding 9: Pre-Service Training: consistency of training - disconnect between theory and practice

Interviews with heads of training institutions indicate there is consistency regarding the content of training practice, including practicums, across the country. In contrast, feedback from teachers and class observations indicate there is a disconnect between recognised, contemporary good (communicative) practice as noted in current training books for teaching English – which also comprises the methodology delivered in pre-service courses – and the realities of classroom practice in all schools observed. Thus, pre-service practicums and subsequent teaching by newly-qualified teachers reinforce the status-quo of teaching grammar within a formal, exam-driven process – and do not reflect the positive changes that have

taken place over the last 20 years – in contemporary thinking (and stated in Ministry of National Education aims) regarding communicative approaches to learning English.

Finding 10: In-service Training: well-delivered but sporadic and inconsequential

Anecdotal evidence in all of the cities visited, from teachers interviewed/ surveyed, who had attended in-service training suggests a pool of trainers has been created. However, it was unclear whether these trainers have subsequently been re-assigned to regular teaching duties in various locations around the country, or whether they are still available as 'trainers'.

Similarly, although precedent shows quality training is feasible and has taken place, there was no clear evidence that in-service professional development was a planned process with SMART[20] objectives/outcomes. Moreover, feedback from teachers regarding in-service training indicates a disconnect between classroom practice as presented by the trainer, and the realities of the everyday classroom under grammar/exam driven conditions.

Finding 11: Use of the Turkish language in the English language classroom

The purpose of Turkish language in the classroom was unclear and inconsistent in the observed classes.[21] This reflects the mixed views in the literature regarding the use of mother tongue in the teaching of a foreign language, and is discussed further in the following sections.

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20 SMART methodology is derived from the first letters of the words "Specific, Measurable, Accepted, Reasonable, Time-Bound" and, is a method that is developed to identify objectives in the management of a project.

21 Some teachers used 100% Turkish with occasional English words. Others only spoke in English. Still others used a mix of both languages, resorting to Turkish whenever perceived communication difficulties arose.

Finding 12: About school infrastructure/administration/furniture and fittings

All schools visited have the required school infrastructure (buildings, classrooms, furniture, electricity, administration, management, etc.). However, many classrooms lacked internet connection, and some, even in major cities such as Izmir, lacked a wall, electrical point.[22]

Finding 13: Acceptable size of classes

The average class size observed in almost all schools, at all age ranges was seen to be about 30 students. This does not impact unduly on a teacher's ability to deliver the curriculum. Furthermore, assuming class size will most likely decrease over time, it will not impact negatively on the recommended actions/successful progress.

Finding 14: Schools in distressed circumstances

Classrooms in a few schools observed were noted as working 'among distressed social circumstances' and requiring 'special and specific attention'. Here, for example, classes were seen to have higher numbers of students (30-40 students) and correspondingly, lower standards of health and safety. A lower quality of education within such schools was also observed.

Finding 15: Effective lines of communication between Ankara and schools.

Classroom resources (textbooks, workbooks, etc.), with exception of audio CDs, are almost always delivered on time. This implies effective communication infrastructure exists between central Government, Local Education Authorities, and schools, which is an important positive factor regarding taking forward proposed recommendations. However, internet as

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22 According to anecdotal information, this issue is currently being addressed, and the Ministry is confident that all areas of the country will have adequate internet access by the end of this year.

a tool of communication is not effectively used between the Ministry and the schools as well as between the Ministry. Although the e-Okul application is used for assessing the students' performance and for delivering the school reports, teachers' use of the internet to obtain information on teaching material is limited. In many cases, teachers indicated they have never used the Ministry website.

Finding 16: Concerns regarding readiness for starting English at Grade 2

Administratively, schools seemed prepared for starting English at Grade 2 in September. However, as of May 4th 2013, no training or teaching materials appear to have been delivered in this regard. It is also optimistically assumed that teachers recruited from the existing talent pool will be able to effectively teach English at Grade 2.

Finding 17: Curriculum, Course materials (Ministry Textbooks) and Classroom Resources: fit for purpose?

While the new/current Ministry Textbooks[23], which deliver the curriculum, are considered sufficient for existing purposes for Grades 4-5. The books/ materials for Grades 6 onwards received increasingly negative feedback from the teachers, who argued, with some justification, that the books for Grades 8-12 need urgent replacement.

Finding 18: Lack of exploitation of display space in school and classroom for learning purposes:

No purposeful displays of student work or relevant teaching and learning materials (TLMs) for the learning of English were seen in any of the schools visited.

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23 The Ministry Textbooks for teaching English to Grades 2-3 were not available to this study.

Finding 19: Inconsistency and lack of clarity regarding the introduction of technology:

While the Ministry intends to provide tablets to all students and potentially install smartboards in all schools over the coming months and years, the role and purpose of technology in the classroom was unclear and inconsistent in the classes observed. Where technology was present, it was widely used to repeat what was in the book. Similarly, there was strong evidence of a lack of expertise among teachers observed using, for example, smartboards, and when interviewed, teachers complained about insufficient hardware, poor quality software and inadequate training. Similarly, where examples of the FATİH project were observed, students were not using tablets as an integrated part of learning English, and many had left their tablets at home. It must be noted that these findings are only based upon visits to schools involved in the pilot phase of the project. Results of the actual FATİH project implementation may differ.

Finding 20: Networking/sharing resources and knowledge

Interviews with teachers and heads of school showed that twice-yearly meetings take place among designated teachers from each school in a particular area. Various points regarding the delivery of the curriculum, textbooks content, etc. are discussed at this meeting and information is then passed back to staff at the respective schools. Head teachers and teachers expressed great interest in creating mutually supportive networks/clusters among schools/classes/teachers in their respective areas.

Finding 21: Potential of international connections

Discussions with Principals and teachers revealed a high interest in international links such as Comenius. However, this has not yet led to sustained links to other schools, other teachers, students or countries. Only one (Istanbul) of the 48 schools visited had a non-Turkish (Latvian) teacher/teaching assistant.

Finding 22: About Parents

The parental role in the learning of English was unclear from school visits. However, Appendix 2 provides details of the in-depth survey of parents 4th grade students in all primary schools visited.

Additional Recommendations

The following four recommendations refer to an investment in the continued professional development (CPD) of teachers – as this is regarded as one of the most critical factors needed for progress. Recommendation 1 has already proposed that further training should be provided to help/ encourage teachers, for example, to:

- integrate and manage pair and group work in everyday classroom practice;

- identify and take forward authentic communication among students so as to make the classroom more student-centred and interesting/relevant.

Recommendation 5

Additional professional development support for teachers is thus recommended in the following areas:

- the preparation of lesson plans that necessarily include the expected practical outcomes in English for students from each lesson;

- how to use examples of students' work/displays to celebrate achievement; to support the teaching and learning process AND continuous evaluation;[24]

- how to create bridges between students' home

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24 For the purpose of assessment/evaluation/examination students' performance can potentially be recorded in a simple, low cost workbook/portfolio format, which students may also share with their parents/siblings, thus encouraging learning to spread to the home. Other options include via forthcoming technology, for example Tablets – where e-folios, and school-based systems of continuous assessment may be developed.

life and school – thus integrating student interests and participation in English on the internet/social media/TV/music/etc.

• how to integrate blended learning into the language classroom - as technology comes online throughout Turkey.

Recommendation 6

It is recommended that training and materials development processes for the teaching of Grades 2-5 be taken forward so that teachers and materials:

• integrate the telling of (local) stories into their teaching of children at this age

• integrate the regular use of techniques such as total physical response (TPR) or drama, music, relevant chants and songs into classroom practice

• integrate collaborative work among young children in everyday classroom practice;

• encourage the display/use of children's work to celebrate achievement and support; the learning process– and put the desired 'portfolio' evaluation into practice.

The above resources and approaches, will lead towards a pre-requisite, relevant, input-rich communicational environment.

Recommendation 7

In-service training should be also provided to High School (and Secondary) English teachers to make them aware of Primary school English language teaching outcomes and methodologies in order that children's transition from one level of schooling to another is made as useful as possible. It is counter-productive and very demotivating to students to assume that they are starting from such a low base of knowledge, and need to start from the beginning when they enter a new level of schooling.

Recommendation 8

While Recommendations 5-7 address various disconnect, motivational and authentic communication issues mentioned in the Findings, it is further recommended that regional pools of 'school-based' teacher-trainers should also be established as one key outcome of the capacity building of teachers.

This cohort of teacher-mentors/trainers, working through locally-based clusters of schools or 'Centres of Teaching Excellence' (COTEs), will share and mentor their experience with colleagues across these local clusters – thus establishing a sustainable, 'horizontal wave' of capacity-building. This suggested approach will ensure retention of (school based) 'trainer'-talent, and where required, ensure that appropriate succession-planning takes place.

Recommendation 9

Various problems regarding present textbooks have been mentioned in the Findings. Rather than a 'start over' approach, it is recommended that a next generation of *supplementary* materials *at all levels* be created as an integral part of further professional development for teachers. These *supplementary* materials, which may be made available online and, where needed, also in hard copy, will inform and supplement existing texts so that, on a year-by-year basis – a body of tried and successfully tested materials will arise from actual classroom practice. In this manner, readiness for change among the teaching community will be encouraged, and teachers themselves will become 'owners' and effective users of the new generation of materials that will emerge.

Recommendation 10

Finding 11 notes that inconsistency and insecurity regarding the teacher's/ students' use of Turkish in English classes was seen to impede learning in many instances. It is recommended that the Ministry produces clear guidance for teachers with regard to using/not using Turkish in English classes. This guidance might be supported by on-line/direct training video clips of actual classroom practice which, for example, show teachers using only English/mainly English with limited Turkish for initial explanations.

Recommendation 11

The role and status of grammar-based exams (internal/local and national) have been identified as having various negative impacts regarding student progress and improvement in speaking English. This presents an urgent opportunity for change. It is therefore recommended to actualise recent Ministry documentation which reflects contemporary thinking regarding assessment, and encourage teachers, alongside more formal evaluation and examination processes, to use *continuous assessment, portfolios, self/peer assessment*. This may be taken forward as part of professional development outlined above.

In addition, and in line with current Ministry documentation regarding formative assessment processes, it is recommended that the format for evaluation at national level at the end of Grades 8 and 12, be revised for English to include:

- An e-folio (portfolio) element, which can be submitted via new technology (Tablets);

- A continuous assessment element, graded by the class teacher;

- A speaking/listening element, which can be submitted, for example, in project or interview format via new technology (tablets);

- A revised formal written component (in 2014/2015) to replace existing component of national exams at Grades 8 and 12) – which incorporates assessment formats outlined by current Ministry documentation.

Recommendation 12

The Findings indicate technology in pilot schools has not led to expected improvements in the classes observed. It is further anticipated that failure to provide sufficient expertise *in advance* to teachers/students with regard to use of smartboards/tablets may lead to disengagement of students and impede the success of introduction of technology. Taking on board learning gained so far regarding technology, and the investment that made by the Ministry, it is also recommended that:

- any training regarding technology should be officially approved/implemented, and carry an official certification that outlines the skills and capacities learned;

- a platform should be developed for the new tablets that enables students/(teachers) to form (monitored) 'learning communities'. This platform, which will incorporate necessary safeties (for students)/passwords, etc., regarding its use, may be used, for example, to:

  » store e-folios that can be used for continuous class and national evaluation at Grades 8 and 12;

  » provide a collaborative, virtual environment for sharing of resources and learning among students, teachers and schools;

  » develop networking/twinning of schools under monitored national and international programmes, etc.

Recommendation 13

The Findings have noted schools in any given area may vary considerably in resources, expertise and outcomes and only limited opportunities presently exist for schools to liaise regarding key issues impacting on classroom practice. It is recommended that Clusters/or families of 10-12 schools be established. Each Cluster might comprise:

- one lead *SAFE* school[25] (*School Ambassador For Education = SAFE*)

- 2-3 support schools

- 6-8 weaker schools

As partners for change, well-resourced, well-administered schools with quality teaching staff are an outstanding resource for capacity building of weaker schools and will also provide much support to regional/local Ministry

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25 The 'lead' school may also be a local private school.

officials. Experience has shown that where such schools are 'private', their involvement with state schools is regarded as part of their social responsibility to the local community, and valuable exchanges develop among students as well as teachers. As mentioned in the prior Recommendation, this support may also be delivered via new learning technologies/tablets.

In addition to analogue schools, universities would also be valid partners for change through selected Schools of Foreign Languages. These departments are both experienced in the abovementioned teaching methods and would be willing to support the Ministry's efforts at the state school level.

Recommendation 14

Findings indicate that at present, despite teacher interest, Turkish schools maintain few sustained links to other countries. It is recommended that a central point/institution (NGO/Social Enterprise/Not-for-profit) is created to develop, coordinate and facilitate useful international initiatives and exchanges – and make such initiatives more widely and easily accessible to all schools. Examples of such initiatives might comprise:

- Comenius projects
- Teacher exchanges
- Training and (bi-lateral) integration of 'Gap-Year'[26] interns from the UK/other EU countries as language assistants.

Recommendation 15

As the paper survey points out, the majority of parents believe English is a key to unlocking the economic future of Turkey – and is a door to wide-ranging career opportunities. It is therefore recommended that, as part of a potential 'awareness raising' campaign to improve the profile of English

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26 At present, many native English speaking students (pre-and post-university) take a 'gap year' work experience in other countries. This talent pool could be used (supported, for example, by a 1-week intensive training) as language assistants in government schools at all levels and in all regions. A dedicated bi-lateral agency might be established to support this concept – which offers a win-win situation to participants as well as schools

across the nation, that it would be very useful to provide a parental forum on the Ministry website where parents are invited to view students' work in English – and, where feasible, to also participate via a dedicated 'parent' portal.

Recommendation 16

While problems with motivation and interest[27] were observed, the brief practical (high interest) activities carried out with students attending even the most 'difficult' Vocational High Schools clearly evidenced that these students have the potential to achieve equivalently in English as their peers attending 'privileged' High Schools. This report therefore identifies an exciting opportunity to develop relevant, *content-based* 'Modules' which have clear outcomes, and which are specific to the vocational areas studied by the students from Grades 9 onwards[28]. These modules will develop English as a tool of practical communication as follows:

> • Each (3-4) week module should contain achievable practical tasks. With teacher support, and via new learning technologies, these modules will encourage students to (collaboratively or individually) build a dossier – documenting the language used (spoken, written) to achieve specific *practical* and*, vocationally-related* tasks *in* English. Each module should:
>
>> » engage students via their interests, use of attractive technology and networking with other students via, for example, the forthcoming introduction of Tablets;
>>
>> » provide cycles (and re-cycles) of 'task-based' learning of English, which, because they are outcomes-based and require personal input - will interest and motivate students to successfully learn English as a language of communication;

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27   The highest levels of student (and teacher) disengagement/demotivation were observed in Vocational High Schools.
28   The British Council recently ran a highly successful professional and materials development programme for teachers of Vocational High Schools. Further details are available on request from the BC in Ankara.

create a new, (nationally/internationally) recognised Certificate of Excellence in Vocational English (CEVE) – which will be awarded in Grade 12. Assessment for this Certificate may be continuous, e-folio-based, and motivate/celebrate the success of students to use English as a means of documenting elements of their progress within their vocational studies.

Recommendation 17

Provide very young learners with more exposure to English through working with TRT Çocuk and other partners to provide quality programmes for pre-primary and primary school students.

For the older age groups, exposure to English language may be increased through the use of video games, original TV shows appropriate for their age group, books and popular journals, and the use of social media. Many of the schools already have the basic technology infrastructure to provide these materials; and many students have facilities such as a computer in their homes. However, for schools in distressed circumstances mentioned in Finding 14, such infrastructure may require further investment as the families would be lacking the required resources.

Recommendation 18

A national 'English Campaign' to further raise awareness of the importance of English to young people and parents would significantly support teachers' efforts in the classroom. A possible model is:

- launch a large scale awareness campaign through television, newspaper and radio
- explain the value of English to young people at local district level community meetings This may be done in conjunction with experts in the area of reaching out to people at the village and rural level
- provide learning tools for parents to advise and help their children improve their English;
- link the programme to industry and government labour priorities in order to increase the employability

of young people

- advocacy through training: teachers, mentors and Head Masters will act as advocates in their local communities to explain the benefits of English as a life skill, especially for employability

In particular, two of the outcomes of this model is that parents will:

- better understand the benefits to their children of improved English language skills
- know what advice to give their children about how to learn English

The campaign may link English to the world of work, enable parents to better support their children's learning, provide resources for learners at all levels, and explain the communicative and skills based approaches introduced through the Ministry's teacher training programmes.

