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EXAMINATION OF TEACHERS' OPINIONS ABOUT HOMESCHOOLING SERVICE

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Abstract

The goal of this research is to determine teachers' opinions about the homeschooling service. Teachers participated in the research are the ones provided the homeschooling services in Sakarya City Centre within 2018-2019 school year. Qualitative research method has been used for the research and data has been collected via focus group discussion. Descriptive analysis technique has been used for analysing the obtained data. When the findings of the research are examined, participants who have been providing homeschooling services in a range of one to three years, stated that they had no prior information about homeschooling services, and they enhanced their knowledge level within the process of the education. Every single one of the participants specified that they all practiced observation and evaluation to determine educational performance and the needings of the students during the early weeks of homeschooling service, and afterwards they created individualized education plan (IEP) and figured the educational process according to this plan for their students. The lack of awareness about homeschooling, the families' behaviours and experiencing insufficiency about the supplies are expressed as encountered problems within the homeschooling process. It is emphasized that the homeschooling service increases academic skills of the students while students' distance from their peers and the social environment is a disadvantage.

Keywords: homeschooling, focus group discussion, persistent disease

1. Introduction

The aim of the education is to create change in human behaviours according to specific goals (Ertürk, 1997). Appropriate and effective education is one of the required and needed necessities for individuals to reach the limit of their actual potentials, and for gaining academic, social, communicational and self caring skills required in the society (ERG, 2009). Every individual should benefit from the educational opportunities according to their special needs.

For individuals with special needs, essential information and skills required to live through both the daily and social life are earned through special education (Gozun and Yikmis, 2004). Special education is stated as "The education that sustained in proper environments with specially trained personnel and the curriculum, which developed to meet the needs of those who significantly differ from their peers in the context of educational adequateness, personal and developmental qualities" in Special Education Services Regulation (MEB, 2018).

Individuals who need for special education and supportive education services due to persistent disease or sustained care are included within special education service provided individuals (MEB, 2010). Homeschooling services are required to be provided for the continuity of educational life of these individuals. Homeschooling services which are being provided to individuals with special needs who are not able to attend to formal education, have advantages like providing one on one teaching opportunity and immediate inclusion of the family within the educational process (Birkan, 2002). But however, these individuals' lackness of socialising with their peers and staying away from the social environment are the conditions which create disadvantages (Petrie, 1995).

The homeschooling is stated in the Special Education Services Regulation as a service which is provided for those students with special needs who are not able to attend formal education institutions for 12 weeks. Based on the medical board report, this service gets to be provided by The Special Education Evaluation Council. The provided education is planned according to the student's accounted curriculum, and course hours are arranged as mimimum 10 hours a week for those students enrolled in primary education program or in a secondary school applied with special education curriculum; and minimum 16 hours a week for those enrolled in other secondary level schools. For secondary level students, homeschooling service is planned for lessons except shop classes; among the students enrolled in vocational and technical training schools, course of action about the homeschooling service can only be provided for the 9th grade students. The educational needs of the students and the educational programme to follow are taken as a basis during the homeschooling services; special education teachers, preschool teachers, form teachers and other field teachers get to be assigned with the task. The student will be exempted from the courses which are not available to be taught. It is stated in the Special Education Services Regulation that homeschooling service can be provided on the weekends as well as it can be provided on the weekdays. When the literature studies about homeschooling are reviewed, it is seen that studies about the homeschooling are limited, also most of the published studies are about children with special needs and their families.

When abroad research studies about the homeschooling are examined, it is seen that the students get homeschooling service depending on lots of different reasons. It has been noticed that the students took part in these studies get the homeschooling service due to reasons like academic (Winstanley, 2009, Brabant et al., 2003; Collom, 2005; Lubienski, 2003; Ray, 2000; Terry, 2011); religious (Apple, 2000; Basham, Merrifield & Hepburn, 2007; Brabant et al., 2003; Terry, 2011); cultural factors (Fields-Smith & Williams, 2009); layout of the school (Princiotta et al., 2006); distrust in schools (Collom, 2005; Princiotta et al., 2006) and the need for special education (Knuth, 2010; Princiotta et al., 2006; Winstanley, 2009).

The research studies which made in our country are investigated; it can be seen that the homeschooling service is not addressed as an alternative educational system that applied within general education, which individuals can prefer to participate in if they are in need to do so (Tasdemir & Bulut, 2015). Individuals with special needs who can not continue to formal education because of illnesses which require continuous care and treatment get to be included in this service.

Korkmaz and Duman (2014) propounded opinions of 130 Turkish participants about the homeschooling services, via a survey which developed based upon the previous studies about the homeschooling practices in Turkey. Yildirim (2011) aimed for increasing awareness levels of educational authorities and teachers about the continuous illnesses, and developing

cognitive, affective and physical spatial guidelines for these students within planning processes at schools. As a result of the study, he stated that homeschooling practices are being discussed since 2005, and difference of opinion has been formed between educators and politicians. Yıldırım and his colleagues (2015) aimed to detect problems which experienced by the individuals with special needs during pre-education, education and post-education processes in the course of special education process at home. When the findings of the study are examined, it can be seen that the homeschooling program provided for the students who can not attend to school classes is well received by the students and the families, remarkable developments observed with the homeschooling students, and teachers are content with the process. Tasdemir and Bulut (2015) have determined the theoretical pattern of the homeschooling service, and the opinions of the families' with children attending to homeschooling service in Turkey. When the findings of the research are reviewed, it can be noticed that the families state that they consider these services both beneficial and contributive to the development of their children. But they also expressed that they are having problems with teacher and teaching materials during this process. Most of the research about the homeschooling are studies which take the issue in general due to the above-mentioned reasons. Studies about how the teaching is carried out, what are the challenges and needs within the practiceses are quite limited. The need for research originates from this factor.

The aim of this research is to determine teachers' opinions related to the homeschooling practices. Consequently, answers are searched to be found for the questions below:

1. What are the knowledge and experiences of the homeschooling teachers about the provided educational service?

2. How do the homeschooling teachers determine the educational necessities of the students and how do they design the educational process?

3. What are the problems (challenges) that homeschooling teachers encounter within the process?

4. How does the homeschooling service support academic and social skills of the students?

2. Method

2.1. Research Model

In this research, qualitative research method has been used with the aim of determining the opinions and suggestions of teachers regarding the homeschooling services. The data has been collected via focus group discussion. The focus group discussions are stated as a method of discussion, a group interview that concentrated on a subject of which the boundaries are determined within qualitative research design and methods (Yildirim & Simsek, 2008).

2.2. Study Group

The participants of the research are six homeschooling teachers employed in Sakarya Province. Pre-interviews with homeschooling teachers have been made with telephone calls before the research. After designating the individuals that want to participate in the research, permissions have been received from directorate of national education. After the permission process, the necessary appointments have been made for the interviews.

Table 1. Participant characteristics

Participant	Gender	Branch	Professional experience	Experience in home education
Participant A	F	Technology and design	6	2
Participant B	F	Special Education Teacher	15	1
Participant E	M	Classroom Teacher	20	3
Participant F	M	Special Education Teacher	9	1
Participant G	F	Special Education Teacher	3	2
Participant N	*F*	Special Education Teacher	5	3

2.3. Data Collection Tools

Focus group discussion has been used for the research as a medium for data collection. Questions for the interview have been prepared by the researchers based on this context. To get experts' opinions about the interview questions and the research design, two experts that employed in field of special education and also experienced in qualitative research have been asked for their opinions; and the questions have been put into their final form. The revised interview questions are noted below:

TEACHER INTERVIEW QUESTIONS ABOUT HOMESCHOOLING

Demographic Questions
 	
   1. **Hello, how are you? Can you tell us about yourself?**
     • Which department of university did you graduate from?
     • Can you briefly tell us about what are your previous experiences on homeschooling or special education?
 	
What are the knowledge and experiences of the homeschooling teachers about the provided educational service?
 	
   1. **What are your opinions about homeschooling?**
     • Did you have any information about homeschooling before providing the homeschooling service? What were your thoughts in this regard?
     • What kind of changes did happen in your opinions after providing the homeschooling service?
 	
   2. **Can you inform us about the academic performance and the needs of the students that you provide the homeschooling service?**

- Which class level do the students belong in?
- Ho do you plan the education in case of every single one of the students belong in different class levels?