The next section now selects and discusses the relationship between three of the above Findings/Recommendations. Through specific reference to schools, classroom practice, teachers and students, this section aims to provide examples to illustrate how the inter-relationship of potential ways forward may lead to a 'virtuous cycle' of progress.

IV.   Discussion

In this section, Findings about the teachers, their present classroom practice, their recommended professional development – as well as how potential (higher) standards of teaching practice might be developed and sustained across Turkey – are presented and discussed in more detail.

A. About the Teachers/the practice of teaching in Government Schools

It has been noted that approximately 80% of teachers observed have the professional competence and language level for eventual recommended action and successful progress. Moreover, despite inevitable exceptions (two primary schools in two cities), personal interviews and other survey data indicate this positive picture of language competence is distributed across all regions of Turkey.

Against this positive backdrop, all (100%) teachers observed were teaching English as a 'subject lesson', and not, as recommended by most academics in language teaching around the world, as a language of communication. For example, at present students learn how to:

- answer the teacher's questions in English without the need to think about the meaning of what they are saying – and how they might use the language for their own communication
- read text from a book aloud without the need to understand its meaning or usefulness to their own lives;
- choose a correct answer in a grammar-based test, without being able to use that same piece of grammar to convey the most basic personal information.

When asked about the way they teach, responses indicated that while most fully sign up to contemporary communicative methodology, various institutional factors prevent teachers from using a communicative approach in class, for example:

- the need to prepare students for formal, grammar based national examinations;

- lack of training in 'how to' apply a communicative approach in Turkish classroom contexts;

- fear of losing control of a class, creating too much noise, students speaking in Turkish if, for example, they encourage students to 'work in pairs/ groups';

- textbooks which do not require students to use thinking skills or personalise information;

- pressure to 'finish the textbook' on time;

- a punitive inspectorate that requires teachers to use traditional, grammar-based methods.

It is useful here to compare example features of grammar and communicative approaches.

Features of a Grammar Approach	Features of a Communicative Approach
Teacher talks about English grammar;	Students use English in context to express their own ideas. They explore their own ways to learn, store and transfer English to their everyday lives;
Language is presented in a strict, grammar sequence, often in contrived contexts. Errors are 'marked down' or formally corrected;	Language is presented in context, as it is used by native speakers. Errors are seen as sources of learning – and students are encouraged to experiment with language, without fear of making 'a mistake' or 'losing marks';
The teacher talks most of the time to the whole class;	Students talk most of the time (in pairs or in groups) The whole class and teacher listens to students after they have had the opportunity to experiment with, and practise language in a 'safe' pairwork context;
The teacher is the sole audience and judges every word students say;	Students listen to each other and help/correct each other – they gain confidence to speak independently;

The teacher is the sole audience and judges every word students say;	Learning content is adapted to meet student needs abilities and interests; the teacher accesses and presents a range of supplementary material to meet the very differing needs of students in each class/school;
One coursebook 'fits all'. It comprises mainly of texts and exercises which students complete mechanically;	Learning content is adapted to meet student needs abilities and interests; the teacher accesses and presents a range of supplementary material to meet the very differing needs of students in each class/school;
One coursebook 'fits all'. It comprises mainly of texts and exercises which students complete mechanically;	Evaluation is based on 'continuous assessment' of progress and achievement. It is worth bearing in mind that after 6-8 weeks in an English-speaking country, most young students will speak English confidently –without any teacher intervention at all.

Additionally, because all teachers observed teach *about* English (and most were observed talking for more than 90% of class time), there were few identifiable useful 'outcomes' in terms of students speaking/listening in any of the lessons observed. For example, instead of 'using' English, students are completing de-personalised exercises 'about English' in a textbook or on the board. In other words:

Students are	Students are not
Answering teacher's questions about Grammar;	Learning or expressing anything new about their own lives or thoughts in English;
Completing textbook exercises which are usually 'mechanical' and do not require students to 'think' how this might apply to their own lives;	Doing any meaningful/interesting tasks in English which involve learning about their world and talking about their learning/results – in English;
Reading texts and talking about people and things in the text which have nothing to do with their everyday lives in Turkey.	Talking about people and things in their own lives.

Therefore, in Turkish schools at present, the main purpose of language as a tool of communication - is completely missing from the learning process. A diligent student might understand where s/he needs to write 'the present perfect tense' in a textbook/exam exercise, but she cannot say: 'I've left my English book at home', or ask a friend: 'Have you brought your English book? Can I borrow it?'

In sum, at present, 'outcomes' from a lesson - are indicated by a correct answer to a question from the teacher *about* English. Students do not learn how to *function* in English: they do not learn how to express their ideas or opinions in English – or how to express what they have learned about their world – in English. It was observed, for example, that students do not review what they have learned in other subjects at school. They do not talk about the world around them – in English. Instead, the de-contextualised lists of vocabulary and grammar structures in students' notebook - the bare walls of almost every classroom, reflect the fact that the learning of English as a (personal) tool of communication is not taking place across Turkey in Government Schools, whether in Istanbul, Ankara, Erzurum or Trabzon.

Indeed, as teachers interviewed across Turkey confirmed, at present, lesson plans are mostly completed for institutional purposes, and lesson preparation comprises 'following the Textbook' only.

It is useful here to describe a typical 'grammar-focused' class in secondary or high school[29]:

Teacher Actions	Student Actions
Formal greeting to the class;	Repeat: 'Good morning, teacher';
Explains a grammar point in Turkish/ English and writes example sentences on the board;	Listen passively, or talk in Turkish to each other/do not pay attention;
Asks class to open the textbook and begins to explain (Turkish or English) the exercise in the textbook;	Listen passively, or do not pay attention;

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29 It is interesting to note that while teachers were observed presenting text book context exercise by exercise, they did not ask students to do exercises 'in pairs' – even when this is noted as such in the textbook. Moreover, when asked the title of the textbook, a significant % of teachers interviewed, were unable to answer.

Teacher Actions	Student Actions
Chooses students to complete the exercise in the book – orally or by writing on the board. Teacher corrects every mistake;	1 student (S1) takes part; the remainder are passive or lose concentration/attention S1 is 'anticipating' correction by the teacher as s/he speaks;
On completion of the exercise, T. Chooses students to read a few sentences aloud to the class – from a reading passage in the book. Teacher corrects every mistake;	1 student 'reads aloud'. Rest of class listen passively, or lose concentration and may be talking among themselves;
Teacher reads the list of comprehension questions from the book and asks the class to answer them. Answers are either 'yes/no' or 'right/wrong'. Teacher judges all answers;	'Best' students provide the answers. Rest of class are passive/ disengaged from the activity;
If time remains, students complete an exercise in the workbook. Exercises are corrected and marked by the teacher.	Individually complete the exercises.

A similar lesson delivered under a communicative approach, might be as follows:

Teacher Actions	Student Actions
Formal greeting to the class;	Greet teacher, then each other, in English;
Introduces the topic of the lesson and finds out from students what they already know. If students respond in Turkish, teacher echoes back in English what has been said;	Actively contribute and provide personalised responses to teacher's information;
Presents the learning points of the textbook lesson in contexts that the students will find interesting and useful, and can interact with;	Actively contribute and provide personalised responses to teacher's information;

Teacher Actions	Student Actions
Asks students to work in pairs or groups and help each other to complete the activity in the book. When completed, teacher invites students take turns to present their answers. Teacher allows 'errors', only correcting them as a whole class activity at end of the exercise;	Whole class works simultaneously in pairs or groups in English, with support of Turkish. Students may read and correct written exercises completed by other students. Completed work is often displayed in class;
On completion of the exercise, teacher asks students in pairs or groups to read the passage in the textbook to each other;	Students take turns to read quietly to each other in pairs or small groups, helping each other with new words or asking for help from the teacher;
Teacher asks students to talk about the characters in the text – eg: to imagine how old they might be - asking questions to encourage students to compare/contrast information in the text with their own lives and interests;	All students provide the answers. Weaker students are helped and encouraged by the teacher and their friends. Students speak more confidently because they realise the teacher is listening to their ideas, not the 'grammar' or mistakes in pronunciation;
If time remains, teacher asks students to take roles and to act out part of the 'text' in English. Teacher encourages creativity, confidence and experimentation in English. S/he does not correct grammar/pronunciation.	Students plan and rehearse in pairs/ small groups. They ask the teacher for help if needed. They present their work to the whole class – who will give feedback after each presentation.

The above comparison also aims to show that while classroom management was seen to vary from school to school and within schools, it was never used to provide authentic opportunities for students to speak to each other[30] in any of the classes observed. In other words, although the literature, (including advice to teachers in current Turkish textbooks such as 'Spot on' and 'Yes you Can') states the critical importance of including stages in a lesson where students are encouraged to talk to each other in pairs/groups – without direct supervision of the teacher – this simply does not take place in the Turkish classroom.

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30 Not one single example of authentic communication among pairs or groups of students was observed in any of the 80 classes observed. Instead all speaking was strictly controlled and directed by teachers.

In contrast, in all 80 classes observed, teacher talking time (mainly *about* grammar/completing *de-contextualised* exercises focusing on grammar points) takes up 80-95% of class time. Student talking time was observed as between zero and 10%[31]. A communicative approach implicitly moves the centre of classroom practice from the teacher to the students – and thus greatly increases quality student talking time in English.

The above reports on 'typical' classes[32] observed. However, as might be expected, exceptions were observed:

Excellence in terms of class relationship and practice:

Grade 7: Kayseri

Grade 9: Malatya

Here, throughout the class, both teachers maintained a meaningful, interactive dialogue (100% in Turkish) with all the students in the class (from difficult social backgrounds) – *about* the lesson/English grammar. Although no learning of English in a communicative sense, took place, (because neither teacher nor students used English - except to complete exercise sentences from the book), the mutual respect and esteem that the dialogue generated, provided the students with confidence regarding their abilities. If these teachers were to develop their skills and thus be able to develop the coursebook content via communicative practice (for example – teaching the students how to work in pairs/groups) – such classes would provide models of excellence for other teachers in their respective regions.

B. Continued Professional Development (CPD)

Having discussed teachers and teaching practice, this section now turns its attention to how such practice may be improved, via, for example, establishing *Continued Professional Development (CPD)* as an integral and valued part of the professional life of a Government School teacher of

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31 'Talking' is regarded as participation in meaningful interaction with others/another where personal knowledge, thoughts, ideas and opinions are shared
32 In addition to a positive teacher/student relationship observed in most classes, school and classroom facilities were generally of an expected/acceptable standard. Rooms were clean, light and spacious.

English.

At present, there does not appear to be a clear infrastructure or consistent policy for CPD across the country. For English, it is, for example, not yet established where teachers might attend such training, how much training should be given, who might deliver the training, when such training might be delivered (as part of regular school hours or outside them?), whether attendance/certification leads to salary improvement, etc.

As example here of possible steps to ensure teachers are motivated to take forward their professional development, it might be recommended that:

- attendance and achievement of subsequent additional certification related to desired classroom practice should be a *requirement* of service, and rewarded as such;

- local (main regional city) centres of teaching excellence (COTEs) should be established as recognised locations where training/resources are housed;

- a dedicated website should be established where recommended resources relating to the teaching of English at all levels may be downloaded, on-line training opportunities are available and information regarding regional, etc. CPD are visible and accessible. This website might also provide forum and other professional networking opportunities to all Government school teachers;

- opportunities for input by teachers to new developments should be established which encourage the potential of ownership of change by all teachers, and should demonstrate the value(s) of contributions that all teachers may make;

- the capacities of teachers regarding technology should be further increased to align with present and forthcoming Ministry policies regarding the use of information technologies (IT);

- similar training should be provided within pre-service Institutions, suggesting increased development

of links with IT Departments are taken forward within each training institution.

In terms of content for Continued Professional Development, current training models such as Teaching Knowledge Test (TKT) or Certificate/Diploma in English Language Teaching to Adults (CELTA/DELTA) training, might be referred to for the development of Turkey-specific, compulsory, practical training opportunities for teachers. Additional and specific learning modules should also be provided for each age range and type of student (eg. Primary, Secondary, Vocational High School, etc). Such modules may also be used alongside the above mentioned, more generic, international training models such as TKT/CELTA/DELTA.

In addition to the above, on the one hand:

- the mixed, often negative feedback noted from teachers/school principals/students during our school visits (supported by survey evidence) with specific regard to the use of DynEd indicates that further diligent research should be carried out before a more widespread adoption of/training of teachers for this programme;

On the other hand:

- the positive attitude recorded during visits and surveys regarding the use of technology for training, teaching/learning, assessment and materials development/storage via Tablets, Smartboards and supportive virtual environments within and outside the FATİH project pilot application indicates:

  » training taken forward with teachers should also encourage input from teachers into materials development for Tablets – so that relevance and readiness for change can be assured through user 'ownership' of the new e-materials;

  » super-users should be identified on a regional basis who may receive additional training, and in turn support the development of relevant

learning technology – and ensure sustainability;

» the FATIH project should be further developed as a 'blended' medium to support/supplement face2face professional development of teachers, as well as providing extensive web-based learning/teaching resources for classroom practice.

C. Sharing and caring

The final part of this section briefly examines how (the above) improvements may not only be sustainable – but also transferable to all schools – via, for example, establishing *School Clusters/ Families,* as a future feature of the Government School landscape across Turkey.

In response to important variations in resources/facilities/expertise observed in different regions of Turkey, Recommendation 13 (above) proposes that clusters or families of 10-12 schools be established. Each Cluster might comprise:

- one lead *SAFE* school[33] (*S*chool *A*mbassador *F*or *E*ducation = *SAFE*)
- + 2-3 support schools
- + 6-8 weaker schools

Recommendation 13 points out that as partners for change, well-resourced, well-administered (Government and Private) schools which have quality leadership and quality teaching staff, are an outstanding resource for capacity building of weaker schools and will also provide much support to regional/local Education Ministry institutions/officials. Examples of what school clusters/families might achieve over a 5-10 year period, include the following:

- Sharing/mentoring of all areas of good classroom practice relating to teaching English, including syllabus development and implementation among schools. This approach provides and encourages a lateral wave

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33 The 'lead' school may also be a local 'private' school.

of shared knowledge and skills – not a hierarchic 'cascade';

• Purposeful sharing of resources/capacities among schools. This might comprise:

» Sharing of costly resources

» Advice on resources that 'work well' – so that money is well spent

» Mentoring and supporting with regard to the effective use of resources

» Building of (an internet) resource bank, accessible to all schools within a cluster and across clusters

• Establishing culture of support/pride in quality education among families of schools;

• Encouraging a sustainable sense of belonging to a team – so that the stronger schools pro-actively support weaker schools over the longer term – to the benefit of all;

• Encouraging development of forums and improved use of technology to record success and find practical solutions to challenges relating to teaching English;

• Encouraging children to safely communicate via internet platforms from school to school;

• Permit the Ministry to be regarded as a supportive partner in progress. Through such partnerships, Ministry officials would be able to communicate, in all senses, with 50 clusters of 12 schools – all working from similar pages, rather than 600 individual schools, each working unilaterally.

In this latter regard, and looking towards a recommended revised role for potential specialist 'Inspectors for English', this would provide an ideal opportunity for Inspectors to develop their roles into that of 'supervision' as well as inspection. For the purpose of clarification, a 'supervisory' visit might be considered equivalent to 'line-management' and comprise:

• an advance appointment with the teachers to be

visited

- discussion with teachers in advance about the classes they would like to be visited

- class observation followed by discussion regarding what happened (what worked well, what didn't work so well – and possible reasons why)

- post-class discussion with teachers about potential their potential needs, for example – request for further training/support; opportunities available for scheduled (paid) professional development, etc. Post-class discussion might also include informal mentoring/ training on certain weak points observed;

- scheduling a mutually convenient time for next visit. In this regard, teachers might also be asked to set personal 'learning targets' with respect to weak points noted.