How do the homeschooling teachers determine the educational needs of the students and how do they design the education process?

1. **When your students' personal features taken into consideration; which lessons are taught to the students in contrast with a normal class?**
   - Do students take education on every course that included in the curriculum during the homeschooling process?
   - Can you explain in which relate do the courses and the subjects presented to the students get to be defined?
   - What kind of advantages and disadvantages does the education that provided to the students have in regard to being provided at home?

2. **What kind of a process do you follow while determining the performance of the students?**
   - Can you talk about what kind of method and material do you use while determining students' actual performances?

3. **What are your thoughts about preparing IEP (Individualized Education Plan) to your students? Can you share your experiences within this process?**
   - Can you talk about the preparing process of IEP?
   - Which programme did you follow through with the education process of the students? How did you determine the goals?

What are the problems (challenges) that homeschooling teachers encounter within the process?

1. How does getting education in students' homes as their private living space, an informal environment, affect the education process? Do you explain it?
2. How do different conditions and changes happened within the home reflect on the education, can you tell examples about both positive and negative cases that you have experienced? Can you explain them?
3. Can you give information about the methods you use during the education process?
4. Can you give information about the materials you use during the education process?
5. Can you give information about the academic evaluation of the students?
6. How does the process continue about information transferring and student procedures between the schools that your students enrolled to?

How does the homeschooling service support academic and social skills of the students?

1. Can you explain how does the homeschooling contribute to the students in terms of both

academic and social respects?

2. What are the parents' feedbacks about homeschooling?

3. Can you compare the education that the students taking in home with the education they take in the school? What are the advantages and disadvantages from the point of the student?

Figure 1. The interview form

2.4. Data Collection

In the research, face to face interviews have done with the teachers that provide homeschooling service. The place and and the time to take the interviews have arranged with consensus, and the interviews have done in the meeting room of the counseling and research centre which one of the researchers serves in. At the entry part of the interview, the aim of the research has been explained and the permission to record the interview with audio recording device has been granted. The interview has started with participants introducing themselves. 4 basic questions of the research have been asked to the participants during the interview which based on the method of question and answer, and attention has been paid to carry on the interview with mutual interaction. The audio record of the interview has been recorded by using two audio devices in case of preventing data loss.

2.5. Data Analysis

The research data have been analysed with descriptive analysis. The descriptive analysis is a type of qualitative analyse which includes summarizing and interpretation of the data collected via various data collection techniques according to the predetermined themes (Yildirim & Simsek, 2008). The teachers' replies for four research questions and their assistive questions designated for the aim of the research, have been collected via data collection technique of the focus group discussion. The interview has been recorded with audio recording device. Total length of the interview is 55 minutes and 14 seconds. The audio record of the interview has been converted into written data. The converted data resulted in 48 pages, 1548 lines. In addition to this, a code name have been designated for each of the participants, it is stated that their identities will be kept as secret. The participants have been informed about that the interviews will only be listened/read by a second individual just to ensure the reliability of the interview.

3. Findings

3.1. Knowledge and experiences of the teachers about the homeschooling service

When the participants are asked about their knowledge and experiences about the special education and homeschooling, they stated that two of them have been providing the homeschooling services for 1 year, two of them stated that for 2 years, and the other two stated for 3 years. Due to four of the participants are special education teachers themselves, while they were explaining that they have experience about the special education, they also emphasized that they have no experience about homeschooling service. Because of the other

two participants came from different fields of education, they emphasized that they have enhanced their experiences about the special education and the homeschooling service within the process. They expressed that they did not start homeschooling services by their own requests, but took part in the process with the guidance of other people. Participants expressed the reasons of beginning to the homeschooling service as *"it is because of the headmistress's insistance"* (participant E, p.6, line 168-169), *"I took a little bit of reactive approach towards the service because it is said that I have to participate in by leaving the weekly course hours at the school, I definitely did not want to go for it at first because if I did so, there will be no one left to take care of my students"* (participant B, p.7, line 220-225), *"because of the headmaster's insistance... We were not eager about it... But as I mentioned before, there were prejudgements. After these opinions changed, of course we get to set a different kind of bond with them"* (participant A, p.9, line 261-265). One of the participants stated that she was involved in the process by getting informed beforehand about homeschooling: *"It was talked about the service during Teachers' Day meeting"*. The participants stated that their thoughts changed positively after they started to provide homeschooling service, that they set a warm relationship with both students and their families: *"We are seeing each other... at special days, we call each other when something important happens, we talk about this and that, so I am happy about it, it is going well"* (participant A, p.9, line 269-271).

3.2. Designing of the education process with determining the special needs of students

The participants stated that when they started homeschooling, the first thing they did was to spare some time to know the family and the student. They emphasized that they form the aims of education after determining the actual performance levels of the students they educate. The participants' statements are: *"At first, I met with the parent, family… I learned about… the performance of the student"* (participant F, p.11, line 327-329), *"I observed the performance for some time... Later, I have prepared an IEP designed for the need"* (participant G, p.12, line 359-361), *"I have designated and used the studies, activities relevant to the measuring skills. After designating them... while consulting with the parent... I chose the aims, and what to study about the student"* (participant F, p.11, line 336-341), *"I determined monthly learning outcomes"* (participant E; p.12 line 367), *"Because of meeting with the student for the first time, we had a familiarization period; I determined their performances"* (participant G, p.13, line 393-395). Participants stated that they mostly use visual materials and interesting work sheets within the education activities: *"Work sheet activities"* (participant G, p.30, line 960). The participants said that they are making the success evaluation during the education process based on the students' individualized education plans and reporting these information to the student's school administration: *"I handed them over to the school administration… I hold the examinations..."* (participant F, p.32, line 1027-1030).

3.3. The problems that teachers encounter during the homeschooling process

When the participants mentioned the problems they came across within the process, it is seen that they generally have problems with 3 basic subjects. Providing students during the education process with materials appropriate with the students and the educational goals: *"You need for something but cannot get to it, the material issue is a serious problem… When studying with the kids who do not know how to read and write, who are educated with more*

visual and basic skills, the material becomes a serious problem" (participant B, p.30, line 970-978).

When we look into the problems with family and behaviours, female teachers said that they feel uncomfortable when there is no woman at home, as well as male teachers are said to be feeling the same when there is no man at home: *"Only father was at the home... To tell the truth, absence of a woman in the home was stressful for me... It was stressful, and when we look from other families' point of view, mothers want female teachers... because they are the ones generally staying at home."* (participant B, p.15, line 475-484). And another participant said that *"family's environment, the family relations or the reactions they show when we go there... are also become very important".* (participant G, p. 14, line 443-445)

The participants expressed their opinions about the lack of awareness in social environment as follows: *"Neighbours came like they are coming to daily women's meeting, started to watch... wondering about the homeschooling"* (participant N, p.18, line 552-554), *"There was a watchful person, always asking... That we were coming for homeschooling... Homeschooling for what?"* (participant E, p.16, line 500-503), *"Yes, it is our biggest problem... It is unknown in Turkey"* (participant E, p.17, line 545-546). Participant E expressed that he considered to quit providing homeschooling because of the problems he encountered but the family convinced him otherwise, and he keep to proceed as how it was before. The participants from fields other than special education stated that their knowledge level about homeschooling has to be improved.

3.4. The contribution of homeschooling service on the academic and social skills of the students

Participants expressed in the interview that when considering the positive contributions of the homeschooling service, students who cannot continue attending to school lessons have the same learning outcomes of the curriculum much effectively with personal education thanks to the homeschooling; *"...They are not able to go there but they can get this service, every day, they are not evaluated as absent from school, this is an advantage for the students. Students learning process last longer in the classroom but with the help of one on one studies they can progress faster."* (participant F, p.18, line 571-574).

One of the participants stated the contribution of the homeschooling service to the students in social aspects as follows: *"Seriously introverted in social manners... Almost forgot to speak, having no friends, sitting all alone in the home and spending almost 6-7 hours a day playing with the tablet..."* (participant F, p.22, line 688-692). Participants expressed that the homeschooling is an advantage for the families in social aspects, as well as it is for the students as the following: *"Also it is such a nice study for parents... They are already exhausted in psychological aspects, they are not able to go out of the home but parents automatically start to smile as soon as they see me"* (participant N, p.19, line 583-590), *"The parent of my student was totally focused on the child, taking child to the school and take back again, for the whole day... but now it is different... For instance, the parent started to work in a job"* (participant F, p.19, line 612-615).