The above can thus be viewed as a 'constructive' visit, where the focus is on what teachers *can do*, and how to build on this to support possible areas of weakness (the latter are viewed as opportunities for learning, and not issues on which to raise penalty points).

In sum, the development of the above processes within and across school clusters would represent a 'virtuous cycle' in which models of best classroom practice, outlined in part a. of this section, are made known and taken forward/developed within continued professional development, (noted part b. of this section) – and then shared/driven forward by the schools and teachers themselves, at local level (part c of this section), over a monitored and evaluated (incorporated into the additional/revised supervisory role of the present inspectorate) 10-year period across the country.

Moreover, while it is beyond the scope of this Report to detail the complex inter-relationships among the Findings and Recommendations that have been made, it is hoped that this section illustrates the importance of taking forward improvements as an 'inter-linked' process over the long term (5-10 years), rather than focusing on any one issue that has been raised, that, in isolation, seems to provide a high-profile (short-term) solution.

V.   Conclusion

English is not only one of the most commonly spoken languages in the world, but it is also the current *lingua franca*. As such, a workforce proficient in its English speaking ability enhances a country's connectivity to the rest of the world, resulting in a higher innovation capacity, greater and more sustainable regional integration and more revenues from the tourism sector. It also helps decrease the mismatch in the labour market, since a greater portion of available vacancies require at least an intermediate level of English.

Given Turkey's ambitions to become one of the ten largest economies in the world by 2023, a workforce proficient in English language skills is crucial. However, despite efforts to address gaps in education provision through the introduction of the 4+4+4 system, the reality is that very few students are able to achieve even basic communicative competency even after about 1,000 hours of English lessons. The aim of this report is to provide fact-based findings and recommendations to help Turkey reach its potential.

The above provides a frank report of the various challenges that have been observed and the opportunities they represent. Summarising, there is much to be optimistic about:

- There is a country-wide, well-qualified and experienced talent pool of permanent teachers, more than 80% of whom speak English at an intermediate or above level.[34] These teachers may be motivated and further trained to take forward positive transformational change – and to sustain such change across the nation;

- There is a robust, efficient infrastructure in place across Turkey to support appropriate transformational change in schools;

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34 Anecdotal evidence had suggested a low level of English was prevalent among teachers in State schools. Observations of classes and interviews with teachers, and teacher self-assessment in the survey suggest more than 80% teachers have 'intermediate and above' (= CEFR: B1-B2+) competence in English.

- The existing school facilities, classroom space and furnishings are suitable for taking forward communicative language teaching/learning and for introducing technology as appropriate;
- A majority of students across Turkey have the desire to speak English and may be motivated and supported to succeed.

Given the youth and dynamism observed across the nation of Turkey – and the potential of its youngest members who attend State Primary, Secondary and High Schools, we are presented with a unique opportunity to make a difference. A sketch of a possible action plan to achieve this may have the following steps:

STEP 1: Rewrite the curriculum to embed the move from the current grammar-based teaching approach to a communicative one. In doing this, English language teachers' current classroom competency and low student motivation after primary age schooling need to be taken into account

STEP 2: Increase the competency of English language teachers, primarily by helping them obtain the teaching skills and approaches necessary to move from the current unsuccessful grammar-based approach to one of communicative teaching. Enshrine this process in comprehensive pathways for continuing professional development available to every teacher in the country.

STEP 3: Work in collaboration with university Faculties of Education and Schools of Foreign Languages to develop a national school network centred on identified School Ambassador for Education (SAFE) schools

STEP 4: Introduce professional development to the inspectorate system while keeping the current executive inspection tier.

STEP 5: Launch a national campaign to promote awareness of the importance of communication in English (and other languages) among students, parents and the general public.

The current potential of Turkey, in the sense of a ready cadre of linguistically competent English language teachers equipped with a sound *theoretical* knowledge of their subject, is sufficient to take forward such an action plan. To support this process, Turkey is blessed with considerable expertise and experience housed in various institutions. If the Recommendations outlined in this Report are taken forward, a very different picture of English language learning and teaching would emerge: one in which successful attainment of a functional level of English for communicative purposes would be the norm rather than the exception among students graduating from High School. In turn, we would expect that an increasingly skilled labour force will enhance Turkey's economic performance and be an important step towards reaching the country's 2023 ambitions.

VI. Appendix 1: Student Survey

A. Sample Characteristics

In the student survey, 19,380 students were surveyed from grades 5 to 12, which comprise students of primary and secondary schools as well as high schools and vocational high schools. The distribution of survey respondents to cities and income groups to a large extent represent the distribution of students according to cities and income, with a relatively higher share of students in the large cities Istanbul, Ankara and Izmir, and an income distribution skewed to levels below 2,250 TL (Figure 35 and Figure 36).[35]

Figure 35: Survey respondents in cities
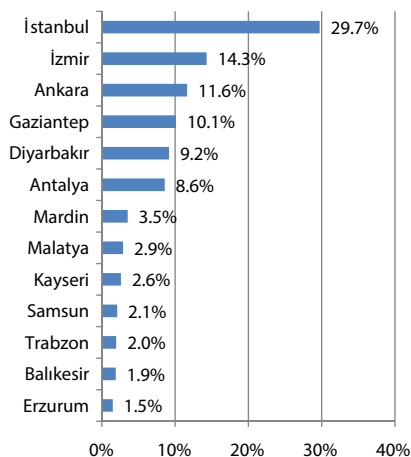
Figure 36: Income group of respondents
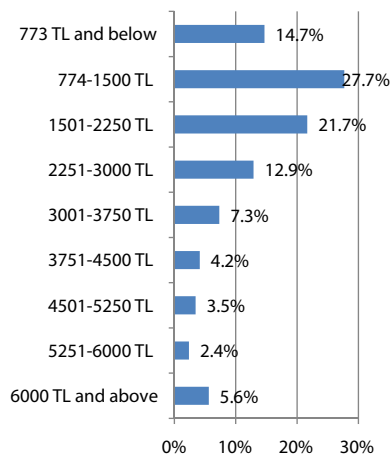
35 Income information is taken from the Income and Living Conditions Survey, Turkstat (2011). Survey data for students is student-population weighted using the Ministry of National Education 2012-2013 National Education Statistics student numbers according to each city.

Figure 37 shows the distribution of the sample across different grades. The mean number of years spent on English education is 5.5.

Figure 37: Distribution grades in the survey
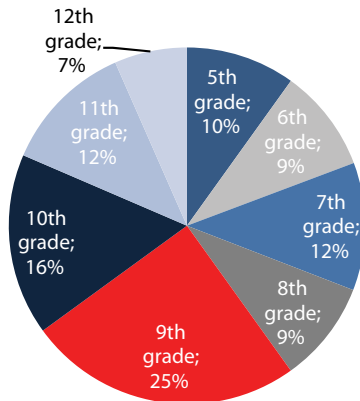
Figure 38 and Figure 39 show that there are no significant problems in delivering English lessons. Around 70% of students stated that their English lessons are always or usually delivered. Moreover, 82% of the students mentioned that only English lessons are delivered during the allotted English lesson time and not any other subject.

Figure 38: Occasions when scheduled English lessons were not delivered
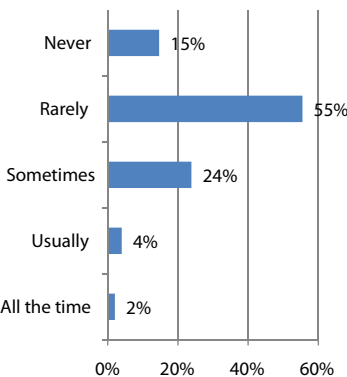
Figure 39: Occasions when subjects other than English were taught during scheduled English lesson time

The questionnaire asks the respondents to assess their own English level through six different questions. Figure 40 shows the students own perceived general level of English.[36] Although the majority of the students self-assess at an intermediate or lower level of English, student perceptions of their own level of English vary by school type: whereas 5% of vocational high school students and 6% of other high school students believe they have an advanced level of English, this figure rises to 10% among primary school students (Figure 41). Given that high school students have generally received more years of English language instruction than primary school students, this may be considered anomalous.

Figure 40: Level of student's perceived English

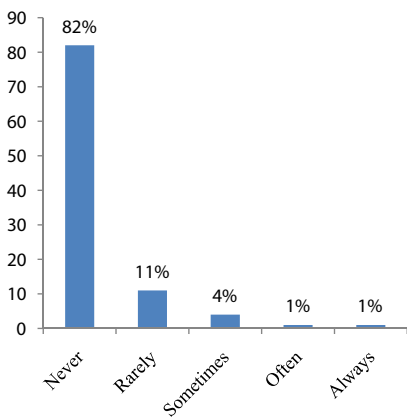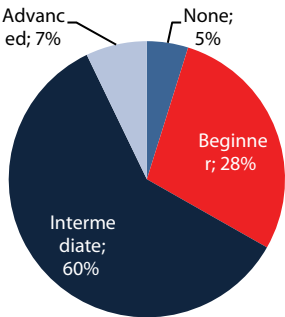Figure 41: Level of perceived English level by school types
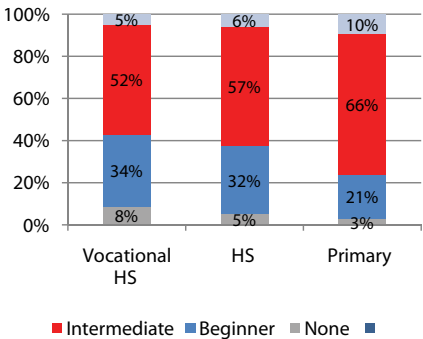
B. Attitudes towards English

A majority of students consider English language learning necessary (72%) while only a small proportion does not consider English learning to be necessary (9%) (Figure 42). Most of the students mentioned that learning English would help connect them to rest of the world, while 27% of the students were of the opinion that one of the main benefits of learning English would be the ability to speak world's most common language (Table 5). In addition, 27% of the respondents reported that through learning English they would be better able to communicate when abroad.

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36 Although this kind of an assessment is not a reliable indicator of the student's level of English, it is a significant indicator for the scope of this survey and the answers to this question will be assumed to represent the English level of respondent, if not stated otherwise.

Figure 42: Students who consider English language learning necessary (%)
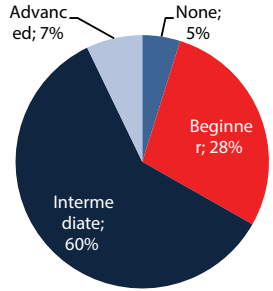
Table 5: "In your opinion, why is English language learning necessary?"
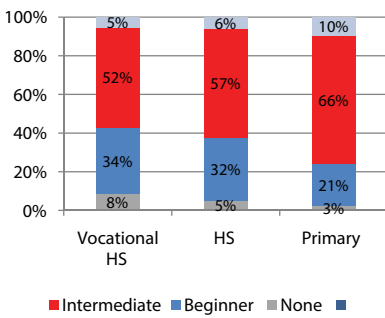
While the primary education students find English languages learning most necessary (79%), only 66% of the students surveyed at vocational high schools agree to this statement, a considerably lower figure than for any of the other groups (Figure 43).

Figure 43: Students who consider English learning necessary by school type[37]
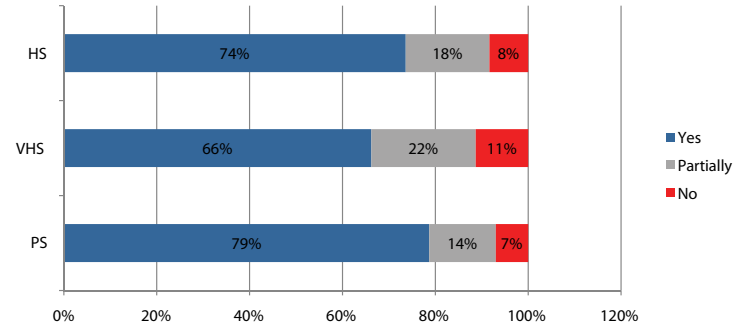
An important proportion of students (33%) stated that, other than English, German would be their first foreign language of choice to study at school, followed by French. Russian, Spanish and Arabic are other popular responses given by students. (Figure 44) Enhanced job prospects and educational opportunities appear to be the most important reasons for students to learn languages other than English (Table 6).

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37 School types used throughout the document abbreviated to VHS (Vocational High School), HS (High School) and PS (Primary School)

Figure 44: The most desirable foreign language to study other than English
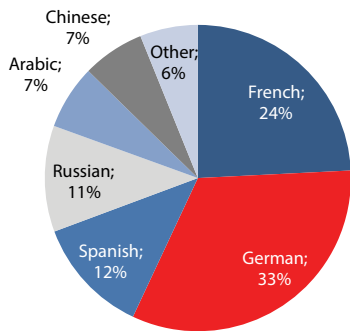
Table 6: The reason for wanting to learn this language

	Percentage (%)
I can find a better job using this language when I grow up	25.03
I can get a better education using this language when I grow up	24.58
This language is the most commonly spoken language in business, tourism and trade	23.35
This language is the most valid language	13.00
My family is able to speak this language	4.68
Other	9.35

The survey sought to establish to what extent students enjoyed their English lessons and the reasons for these attitudes (Figure 45). Figure 46 suggests that school type strongly affects the extent to which students enjoy their English lessons. The students in primary education are those who enjoy their English lessons the most (64%).

Figure 45: Students professing to enjoy their English lessons
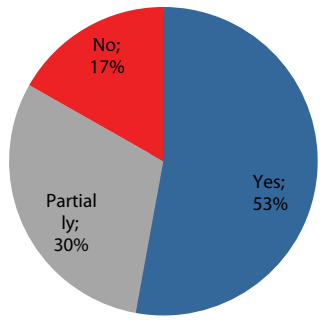
Figure 46: Students professing to enjoy their English lessons by school type
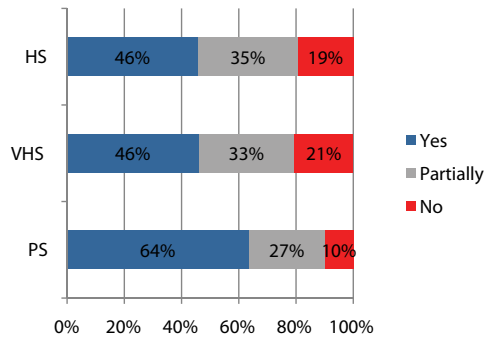
Figure 47 shows a similar analysis to Figure 46 where primary school students were the group who derived most enjoyment from their English lessons. In Figure 47 it can be seen that as the student advances to higher grades, he/she derives less enjoyment from learning English. For example, while 80% of the 5th grade students declared that they enjoy their English lessons, only 37% of the 12th grade students expressed a similar enjoyment.

Figure 47: Students professing to enjoy their English lessons by grade
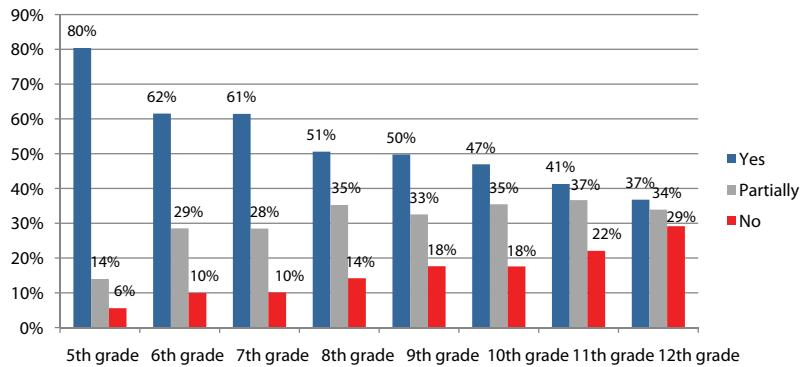
The most significant reason for enjoying or not enjoying English lessons seems to be based on a perception of whether the classes are 'boring' or 'fun' (Figure 48 and Figure 49). Experiencing difficulty in class is the second most important reason for not enjoying English while, contrariwise, an ease in understanding new classroom material is identified as a reason to enjoy English lessons (78%). While liking the English teacher is cited as a reason for enjoying English lessons, the contrary does not appear to be the case. The textbooks themselves are relatively insignificant in determining students' positive or negative attitudes towards English lessons.