In contrast with the statements above, some of the participants expressed that the students' being away from their social environment is one of the problems in the process: *"Homeschooling... is started to become an advantage for some of the students, as well as a disadvantage for others. 4 students in our school get the homeschooling service. 3 of them, including my student, actually need to attend to the school classes because these children*

regressed drastically in the social aspect. It is my understanding that the child is almost forgot how to talk because of the family communication is not so good, too" (participant B, p.34, line 1099-1109), *"If they are not gravely disabled, I think most of the students, especially the special education students, should continue to attend regular classes... in one way or another"* (participant B, p.35, line 1131-1135), *"After quite a while, the child... the lack of social aspects start to affect other aspects, too"* (participant F, p.37, line 1182-1185).

It is seen that the participants shared different experiences and observations because of the nature of the focus group discussion in the research allowed them to answer the questions as it was like chatting, a mutual interaction. They expressed the value added to them by the homeschooling as: *"It set a new course... Your perspective on the life changes or it provides you a different point of view, I evaluate the homeschooling in these aspects"* (participant E, p.39, line 1253-1256), *"It provides a different angle, changes your tutorage. You get sad with a child, you can laugh with the child"* (participant E, p.40, line 1284-1287), *"My attitude towards other students definitely changed, I notice on myself that I start to take personal differences more seriously"* (participant A, p.47, line 1515-1518).

4. Discussion and Conclusion

When findings of the research are examined, participants stated one of the problems come out is the lack of the teaching materials, due to the homeschooling being provided within home environment. This finding of the research is similar with findings of the study conducted by Taşdemir and Bulut in 2015. Directorates of National Education can supply the necessary proper materials according to the homeschooling student's class level and needings, and let the teachers to use them to solve the problem about material supply that come into view within the findings. A standard for the homeschooling service can be formed and according to that, supportive material for teaching can be provided.

The participants think that the awareness about the homeschooling and continuous illnesses is not enough. It is seen that this finding is similar with the finding of the study conducted by Yıldırım in 2011. Informative seminars and educational studies about awareness studies can be arranged for the families, for general education teachers, and for the teachers provide this service. Instructional trainings about the topics of special education, method and techniques, the characteristics of the individuals with continuous illnesses and special needs, the IEP and evaluation can be arranged, especially for the teachers that provide the homeschooling service.

The participants expressed that the problem they were having with the families was a cultural condition which is based upon gender differences. For instance, a female teacher said that she feels uncomfortable in cases when the student's mother is not at home. Likewise a male teacher stated that he feels uncomfortable in cases when the student's father is not at home. Some of the participants mentioned that the situation has changed after some time but some of the participants stated that the situation still continue to last as same as how it was before. In the light of these information shared by the participants, it should be detected if the homeschooling teachers take this education voluntarily or not, and later on it is advised that they should start the process after having a pre-interview with the family of the student who will be educated.

The participants expressed that the homeschooling service improves the academic and social skills of the students. The participants mentioned that the students learn faster with one on one education as well as feeling much more comfortable in social and communicational aspects. Some of the participants stated that it affects the students negatively in social aspect, that becoming distanced with the school and their peers. To remove this disadvantage, activities that allow the homeschooling students to come together with their peers can be arranged periodically. Also the homeschooling process can be reviewed by teachers on a regular basis, so they can lead those students able to continue attending on formal school classes for guidance and counseling centres to reevaluate their school enrollment results.

In our country, individuals with special needs are having education in schools of general education, special education classes and special education schools. In addition to these, homeschooling service is being provided for the individuals with continuous illnesses. Meeting the educational needs of those students who cannot continue to mainstream schools due to their continuous illnesses and special needs with the help of a teacher by providing one on one education at home, is a positive situation in the aspect of the student's right to be educated. In spite of that, problems encountered during the homeschooling process like teachers' employment, material supply, lack of awareness, students' distance from their peers and the social environment are also negative conditions. In the performed research, studies to eliminate the problems stated by the participants are needed to be conducted on behalf of improving the quality of the homeschooling.