Figure 48: Reasons of not enjoying English lessons
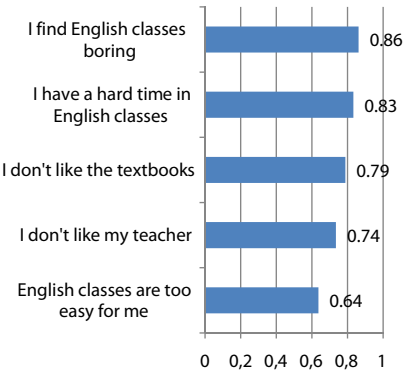
Figure 49: Reasons for enjoying English
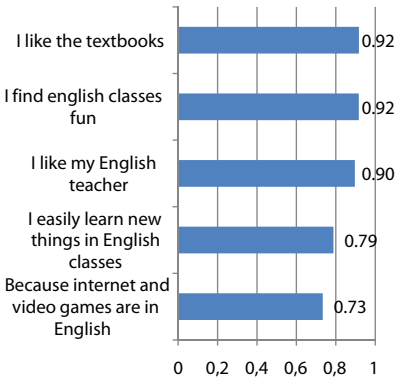
Note: The results are normalized to one by assigning value 1 if the respondent finds the choice most important, 0.5 if partially important, and 0 if not important.

Figure 50 shows the average ratings for reasons of enjoying English lessons by different school type. According to this, while having fun in lessons is cited as important for students in all school types, positive or negative attitudes towards the person of the teacher him/herself are much more pronounced at primary school level than at other school types. Moreover, perceived ease in understanding and learning new classroom material is also important for students in all school types. Attitudes towards the textbook are most pronounced among vocational school and high school students while a relatively insignificant factor for students in primary education.

Figure 50: Reasons for enjoying English lessons by school type (0-1)
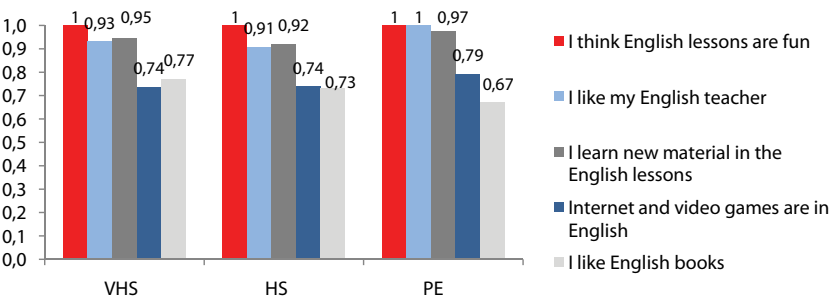
Note: To calculate the overall importance of each reason, first the number of students identifying each reason is counted and then the results are normalized, the answer with the highest response rate being 1.

Since attitudes towards teachers are identified as such an important component of English learning and affect significantly to what extent students enjoy learning English in class, it is important to analyse how students view the competency of their teacher in teaching their subject. A question was addressed to the students asking them to evaluate the competence of their teachers, with the results shown in Figure 51 and Figure 52. According to this, 64% view their teachers to be adequate, 26% believe they are partially adequate and 10% view them as inadequate. The levels vary among different types of school where the proportion of primary school students who find their teachers competent is much higher than that among high school and vocational high school students. However, there does seem to be a correlation between the number of students in a class and perceptions of the teacher's adequacy.

Figure 51: Perceived adequacy of teacher among students

No; 11%

Partially; 26%

Yes; 63%
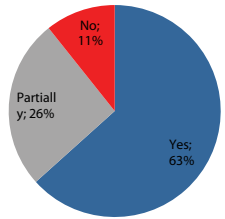
Figure 52: Perceived adequacy of teacher among students by school type

	Yes	Partially	No
PS	77%	18%	5%
HS	53%	32%	15%
VHS	57%	29%	14%

0   0,2   0,4   0,6   0,8   1   1
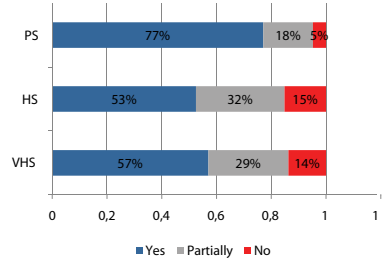
■ Yes ■ Partially ■ No

Students who stated that they enjoy their English lessons partially were asked what would increase their enjoyment of these lessons (Figure 53). According to the students, the most significant factor in increasing their enjoyment of English language learning would be lessons based on their own areas of interest, preferably integrated into textbooks better matched to these interests.

Figure 53: Measures needed to increase the level of joy from English classes
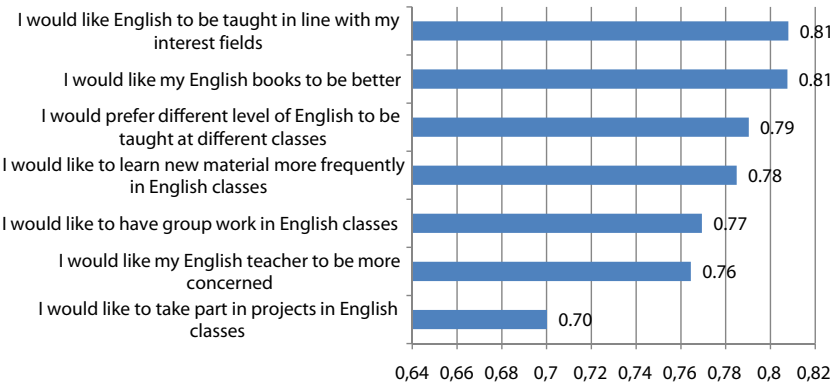
I would like English to be taught in line with my interest fields	0.81
I would like my English books to be better	0.81
I would prefer different level of English to be taught at different classes	0.79
I would like to learn new material more frequently in English classes	0.78
I would like to have group work in English classes	0.77
I would like my English teacher to be more concerned	0.76
I would like to take part in projects in English classes	0.70

0,64 0,66 0,68 0,7 0,72 0,74 0,76 0,78 0,8 0,82

Note: The results are normalized to one by assigning value 1 if the respondent finds the choice most important, 0.5 if partially important, and 0 if not important.

C. Activities to learn and improve English

Figure 54 indicates that students are exposed to English through extracurricular activities. The majority of the students indicated that they listen to music with English lyrics (85%). The second most common activity is using the internet to help with English class homework (55%), followed by watching English language television programmes (52%). Only a very small proportion of the students read books in English (17%).

Figure 54: Extracurricular activities in English
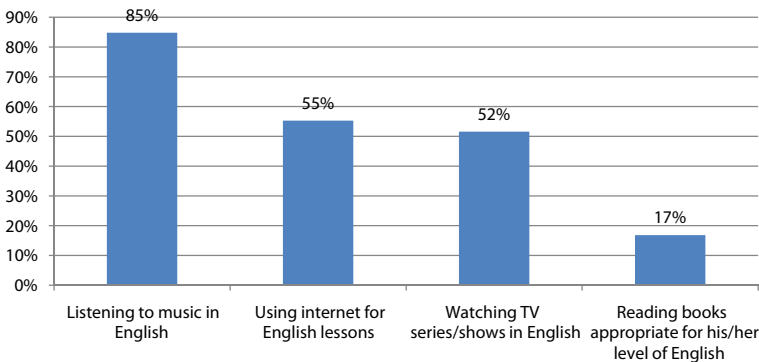
The survey also reveals that 11% of the students take private lessons of English. Not surprisingly, family income levels have a significant effect on the tendency to take private English language lessons. For example, whereas only 7% of students whose families earn 773 TL (minimum wage) per month or less receive private English language tuition, this percentage increases to 23% for students whose families earn more than 6,000 TL per month.

Figure 55 indicates a correlation between (the students' self-assessed) level of English and their engagement with extracurricular English language media. For example, while 27% of the students who self-assess at no English knowledge watch English language television programmes, 68% of those who consider themselves to have an advanced level of English do so. Figure 55 and Figure 56 indicate that more students listen to music with English language lyrics than watch English language television programmes.

Figure 55: Those who listen to songs with English language lyrics by self-assessed level of English
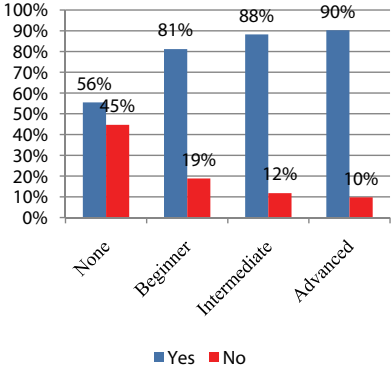
Figure 56: Those who watch English language television programmes by self-assessed level of English
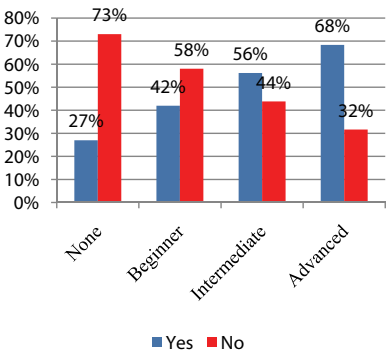
According to Figure 57, the students who watch English language television programmes are more likely to enjoy their English lessons than those who do not. While 85% of the students who watch English language television programmes profess to enjoy their English lessons, this ratio reduces to 67% among those who do not watch English language television programmes.

Figure 57: The correlation between watching English language television programmes and enjoying English classes
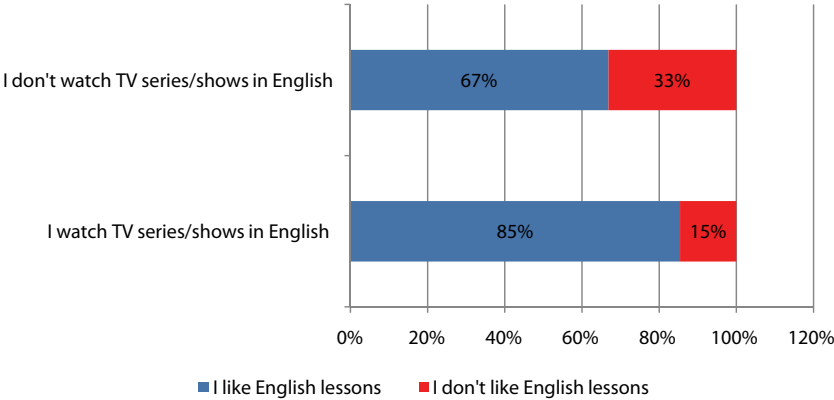
As for the internet, rates of usage for extracurricular English language learning vary according to income, student age and school grade. Figure 58 suggests that children in primary education are the most likely group to use the internet for English language study. Usage of the internet is lowest among the vocational high school students. The proportion of students who do not have access to a computer or the internet (20%) in this group is higher than the proportion among high school students (13%), a result of low income within this group. Figure 59 also shows that the share of students who do not have computer or internet access (37%) is much higher in low income households than that among high income households (10%). Another interesting finding is that non-usage of the internet is higher among the students from high income families (33%) than those from low income families (25%). 66% of students overall stated that they learn English through playing computer games. (Figure 60)

Figure 58: Usage of internet for English lessons by school type
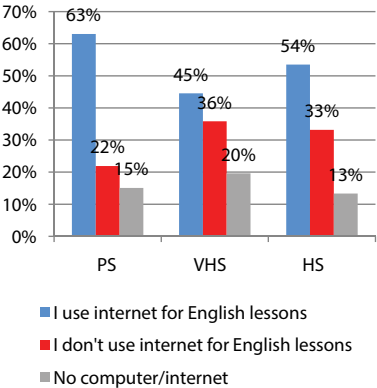
Figure 59: Usage of internet for English lessons by income group
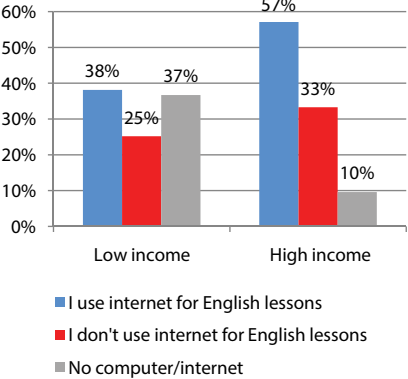
*Low income refers to household income lower than 773 TL/month, high income refers to income higher than 6,000 TL/month.

Figure 60: Learning English while playing computer games

No; 32%

Yes; 68%
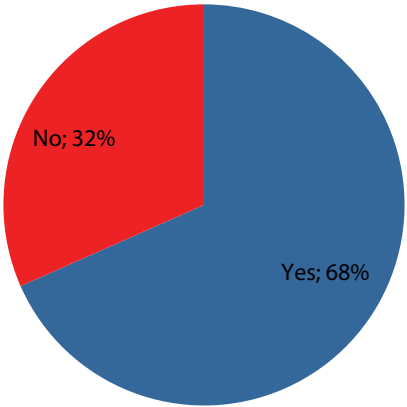
Only 14% of students have been abroad (Figure 61). Of those who have been abroad, 31% stated that they were able to practice speaking English while 45% stated they spoke a little and 24% that they did not speak at all (Figure 62).

Figure 61: The share of students who have been abroad

Yes; 14%

No; 86%
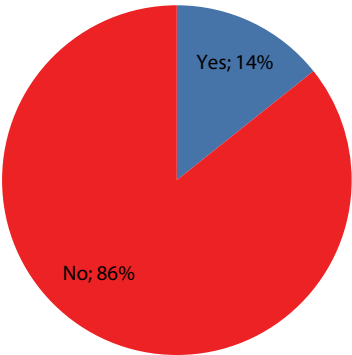
Figure 62: Students able to speak English while being abroad

No; 24%

Yes; 31%

Partially; 45%
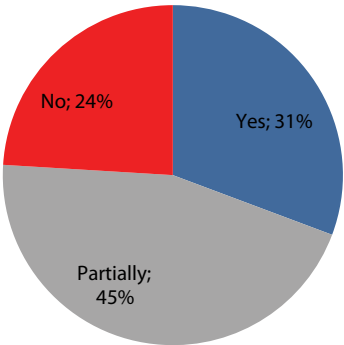
D. Family members' involvement in helping with English lessons

35% of parents (one or both) receive help from their parents in their English class homework. (Figure 63) However, as students move up to higher grades, the percentage receiving help from their parents decreases dramatically. Whereas 60% of 5th graders receive help from their parents with their English lessons, this decreases to only 19% among 12th graders. (Figure 64)

Figure 63: Students receiving help from their parents for English lessons (total)
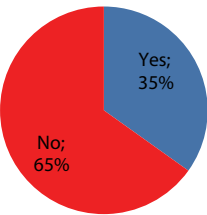
Figure 64: Students who receive help from their parents for English homework by grade
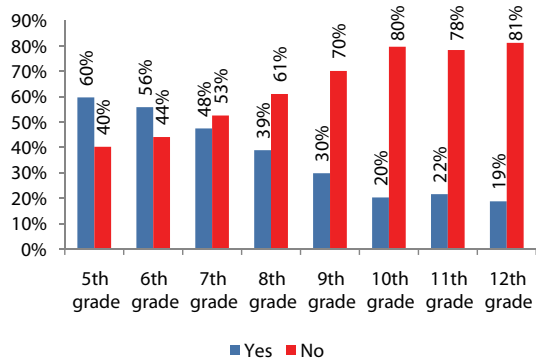
When all school subjects are taken into consideration, mothers are more involved than fathers in helping their children with homework (Figure 65). However, when it comes to English class homework, brothers and sisters tend to help siblings with their English homework more than parents (Figure 66). This may be attributed to parents' own low level of English (as evidenced in the parents' survey section) while sisters and brothers generally have a higher level of English.

Figure 65: Family member most involved in Student's study (by subject)

Other 0%
Older brother-sister 12%
Relatives 2%
Father 18%
Mother 68%
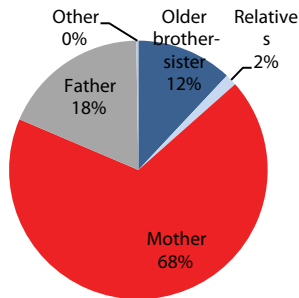
Figure 66: Family member helping the student with English (%)

Studying: 53% | 19% | 14% | 14%
Homework: 58% | 16% | 12% | 14%

■ Sister/brother ■ Father ■ Mother ■ Other
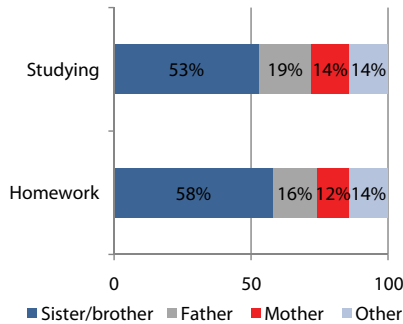
E. Attitudes towards education reform pertaining to English

Only 9% of the students claim to have been effected by the educational reforms brought about by the introduction of the 4+4+4 tripartite system implemented at the start of the 2012-2013 academic year (Figure 67). For the 5th grades, however, 25% of the students claim to have been personally affected by changes to their schooling following the introduction of 4+4+4 (Figure 68).

Figure 67: Percentage of students facing a change in 2012-2013 education year with the 4+4+4 system

Yes; 9%
Partially; 12%
No; 79%
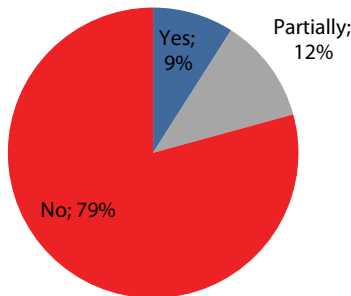
Figure 68: Percentage of students facing a change in 2012-2013 education year with the 4+4+4 system, 5th grades only

Yes; 25%
Partially 17%
No; 58%
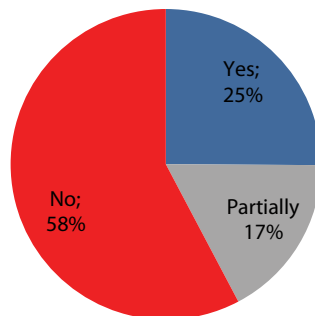
Although now in its seventh year, student recognition of the DynEd programme is low among students, with only 40% familiar with the programme. (Figure 69) Even among the schools which are part of the DynEd programme, only 45% of the students claim familiarity with the programme. Of those who are familiar with DynEd, 35% state that they find the programme very useful. On the other hand, 48% find it partially useful and 17% think it is not useful at all. (Figure 70)

Figure 69: Students familiar with DynEd
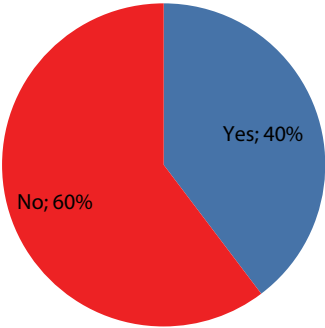
Figure 70: Thoughts about the DynEd programme

Yes; 40%

No; 60%

Not useful at all; 17%

Completely useful; 34%

Partly useful; 49%
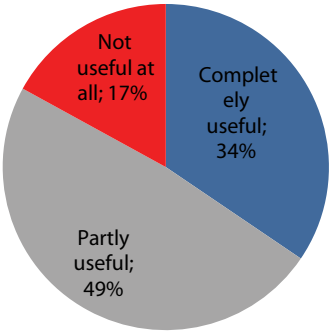
VII. Appendix 2: Parent Survey[38]

Guardians of students at 4th grade were asked to fill out surveys, organised in a similar format and structure to the student and teacher surveys. English instruction currently starts at 4th grade and hence students and parents of students at 4th grade and above should have an opinion independent of their parents about the English instruction they receive. However, since the students at 4th grade are probably too young to have formed their own opinions about the English language instruction they receive, the guardians of these students were asked to complete the survey in their stead.

A. Sample characteristics

The scope of the survey included 1,394 parents from 12 cities and 17 schools (Table 7). The cities were selected in order to represent the NUTS1 regions within which they lie and can be considered to represent the general population. (Table 8)

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38 In general, a guardian of a student is taken to be either the mother or father of the child, though may also include instances where siblings or relatives act as guardians. There is no variable for controlling this information in the survey and hence, the person who completed the survey will be considered as the parent of the student and mentioned accordingly throughout this section.

Table 7: Number of parents surveyed 12 different cities in Turkey

City	Number of respondents
Ankara	88
Antalya	164
Balıkesir	176
Diyarbakır	165
Gaziantep	106
Kayseri	63
Malatya	123
Mardin	27
Samsun	90
Trabzon	56
Istanbul	109
Izmir	227
Total	1,394

Table 8: Sample based on NUTS1 regions

NUTS 1 region	Number of respondents
Middle Eastern Anatolia (Malatya)	123
South Eastern Anatolia (Diyarbakır, Gaziantep, Mardin)	298
Istanbul	109
Western Marmara (Balıkesir)	176
Aegean (İzmir)	227
West Anatolia (Ankara)	88
Mediterranean (Akdeniz)	164
Middle Anatolia (Kayseri)	63
Western Black Sea (Samsun)	90
Eastern Black Sea (Trabzon)	56

Female guardians of the students, who are most likely to be the mothers, are the dominant group in the sample: 64% of the survey respondents were female while 36% were male (Figure 71). On the other hand, student gender distribution is very close; with 49% of the students male and 51% female (see Figure 72).

Figure 71: Parent's gender

Male 36%
Female 64%
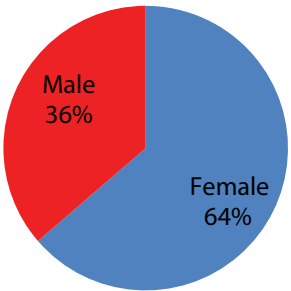
Figure 72: Student's gender

Male 49%
Female 51%
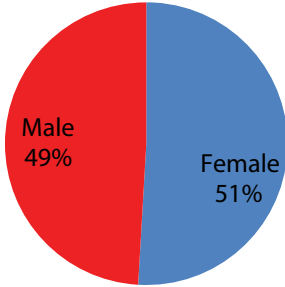
The educational background of the survey respondents can be considered representative of the general population of Turkey. 51% of the mothers have primary or lower education. In addition, 35% of mothers are lower or upper secondary school graduates while 5% are graduates of post-secondary but non-tertiary level education, i.e. higher education vocational schools. 9% of mothers hold a bachelor's degree and 1% have a masters or PhD qualification. Educational

levels among fathers, however, were generally higher. 36% of fathers completed primary education or below, 44% are have a lower or upper secondary education level, 5% completed higher education vocational school programmes while 13% hold Bachelor and 2% masters or PhD degrees. (Figure 73)

Figure 73: Education level of parents
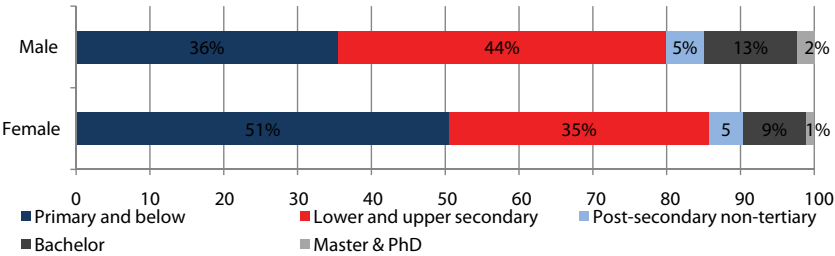
When parents' income level is analysed, it can be seen that the most of the respondents' income is lower than 2,250 TL per month, and the largest group is the households with an income level between 774 TL and 1500 TL (32%). The households with a monthly income of 773 TL and below compose the second largest group, which is 27% of the respondents. 18% of the respondents are from households with 1501-2.250 TL income per month while 22% have an income higher than 2,250 TL per month (Figure 74).

 The highest proportion of the families (44%) are two-child families while 20% of families have three children, 19% have one child 17% have four or more children (Figure 75).

Figure 74: Level of family income
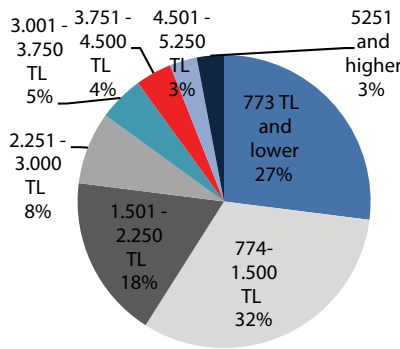
Figure 75: Number of children in the family
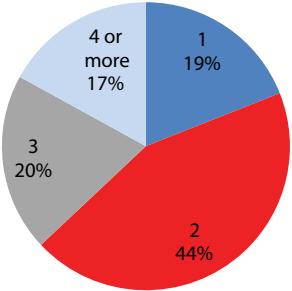
B. The level of English knowledge of parents

The parents' were asked to self-assess their level of English knowledge, which turned out to be significantly low. A major proportion of the parents who filled out the surveys stated that they have no knowledge of English (60%), 24% reported a beginner level of English, 13% an intermediate level and 3% an advanced level (see Figure 76). When the levels of English between spouses is considered, it can be seen from Figure 76, that a parent is more likely to have a partner having no or a low level of English knowledge. However, this case is most strongly evidenced among the parents with no or a low level of English knowledge (91%). On the other hand, a parent with advanced knowledge of English is more likely to have a spouse who is also at an advanced level of English than any other level (Figure 77).

Figure 76: Level of parent's English knowledge

Advanced 3%
Middle 13%
Beginner 24%
None 60%
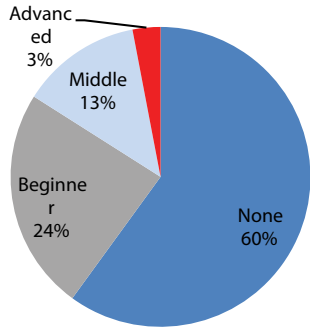
Figure 77: Relation of parent's English level (between partners)

The level of English of the partner

None or beginner level: 91%, 7%, 2%
Intermediate: 58%, 35%, 7%
Advanced: 58%, 24%, 18%

■ Advanced ■ Intermediate ■ None or beginner level
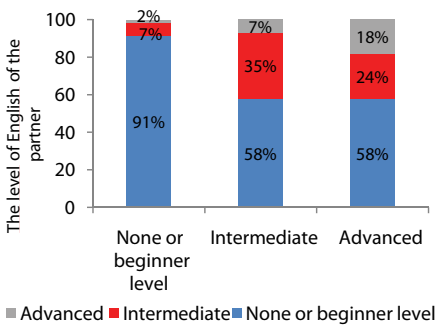
Figure 78 shows the relationship between the household income and the parent's English knowledge. In Figure 79, it can be observed that a rise in the educational level of the parent is accompanied by a corresponding increase in the level of English language knowledge. These figures show the significantly low level of English knowledge among parents also relates to their educational background and will be significant in analysing the level and quality of the help they give to their children for homework and also their children's satisfaction with various aspects of their English education.

Figure 78: Parent's English knowledge level by the household income

5.251 and higher: 52%, 36%, 18%
4.501 - 5.250 TL: 47%, 41%, 12%
3.751 - 4.500 TL: 45%, 47%, 9%
3.001 - 3.750 TL: 52%, 39%, 8%
2.251 - 3.000 TL: 77%, 19%, 4%
1.501 - 2.250 TL: 81%, 18%, 1%
774-1.500 TL: 93%, 6%, 1%
773 TL and lower: 95%, 3%, 2%

■ None or beginner level ■ Intermediate ■ Advanced
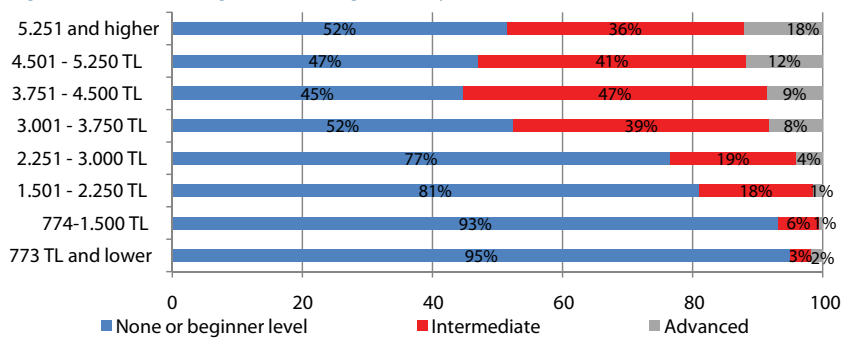
Figure 79: Parent's English language level in relation to their general level of education

	None or beginner level	Intermediate	Advanced
Tertiary	43%	46%	12%
Post-secondary non-tertiary	73%	25%	2%
Lower and upper secondary	84%	15%	1%
Primary and below	98%	1%	1%
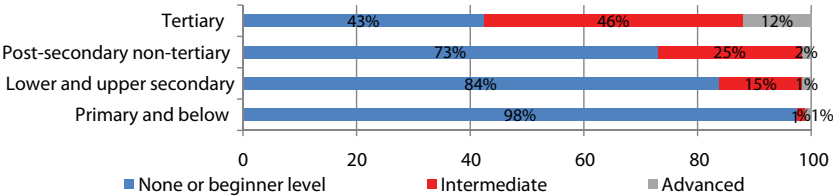
C. Knowledge of languages other than English

Parents' knowledge of languages other than English is important in terms of understanding the child's familiarity with and cognitive ability in coping with other foreign languages. A large share of parents, 84% has stated that they do not know any foreign language other than English (see Figure 80). Moreover, the incidence of speaking a language other than English increases as the education level of the parent (see Figure 81) and the income of the household increases, although some exceptions are observable in some income groups (see Figure 82).

Figure 80: Knowledge of languages other than English

Yes 16%
No 84%
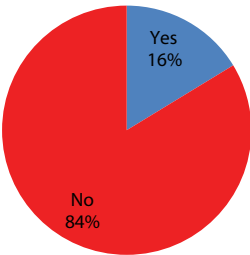
Figure 81: Knowledge of any language other than English by education level

Primary and below	Lower and upper secondary	Post-secondary non-tertiary	Tertiary
13%	15%	18%	21%
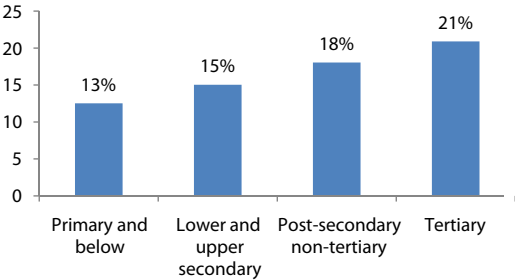
Figure 82: Knowledge of any language other than English related to income level

773 TL and lower	774-1.500 TL	1.501 - 2.250 TL	2.251 - 3.000 TL	3.001 - 3.750 TL	3.751 - 4.500 TL	4.501 - 5.250 TL	5.251 and higher
15%	14%	16%	12%	20%	27%	21%	41%
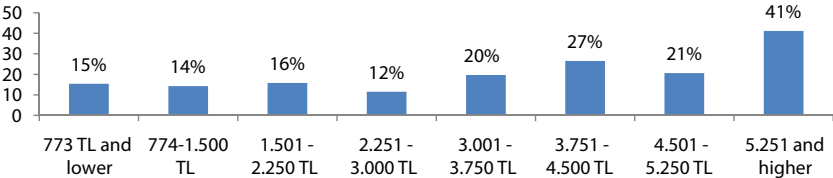
D. Preference for foreign languages

A major share of the parents (94%) prioritises English as their foreign language of choice. There is a large difference between this and the next most preferred language which is Arabic at 2%. Other preferred languages include German (1.5%), Russian, Spanish and Chinese (0.4%) and French (0.3%). (Table 9)

Table 9: Parents' preferred foreign language for their children

	Number of people	Percentage
English	1,281	93.98
Arabic	31	2.27
German	21	1.54
Russian	6	0.44
Spanish	5	0.37
Chinese	5	0.37
French	4	0.29
Other	10	0.73

When their reasons for choosing this language, which is overwhelmingly English, were asked, the majority of parents emphasized the acknowledged validity of the language globally. Enhanced job prospects, the validity of this language in various sectors and increased education opportunities were other popular answers (Figure 83).