5. Conclusion and Recommendations

Within the context of the study, recommendations on application and advance research are included. For the application; trainings to enhance the knowledge and experience for teachers who provide homeschooling service can be arranged before the service. Activities and events with classmates can be organized to support homeschooling students' social development. To speak on behalf of the future research, they can be performed with broader participants and in different regions of the country. Experimental studies that tested the effectiveness and/or performance of different models, methods and techniques can be included in these research.

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Secondary Education Teachers and School Administrators' Views on Positive Organizational Climate

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Abstract

This study aims to determine the views of secondary education teachers and school administrators on positive organizational climate. Case study which is one of the qualitative research methods was used in the study. A total number of 15 participants (12 secondary education teachers and 3 school administrators) constituted the study group of the research. A semi-structured interview form developed by the researchers was used as the data collection tool and the obtained data were analyzed with content analysis method. Results are presented with themes and frequencies in the tables. Results are discussed with relevant literature and recommendations for further research and practices are provided. It is expected that this study would shed light to further research and practices in terms of creating a positive organizational climate in secondary education institutions.

Keywords: Organizational climate, secondary education teachers, school administrators, views.

1. Introduction

Educational organizations play a privileged and important role in the change and development of societies. Educational organizations affect the environment in which they are located and perform the function of raising individuals who will realize and implement the change process. In this respect, education systems and schools have been the focus of interest of societies for centuries. In our age, the importance of education is no longer discussed by anyone, studies are carried out on how to provide education to individuals and how the society can benefit from education in a better manner. Although the concept of climate is a subject studied in many different disciplines, it is expressed as school climate in educational organizations (Demirez & Tosunoglu, 2017; Busch & Fernandez, 2019).

Although researchers suggest that school climate will make a difference on the learning environment and student achievement of the school, there is no agreed definition on the concept of climate. Hoy and Miskel (2010) defined the school climate as qualities related to in-school environment that distinguish one school from another and affect the behavior of each member of the school. However, it is seen that most of the definitions of school climate

are made within the framework of human relations and interaction at school. School climate is an organizational feature that is influenced by everyone including teachers, students, school administrators and parents at school (Calik & Kurt, 2010).

Climate is a perception and can be seen as a descriptive factor. Descriptions are in the form of expressing emotions by individuals and may differ. School climate can be considered as the personality of the school in a way. The organizational climate of the school is the whole of the internal features that distinguish it from other schools and it is influenced by formal and informal groups in the school. The impact of the school on the student cannot be denied. Therefore, the organizational climate at school directly affects the student and directs his behavior. One of the main functions expected from schools is to achieve effective learning. For this, firstly, a positive learning and school climate must be created in school (Sisman & Turan, 2004).

Academic development and learning are given importance in a positive school climate; there are positive relationships between students and teachers; all members of the school community respect each other; a fair and consistent discipline policy is followed; family support and participation are considered as important. Therefore, it can be inferred that students' commitment to school is associated with school climate and school satisfaction. Organizational climate is important in improving communication (Kilic, Ustun & Onen, 2011). Schools must provide a healthy organizational environment and allow people within them to learn at the highest level of personal, social and academic aspects. Schools are responsible for providing a safe environment for students to develop behavioral, emotional and academic. Efforts to create a safe school environment are aimed at reducing inappropriate behavior in school and classroom.

A healthy climate in a school is seen as one of the conditions for increasing school effectiveness and efficiency (Borkar, 2016). Primary education is of great importance both individually and socially as it constitutes the basic education level. It can be said that the success of the successful schools has an important role in creating a positive school climate in their schools. It can be said that there are efforts to create a positive school climate at the core of quality studies in education both in secondary education institutions and other educational institutions (Voight & Nation, 2016). Considering the importance of a positive organizational climate in the school environment, this study aims to determine views of secondary education teachers and school administrators on positive organizational climate. In accordance with this aim, answers to the following questions were sought in this study:

1. What are the views of teachers and administrators on the factors effective for developing positive school climate?

2. What are the views of teachers and administrators on organizational efficiency of school stakeholders and student motivation?

3. What are the views of teachers and administrators on increasing motivation to ensure a positive school climate?

4. What are the views of teachers and administrators on strategies for increasing the motivation of the staff in the organization (school)?