Figure 83: Reasons for prioritising this language

He or she can find a better job by using this language. 21%

This language is the most valid one in the world 34%

This language provide my child to have a beter education 16%

I also speak this language 2%

This language is the most used one in tourism, bussiness world and trade 27%
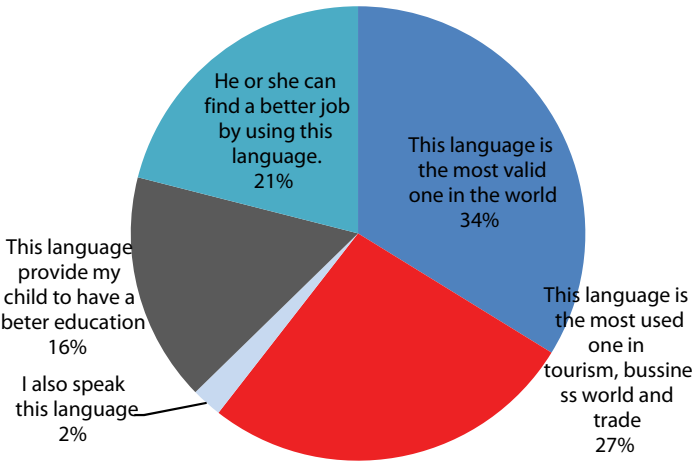
E. Time spent by parents in helping with homework and extracurricular study

The survey addresses questions to parents about the time they allocate for their child's homework and extracurricular studies other than homework. Figure 84 and Figure 85 show that the largest percentile parents help with their child's homework from 1 to 3 hours a week (44%). This is similar to the time allocated to helping with extracurricular studies other than homework. The share of the parents who do not allocate any time at all for either homework or other extracurricular studies is also significant: While 12% of the parents stated that they do not allocate time to help with homework, 25% stated they only help their child with homework and not with other extracurricular studies. 23% of parents spend 3-5 hours helping with homework and 19% allocate the same period of time for helping with extracurricular studies. The share of parents who allocate more than 5 hours to help with homework is 21% with 14% helping with extracurricular studies.

Figure 84: Number of hours a week
spent helping with the child's homework
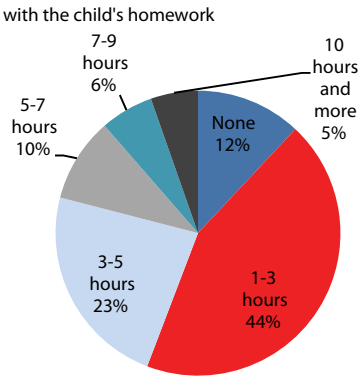
Figure 85: Number of hours (a
week) spent helping with the child's
extracurricular studies

with the child's homework

with the child's extracurricular studies
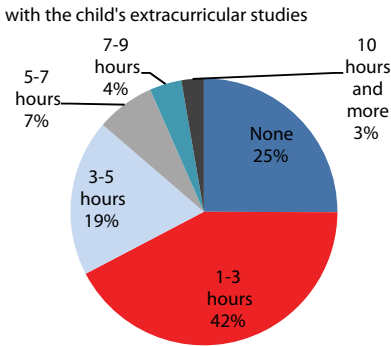
When the amount of time allocated to helping with homework or extracurricular study is examined in relation to parents' level of education, it can be seen that the distribution of time is similar for all education levels and the largest proportion of parents in all groups allocate 1-3 hours a week. The share of parents who do not spend any time helping their child with their homework is highest among parents with primary education or lower (18%). It should also be noted that the proportion of parents who spend 10 hours or more on helping their child with homework is highest among parents with tertiary education (11%). A similar pattern is observed in the time allocated to their child's extracurricular studies other than homework. (Table 10)

Table 10: Time spent in a week for homework according to the level of education of the parent

	None	1-3 hours	3-5 hours	5-7 hours	7-9 hours	10 hours and more
Primary and below	18	49	17	9	4	3
Lower and upper secondary	9	41	26	11	8	6
Post-secondary non-tertiary	3	49	29	7	9	3
Tertiary	4	34	33	11	7	11

In general, a common pattern is observable in the time allocation of parents from different income levels where most of the parents allocate an average of 1-5 hours per week. Moreover, Table 11 suggests that there is a significant difference in the share of parents spending on helping their child with their homework between the higher and lower income groups. While 20% of the parents with 773 TL and lower spend no time on helping with homework, the ratio is about 4% among the parents with a minimum income of 3,751 per month. A similar pattern is observed in parents' time allocation for extracurricular studies other than homework.

Table 11: Time spent in a week helping with homework according to level of household income (% of parents in specified income group)

	None	1-3 hours	3-5 hours	5-7 hours	7-9 hours	10 hours and more
773 TL and lower	20	49	17	6	5	3
774-1.500 TL	12	47	22	10	6	4
1.501 - 2.250 TL	7	40	25	14	6	7
2.251 - 3.000 TL	6	43	33	8	5	6
3.001 - 3.750 TL	6	39	24	16	7	7
3.751 - 4.500 TL	2	37	35	6	6	14
4.501 - 5.250 TL	3	37	29	9	6	17
5.251 and higher	9	35	24	15	9	9

F. Time allocation on English

Within the time spent on helping with homework or extracurricular study other than homework, English does not seem to represent a large share. 65% of the parents stated that they allocate a small proportion (0-25%) of the time they spend on helping with homework, 24% stated that they allocate less than half, 8% more than half and 3% a large part of the time on helping with English homework. In terms of helping with extracurricular study other than homework, similar numbers are evident (Figure 86). According to Figure 87, although there is not a big difference, the time allocated on helping with English homework and extracurricular studies other than homework is higher among parents with a higher level of English knowledge though parents with no or a beginner level of English also allocate a significant portion of their time on these activities.

Figure 86: Time allocated on English homework
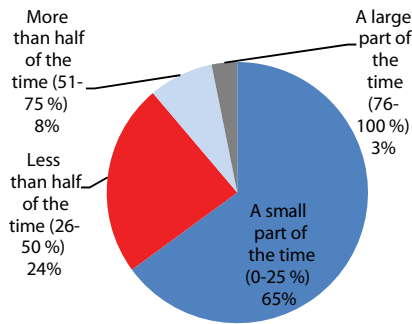
Figure 87: Average percentage of time allocated to English within the time spent on homework, according to parent's English level
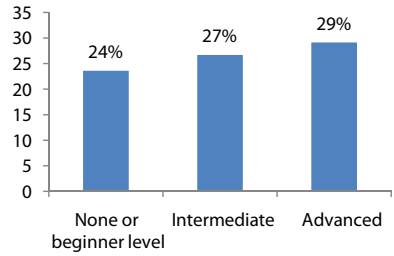
G. English language private lessons

Figure 88 suggests that the share of parents whose child receives private lessons in English is low, that is 10% of the surveyed parents or 137 parents among 1,363.

Figure 88: Parents whose children take private lessons in English

When the relationship between receiving private lessons and household income is analysed, it can be seen that, with some minor exceptions in narrow income fractions, as income increases the share of students who receive private tuition also increases (Figure 89). Moreover, Figure 90 suggests that the parents who dedicate more time to helping their child with their English homework and extracurricular studies other than English are those provide their child with more private English language tuition.

Figure 89: Students receiving private
lessons according to level of household
income
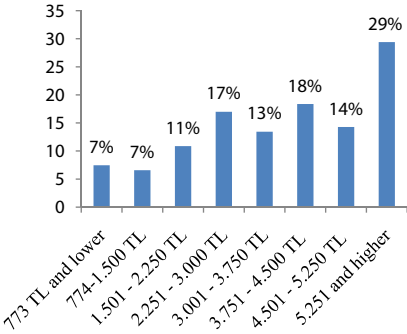
Figure 90: The proportion of students
receiving private lessons according to the
time spent by their parents on helping
with English homework

Figure 89: Students receiving private lessons according to level of household income

Figure 90: The proportion of students receiving private lessons according to the time spent by their parents on helping with English homework
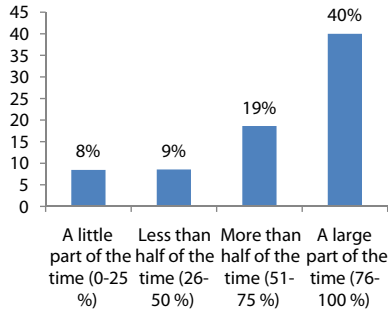
H. Satisfaction with English education

The parents were asked if they were satisfied or not with different aspects of English education. Figure 91 shows that 54% of parents are satisfied with the state of English education in general while satisfaction with the state of English language teaching (i.e. teaching performance) is higher at 64% (Figure 92). However, parents are less satisfied with English textbooks with only 47% of parents stating satisfaction with the content of these books and 22% recording dissatisfaction (Figure 93).

Figure 91: Level of satisfaction with English education
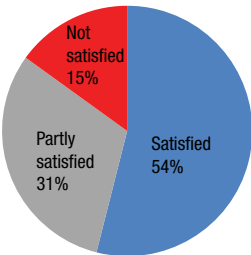
Figure 92: Level of satisfaction with the English teachers' classroom performance
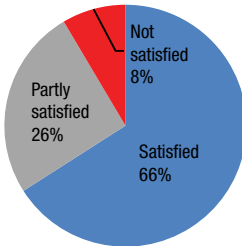
Figure 93: Level of satisfaction with English textbooks
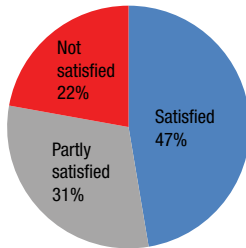
Figure 94, Figure 95 and Figure 96 suggest that parents who dedicate more time on helping with their child's English homework (or extracurricular studies other than homework) are more satisfied with the general state of English language education, teachers' classroom performance and with the content of English textbooks[39].

Although the previous figures suggest positive attitudes among parents, these may not be a reliable indicator of the overall quality of English education since a large proportion of parents professing to help their child with English homework have either no or a very low level of English themselves. Figure 97, Figure 98and Figure 99 show that as parents' level of English knowledge increases, their satisfaction with English education, teacher classroom performance and English textbooks decrease. Therefore, one could make the argument that although parents who spend time on helping their children with English appear to be satisfied with English

39 Here the time allocation was originally divided into 4 groups: respondants allocating 0-25%, 26-50%, 51-75%, 76-100% of their time on helping thier child specifically with English homework. However, the number of respondants in the last group decreases as fractions of it were analysed and hence it was combined with the previous group and analysed as the proportion of parents allocating more than half of their time for English homework.

education, the parents who have a higher knowledge of English themselves are not as satisfied as the ones with a lower level of English knowledge.

Figure 97: Level of satisfaction with the English education system according to parent's knowledge of English
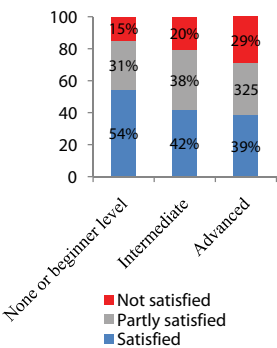
Figure 98: Level of satisfaction with teacher's classroom performance according to the parent's knowledge of English
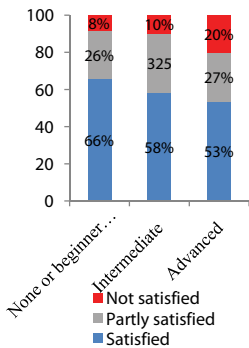
Figure 99: Level of satisfaction with English textbooks according to the parent's knowledge of English
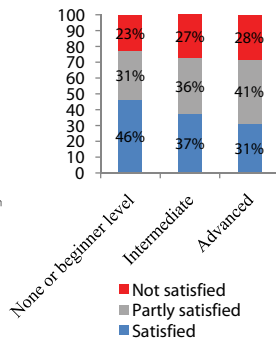
I. Proportion of children enjoying or having difficulties with English lessons

Two important questions parents were asked were about the extent to which their child enjoys their English lessons and whether they experience difficulty adapting to these lessons. Although there may be a perception bias among parents depending on their knowledge of English and the amount of time they dedicate to helping their child with English, these are still significant indicators in helping analyse determinants that affect a child's opinion of his/her English lessons.

Figure 100 shows the difference between students' opinions about their English lessons across different regions in Turkey. According to this data, a significant difference can be observed between the Middle Eastern Anatolia, Western Anatolia and South Eastern Anatolia, Eastern and Western Black Sea, Aegean and Mediterranean regions. A similar pattern is also observable in the share of students experiencing adaptation problems. While students in South Eastern Anatolia, Mediterranean and Middle Anatolia experience significant adaptation problems, the share of students experiencing such

difficulties is much lower in İstanbul, Western Anatolia and West Marmara (Figure 101).

Region	Yes	Partially	No
Middle Eastern Anatolia	93%	6%	1%
Western Anatolia	93%	7%	0
Middle Anatolia	86%	10%	3%
İstanbul	85%	12%	3%
Western Marmara	85%	13%	2%
Mediterranean	75%	17%	7%
Agean	75%	20%	5%
Southeastern Anatolia	74%	16%	10%
Eastern Karadeniz	74%	22%	4%
	73%	21%	6%

Region	Percentage
Southeastern Anatolia	60%
Mediterranean	51%
Middle Anatolia	46%
Eastern Black Sea	42%
Agean	35%
Western Black Sea	32%
Middle Eastern…	28%
Western Marmara	20%
İstanbul	19%
Western Anatolia	19%
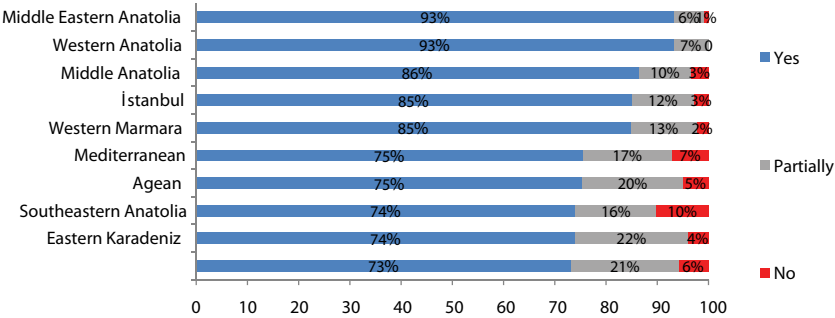
The relation between household income level and the ratio of students experiencing difficulty with their English lessons is shown in Figure 102. According to this, the proportion of students experiencing difficulty with English decreases as the income level of the household increases. Moreover, Figure 103 suggests that this figure is not greatly affected by whether or not a child receives private English language lessons in English. Those receiving private tuition are only 3% less likely to experience difficulty than those who do not. The fact that children receiving private tuition are already among those experiencing difficulty with the language may account for this. The same may apply when accounting for the relationship between the time a parent allocates to their child's homework/other extracurricular studies and the extent to which they enjoy or experience difficulty with the lessons (Figure 104).

Figure 102: Proportion of students experiencing difficulty with English lessons by household income

51%	40%	30%	24%	23%	13%	23%	25%
773 TL and lower	774-1.500 TL	1.501 - 2.250 TL	2.251 - 3.000 TL	3.001 - 3.750 TL	3.751 - 4.500 TL	4.501 - 5.250 TL	5.251 and higher
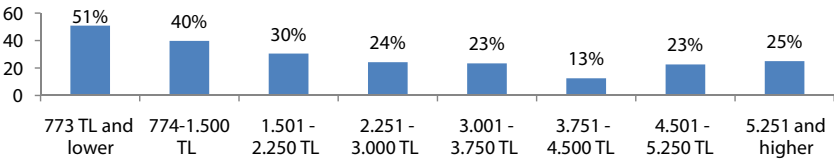
Figure 103: Proportion of students experiencing difficulty with English lessons in relation to whether they receive private tuition or not

Ones taking private lessons	Ones not taking private lessons
34%	37%
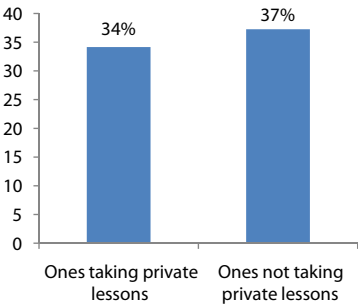
Figure 104: Proportion of students experiencing difficulty with English by parents' allocation of time for English homework and other extracurricular studies

A little part of the time (0-25 %)
Less than half of the time (26-50 %)
More than half of the time (51-75 %)
A large part of the time (76-100 %)

	Homework	Studies
A little part of the time (0-25 %)	38%	34%
Less than half of the time (26-50 %)	35%	38%
More than half of the time (51-75 %)	33%	39%
A large part of the time (76-100 %)	50%	36%
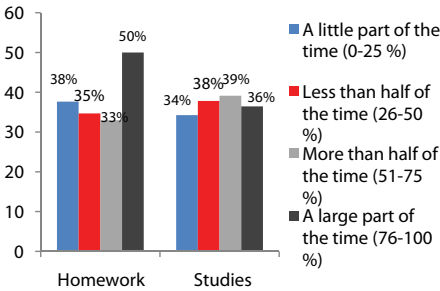
J.   Reasons for experiencing difficulties with English lessons

Parents' opinions were sought on the reasons for their child's difficulty in adapting to their English lessons. Figure 105 shows how parents graded a series of statements.[40] This indicates that problems related to English education system were the most significant with inadequate teaching techniques for the child's age selected as the primary reason. The second most significant reason was the level of English taught at schools which parents judge to be higher than the student's ability in the language.

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40   3 points denotes the most important and 1 point the least important reason for their child experiencing difficulty with English among parents

Figure 105: Level of importance given by parents to account for their child's difficulty in coping with their English lessons, parent survey (1= least important, 3= most important)

Statement	Value
The teaching techniques used are not appropriate for children's age	2.33
The level of the English training is higher than the level of the student	2.14
The student is not in the appropriate age	2.06
The teacher is not adequate for teaching English	2.02
I don't have financial capacity to buy the necessary course material for English	1.96
The level of English training is lower than the level of the student	1.81
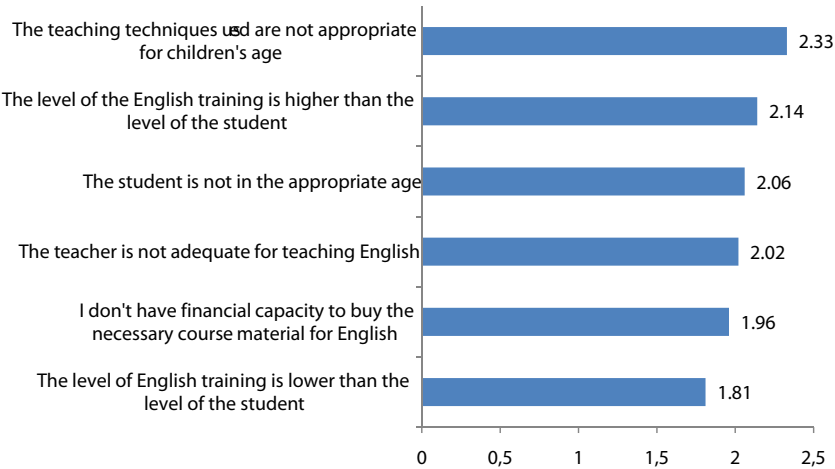
In the survey, parents were given statements about English teaching and the extent to which they agree with them. According to this analysis, the statement with which parents most concur is one stating that the student should learn English for his or her future (Figure 106). A significant group of parents also agreed with the statement that English instruction should start early.

The student should learn English for his/her future — 2.83

The earlier the English traning starts, the better will be the results — 2.77

Other than the main teachers, expert teachers are required for teaching Engishh at primary schools — 2.72

Training techniques ingratiate children with English at early ages — 2.71

It is an advantage to start English training at 2nd grade — 2.49

If I see nothing in the English notebook of the student, I would think that the lesson was not been… — 2.12

I don't have the financial opportunities to buy course materials for English — 1.87

Training techniques disincline children from English at early ages — 1.39

English courses should be optional. Not all students need to learn English — 1.32

K. Presence of materials in English language at home

The presence of English language materials in the home and parents' usage of these help to expose the child to everyday English and increase his/her interest in the language.

According to the analysis, as the level of English of a parent increases, the rate at which English language television is watched, songs with English language lyrics is listened or access to English language publications (books, newspapers, magazines etc.) also increases (Figure 107). Access to such English language publications in the home is in turn closely related to the level of household income (Figure 108).

Figure 107: Proportion of households where English language publications are available by English level of the respondent and spouse
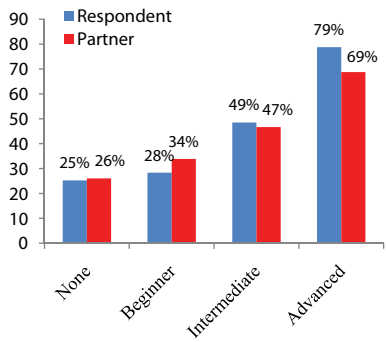
Figure 108: Proportion of households where English language publications are available by household income
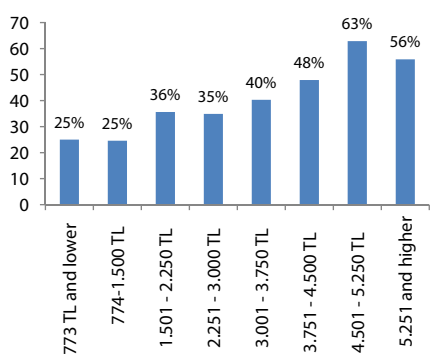
Having access to English language materials increases familiarity with the language and may lead students to like English language lessons in the classroom more. Students who have contact with English through TV programmes, music or publications enjoy their English lessons more. While 87% of the students who watch TV programmes in English profess to enjoy their school-based English lessons, this drops to 78% among students who do not watch English language TV at home. Similar patterns can be observed about the other materials in English (Figure 109).

Figure 109: Proportion of children who enjoy English lessons with regard to the availability of various English language materials in the household
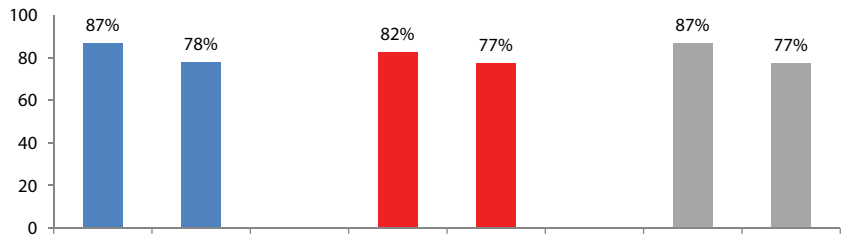
L. Opinions about English language education and recent changes to the system

Figure 110 shows parents' preferred year for starting English education at schools. The largest share of parents, 29%, stated that English education should start at nursery level while the second largest group support the current system and think English education should start at 4th grade. The majority of the remainder of the parents indicated that they would prefer English education to start at 1st, 2nd or 3rd grades. It is crucial to note here that a majority of the parents prefer the English education to start at primary level (98%) and a significant share (57%) prefer it to start at 2nd or even 1st grade, hence indicating support with the recent introduction of foreign language lessons for grade 2 students.

Figure 110: Preferred start year of English education
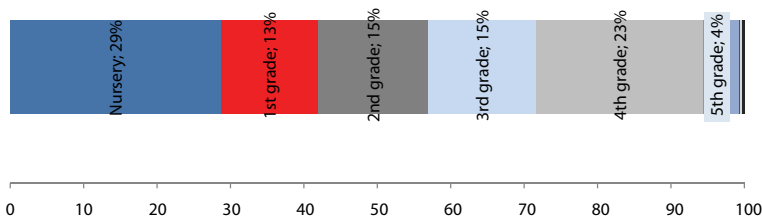
The majority of parents are satisfied with the part of the Ministry of National Education's reform whereby English (in most cases) language education will start at 2nd grade. 21% of parents stated that they are partially satisfied with this while 25% are not satisfied at all (Figure 111). When satisfaction levels according to the parent's level of English knowledge is analysed, it is seen that dissatisfaction does not differ significantly among groups of parents with different levels of English knowledge.

Figure 111: Level of satisfaction level
with the introduction of English language
classes from grade 2 within the 4+4+4
system
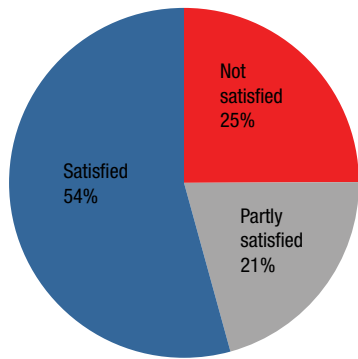
Figure 112: Parents' opinion on the
possibility of teaching core subjects
(such as Maths and Science) in English
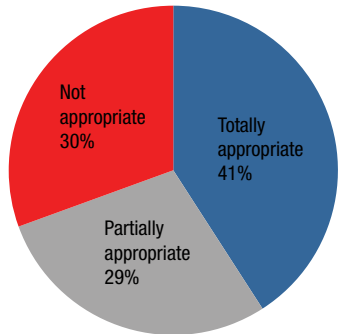
Parents' opinions on the possibility of teaching core subjects such as Maths
and Science in English are especially diverse. While 41% of parents find it
totally appropriate, 30% do not find it appropriate and 29% believe that it is
partially appropriate (Figure 112). When these figures are analysed through
the lens of the education and English levels of the parents, the picture
becomes clearer. While support among parents with some English language
knowledge shows less variation, the proportion of parents who have no
knowledge of English themselves for the idea of teaching core subjects in
English is markedly higher (Figure 113). In short, as the education level of
the parent increases, the proportion of parents who support the idea of
teaching core subjects in English decreases and vice versa (Figure 114).

Figure 113: Opinion of parents about teaching core subject in English, according to the level of English of the respondent
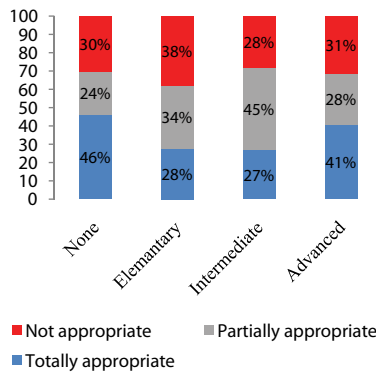
Figure 114: Opinion of parents about teaching core subjects in English, according the education group of the respondent

	None	Elementary	Intermediate	Advanced
Not appropriate	30%	38%	28%	31%
Partially appropriate	24%	34%	45%	28%
Totally appropriate	46%	28%	27%	41%

■ Not appropriate ■ Partially appropriate
■ Totally appropriate

	Totally appropriate	Partially appropriate	Not appropriate
Tertiary	16%	39%	45%
Post-secondary non-tertiary	16%	49%	35%
Lower and upper secondary	39%	30%	31%
Primary and below	52%	21%	26%

■ Totally appropriate ■ Partially appropriate
■ Not appropriate

Parents' familiarity with an earlier innovation to the educational system, DynEd, appears to be slight. 85% of the parents stated that they have no knowledge of the DynEd programme. Of the 15% who have heard knowledge of the programme, (Figure 115) 54% believe it will be absolutely beneficial, 39% think that it will be partially beneficial and 7% think that it will not be beneficial at all. (Figure 116)

Figure 115: Parent familiarity with the DynEd programme
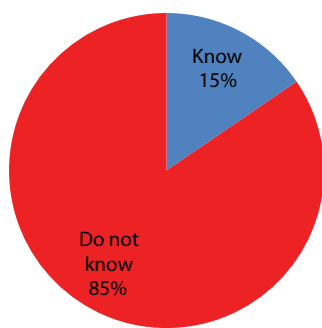
Figure 116: Parents' opinion about the DynEd programme (conditional on familiarity with DynEd)

Know 15%
Do not know 85%

Not beneficial 7%
Partially beneficial 39%
Absolutely beneficial 54%
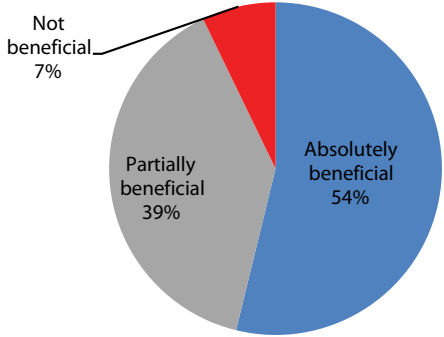
VIII. Appendix 3: Teacher Survey

Questionnaires were distributed to teachers in the schools visited in 12 cities. A total of 78 teachers completed the questionnaires. This sample is relatively small and significantly lower than the number of students and parents included in the surveys so it is important to note the low representativeness of this analysis.

A. Sample characteristics

The majority of the teachers are from (different types of) high schools (Table 12)[41]. Percentages of teachers teaching different grades are given in Table 13. According to this information, 24.3% of teachers teach in the first 4 grades of the 4+4+4 system, primary school. This percentage is 41 for the second 4 grades (secondary school), and 55.1 for the final 4 years (high school).

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41   Note that 62 out of 78 teachers answered this question.

Table 12: Types of schools included in the teacher surveys

School type	Frequency
Secondary school	19
Anatolian high school	15
Vocational high school	10
High school	7
Social science high school	4
Primary school	4
Science high school	1
Teacher training high school	1
Religion vocational high school	1

Table 13: "To which grade do you teach English in your school?"

Grade	Percentage
2	1.28
3	1.28
4	24.36
5	29.49
6	26.92
7	32.05
8	33.33
9	43.59
10	34.62
11	35.9
12	32.05

Note: Because teachers teach multiple classes, percentages do not add up to 100.

50% of teachers indicated there are between 3 and 4 English teachers in their school, with the mean number of teachers as 4 (Table 14). The average number of students in the school is 814, which means that, on average, a teacher is responsible for teaching more than 200 students. The average number of English classes for each class is 8.4 per week. The average number of hours of teaching per week is 20.9. The average number of students in a class is 36.

Table 14: "How many teachers of English are in your school?"

Number of English teachers	%
1-2	15.79
3-4	50
5-6	11.84
7-8	14.47
9-10	2.63
More than 10	5.26

B. Survey results

On average, teachers interviewed have been living in the same city for 21 years, and have been teaching in the same school for 5.8 years. On average, their experience of teaching English is 12.5 years. 86% indicated they have previously taught at another school. About 8% of the teachers also teach classes other than English.

Around 80% self-assessed their level of English as advanced (Figure 117); however, face-to-face interviews conducted by the native English speaker consultant suggest that many of these teachers have overstated their own level of English.

Most of the teachers indicated that the textbooks are centrally distributed to them in September, which is an adequate run in to the start of the academic year (Table 15). About 5% of the teachers indicated they receive the textbooks in December, which is too late to deliver English language classes during the first semester.

Figure 117: "What is your level of English?" (%)

Bilingual; 2.9%
Basic; 2.9%
Intermediate; 14.5%
Advanced; 79.7%
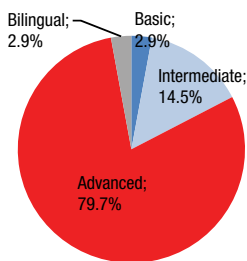
Table 15: Approximate date that the textbooks arrive in the school each year

	Student Book	Teacher's Book	Work Book
December	4.76	5.08	5.17
November	1.59	1.69	1.72
October	7.94	6.78	5.17
September	85.71	86.44	87.93

Among the teachers of primary and secondary school students, 49% use the DynEd program (Figure 118). Among the teachers who use it, only 6% find it very useful, whereas 65% find it partly useful and 30% not useful at all (Figure 119). However, these statistics based on the responses of just 17 interviewees and so are not reliable in drawing meaningful conclusions.

Figure 118: Do you use the DynEd program?
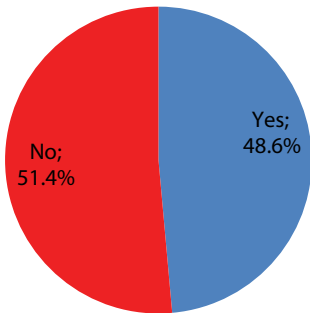
Figure 119: If yes, how useful do you find DynEd?
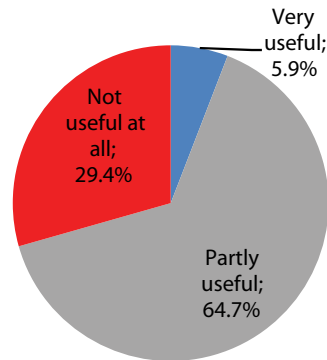
Figure 120 and Figure 121 outline the time spent on each skill/classroom activity and each aid/resource during a typical week. Whereas the activities are quite evenly distributed with the largest proportion of time spent on reading activities, with the aid/resource most used is the textbook. In schools where they are already available, smart boards are also used.

Figure 120: Time spent on each activity in a typical class week
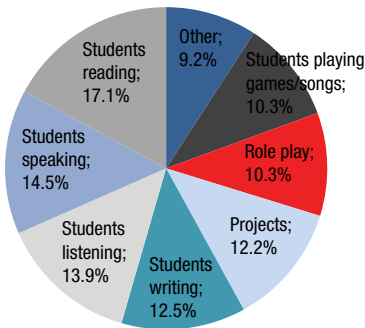
Figure 121: Time spent using various aids/resources during a typical class week
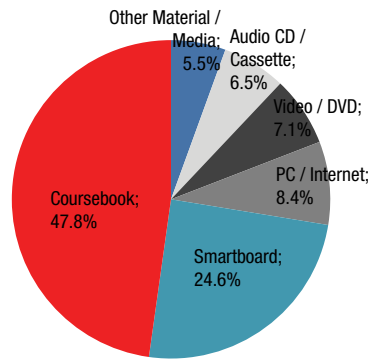
Note: Data on ownership of each type of resource/aid/equipment is taken into account in computation of this statistic.

Despite the fact that teachers use the textbook for a very large proportion of class time, they generally claim not to find it very useful. Figure 122 shows the importance the teachers place on the equipment/aids/resources they use in the classroom. According to this, the most efficacious equipment is the smartboard (in classes where it is available), whereas the textbook is the least efficacious classroom resource.

Figure 122: How useful do you think each of these equipment/aids/resources is? (1=not useful, 4=most useful)

Resource	Value
Smartboard	3.30
Video	3.25
Other Material / Media	3.20
PC / Internet	3.10
Audio CD	3.08
Course book	2.44
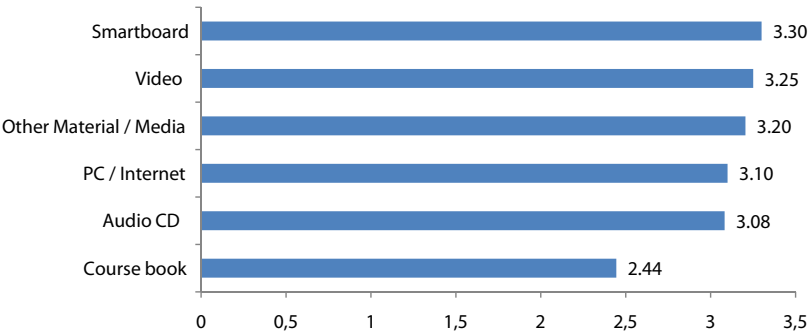
The teachers indicated that their teaching method is mostly affected by their own professional experience acquired through actual teaching and not greatly affected by specialised training on using the textbook/teacher's book (Figure 123). Professional events such as conferences (local or national), teacher training workshops and internet-based resources for teachers are judged to be more important in shaping the teacher's teaching method than instruction received from universities at undergraduate level.

Figure 123: "How much have the following affected your teaching method?" (1= no impact, 4= most important)

	Value
My own experience	3.38
Attending local/national professional events	2.94
Information I have found on Internet	2.93
Attending Professional Workshops	2.93
University Study	2.81
Observing other Teachers	2.79
Pre-service training specifically for teaching..	2.66
Teacher's notes in the Teacher's Book	2.29
Training on how to use the course book	2.06

57% of the teachers have previously attended a professional event aimed at teachers of English (Figure 124). Only 5 out of 67 teachers who answered the question have heard of the national teachers' association (İNGED), and only one of the interviewed teachers is a member. 76% of the teachers indicated they have not received any training on using the textbook the classroom (Figure 125)

Figure 124: "Have you ever attended any professional events related to the teaching of English?"

No; 42.9%
Yes; 57.1%
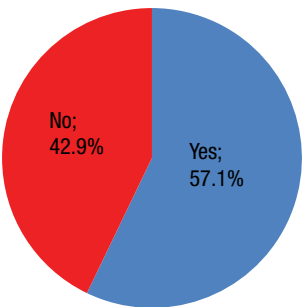
Figure 125: "Have you received training on teaching with the coursebook?"

Yes; 24.4%
No; 75.6%
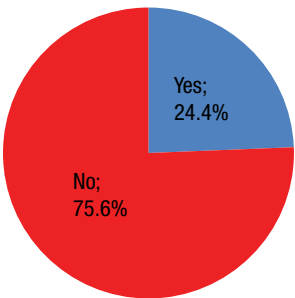
The survey shows a high demand for any kind of professional training. On a scale of 1 to 4 where 4 is essential, the least valued training type received 3 points on average (Figure 126). The most popular teacher training requests in terms of topic are: how to teach students in different age groups and

developing the teachers' own English for teaching purposes. The time they are willing to devote to such training is given in Figure 127.

Figure 126: "Which of the following courses/workshops would you like to attend to support or improve your teaching of English?" 1: not useful, 4: essential

How to teach young / secondary / high school learners	3.54
Developing your English for teaching	3.49
Developing general teaching skills	3.44
Using ITC in class	3.31
Developing general English	3.05

2,6 2,8 3 3,2 3,4 3,6
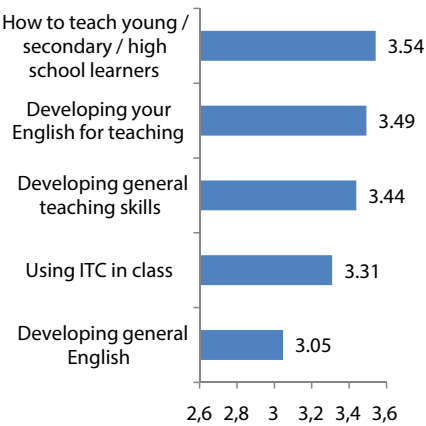
Figure 127: "How much time would you be prepared to study for such training?"

1 intensive week; 28.1%
1 complete day; 26.6%
2-3 complete days; 21.9%
2-3 weekends; 23.4%
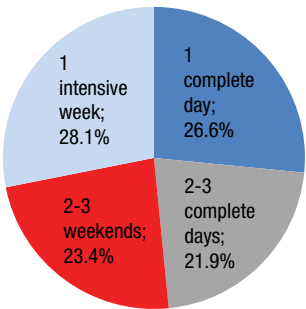
Inside the classroom, the area where teachers feel they need most help is with encouraging students to use English (Figure 128). Other areas where the teachers expressed a need for support are: (1) increasing the teachers' own confidence in using English in the classroom , (2) support in helping teachers with using interaction patterns such as pairwork in their classes, (3) techniques for teaching large classes effectively.

Figure 128: What aspects of your classroom practice would you like more help with?
(1=no help needed, 3= substantial help needed)

Encouraging students to use English	2.47
Speaking English in class	2.13
Organising student into pairs/groups	2.11
Teaching large classes	2.10
Using ITC in classes	2.07
Teaching young learners	2.06
Lesson planning and preparation	1.96
Asessment and evaluation	1.94
Creating lesson plans	1.89
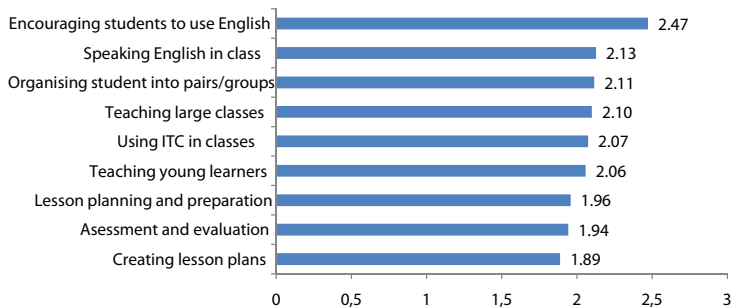
The teachers believe that studying abroad for periods of time would provide the highest motivation for students towards learning English (Figure 129). They also believe that classroom events such as 'fun' activities, a smartboard or a more skilled teacher would also motivate the students. Unlike the results from the student questionnaires, the teachers do not generally view video games ('gaming') as an important means of motivating students to learn English. The reality that students have very rare opportunities to interact with native speakers is seen by the teachers as a factor in hindering their students' progress in English (Figure 130). Lack of classroom time to practice the language communicatively is highlighted as another barrier to student progress. Other factors that are seen as significant in impeding students' progress are given as poor resources for learning, lack of student interest, an unsuitable textbook and large classes.

Figure 129: "What do you think most motivates your students to learn English?" (1=no importance; 11= most important)

Travel / stay abroad	8.36
Fun activities	8.17
Teacher skills	7.73
Smartboard	7.21
Need for future study	6.71
Social Media Communication	6.66
PC / Video Games	6.65
Songs in English	6.28
Course book	5.57
Project work	5.51
Other	5.06
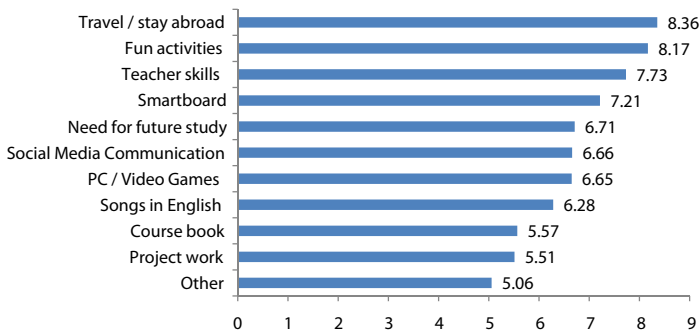
Figure 130: "What do you think hinders your students' progress in English?" (1=no

Few chances to meet native speakers	3.45
Inadequate time for study	3.31
Inadequate practise speaking / listening	3.31
Poor recources for learning	3.21
Lack of interest in English	3.20
Unsuitable Coursebook	3.19
Large classes	3.10
Unsuitable Teaching	2.93
Late start in learning English	2.84
Other	2.60

Scale: 0 0,5 1 1,5 2 2,5 3 3,5 4
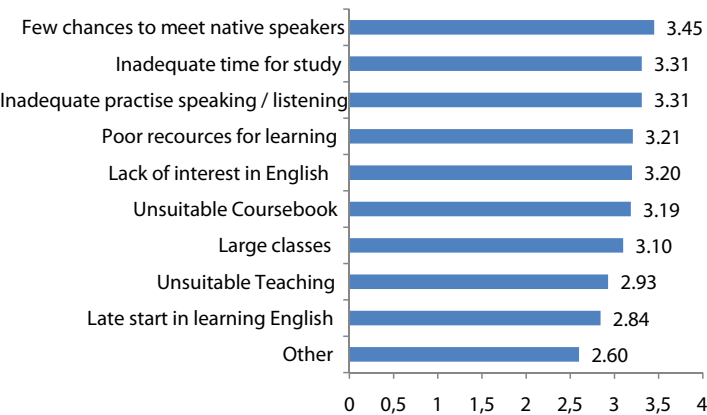
Teachers use written tests, reading tests, continuous assessment and oral tests to evaluate their students' progress in English (Figure 131). The teachers are not satisfied with the progress their students make in English: Only 8% of the teachers are satisfied with the progress of their students in English (Figure 132), whereas about 30% indicated that they are not satisfied and 62% are partially satisfied.

Figure 131: "How do you usually evaluate the progress of the children in your class?" (1= not important, 3= very important)

Written test	2.35
Reading test	2.25
Continuous Assessment	2.24
Oral test	2.21
Listening test	1.98
Portfolio	1.95

Scale: 0 0,5 1 1,5 2 2,5
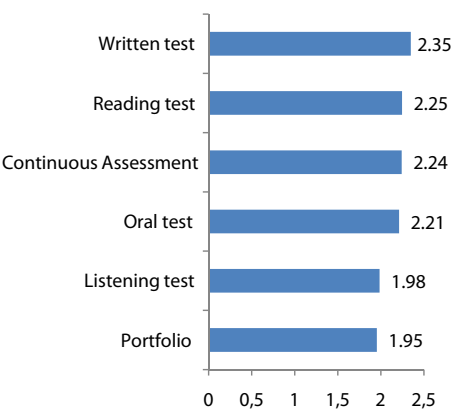
Figure 132: "How satisfied are you with the progress your students make in English?"

Satisfied ; 7.94%
Not satisfied ; 30.16%
Partially satisfied ; 61.9%
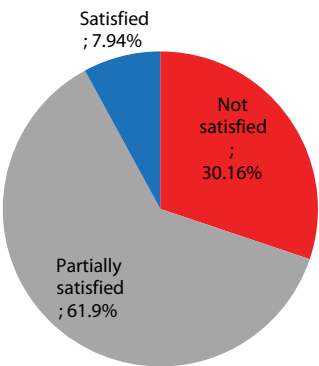
In their evaluation of the students' performance, teachers consider the

adoption of a positive attitude towards English as the most important factor (Figure 133). The ability to express their own ideas in writing, the ability to speak fluently, a willingness to work in pairs or groups and an ability to understand spoken English are considered as other important factors.

Figure 133: "When you evaluate students' performance, how much importance do you place on…" (1= not important, 4= most important)

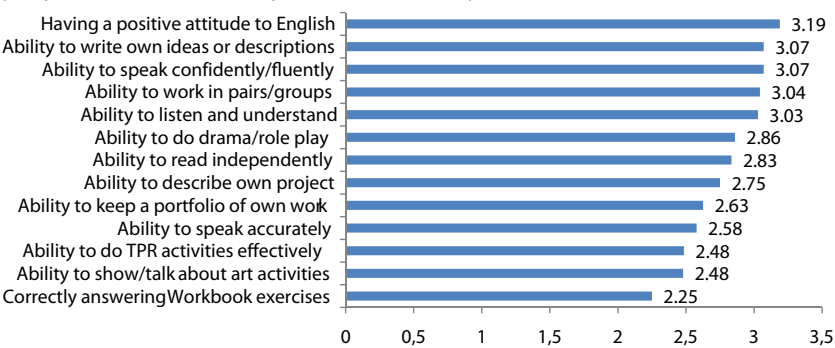|	
Having a positive attitude to English	3.19
Ability to write own ideas or descriptions	3.07
Ability to speak confidently/fluently	3.07
Ability to work in pairs/groups	3.04
Ability to listen and understand	3.03
Ability to do drama/role play	2.86
Ability to read independently	2.83
Ability to describe own project	2.75
Ability to keep a portfolio of own work	2.63
Ability to speak accurately	2.58
Ability to do TPR activities effectively	2.48
Ability to show/talk about art activities	2.48
Correctly answering Workbook exercises	2.25

Table 16 uncovers the teachers' attitudes and beliefs in a variety of statements related to teaching. Two significant findings are:

- They do not find the Student's Book, the Teacher's Book or the Work Book suitable or helpful. They do not feel that training in using the textbook more effectively would be of value. Classroom management is a challenge for the teachers. They also experience difficulty in identifying clear aims and achieving these aims in their lessons.

Table 16: Please state the extent you agree with the following statements (1=Strongly disagree, 5= Strongly Agree)

Parents are happy with progress thei r children are making in English	2.77
I always correct students if they make a mistake	2.69
It is easy for me to achieve the aims of each lesson	2.65
The students often study in pairs/groups during my lessons	2.62
Textbook activities help students to read and write in English	2.61
I need more training to help me teach with the textbook	2.58
Overall, the current course book is much better than previous textbooks	2.53
In my classroom, it is easy for students to mo ve around to do practical activities/role play	2.51
The Teacher's Notes in the Teacher's Books are very helpful	2.47
Many activities in the book ask stud ents to speak/listen to each other	2.43
The Workbook helps me regularly check student's progress in English	2.41
The Workbook helps my students to improve their English	2.40
The texts in the textbook are relev ant to the students in my class	2.38
The syllabus for my Course Book is suitable for my classes	2.29
My students like most of the learning activities in the textbook	2.24
The number of learning activities in each lesson is appropriate	2.22
I often show students how to correct thei r friends' errors in class	2.19
The activities in the textbook help to develop a positive attitude towards English	2.18
The activities in the Student's Book are easy to manage with a large class	2.15