5. What are the views of teachers and administrators on conditions to ensure efficiency in the organization?

6. What are the views of teachers and administrators on leadership behaviors to ensure a positive organizational climate?

7.   What are the views of teachers and administrators on how organizational climate affect the quality of education practices?

8.   What are the views of teachers and administrators on the role of technology in developing a positive organizational climate?

2. Method

2.1. Research Model

Case study which is one of the qualitative research methods was used in the study. In case studies, one / several events or situations are analyzed in depth and the factors affecting or affected by the situation / event are examined (Cohen, Manion & Morrison, 2005; Yildirim & Simsek, 2011). In this study, case study method was considered as the appropriate method for the aim of this research, since it is aimed to determine the views of secondary education teachers and administrators towards positive school climate.

2.2. Study Group

Study group of consisted of 15 individuals determined by random sampling method from secondary education teachers and school administrators working in Nicosia district of Northern Cyprus. Of the 15 participants who agreed to participate in the study, 12 are teachers and 3 are school administrators. 7 of the participants are women and 5 of them are men. When the age ranges of the participants by age are examined, it is seen that there are 2 individuals between the ages of 20-29, 9 individuals between the ages of 30-39, 3 individuals between the ages of 40-49 and 1 individual between the ages of 50-59.

2.3. Data Collection Tool

As a result of the literature review made for the preparation of the data collection tool, subtitles were developed for the semi-structured interview form developed by the researchers and the appearance and content validity of the form was provided by taking the opinions of 5 different experts. In terms of the meaning and understandability of the prepared materials, 3 experts from the area of Educational Sciences and 2 Turkish Language Literature teachers evaluated the questions and the form was finalized by making the necessary corrections.

Semi-structured interview form was prepared in accordance with the objectives of the research and the explanations were made to teachers and school administrators who participated in the interview. While preparing the questions in the interview form, it was paid attention that the questions were easily understandable by the study group. The final version of the form included 8 questions aiming to obtain the views of secondary education teachers and administrators towards positive school climate.

2.4. Data Analysis

The necessary explanations were made about the purpose of the research and contribution of the research to literature and education policy and practices conducted before the questions were asked to the interviewed participants. The research data were collected with the participation of administrators and teachers working in secondary school in the Nicosia district of Northern Cyprus. The data obtained within the scope of the research were evaluated with a holistic understanding. The interviews took place between 15-20 minutes with each school administrators and teachers. In order for the answers given to be more

effective, focused questions that emphasize the experiences of teachers and administrators were preferred, rather than abstract questions.

All of the questions asked in the interview were made up of open-ended questions that encouraged explanation. Content analysis method was used in the analysis of the data obtained for the research. According to Yildirim and Simsek (2011), content analysis aims to interpret the data similar to each other in a way that the reader can understand. The data obtained at the end of the study were gathered around a certain concept and themes by using the content analysis method. The analysis of the data was carried out in four stages: coding the data, finding themes, editing the codes and themes, and defining and interpreting the findings. In addition to the themes, sample statements of teachers and administrators are presented with coding teachers as T and administrators as A.

3. Results

3.1. Views of teachers and administrators on the factors effective for developing positive school climate

Table 1. Views on the factors effective for developing positive school climate

Themes	f
Unity and togetherness	6
Good communication	4
Working conditions	3
Atmosphere and environment of the workplace	2
Planning the work to be done	2
Rewarding	1

Table 1 shows the views of teachers and administrators on the factors effective for developing positive school climate. As it can be seen, teachers and administrators provided 6 different views. Unity and togetherness and good communication are the most frequent theme obtained. Sample statements are given below:

"In order to create a positive organizational climate, planning the work to be done is needed and this would help teachers and administrators. They would get more benefits from this. Also, it is believed that the unity and doing the work together help to the establishment of positive organizational climate." (T3)

"Rewarding and organizing the atmosphere of the work place help to the betterment of the institutions and establishment of an effective organizational climate." (A1)

3.2. Views of teachers and administrators on organizational efficiency of school stakeholders and student motivation

Table 2. Views on organizational efficiency of school stakeholders and student motivation

Themes	f
Organizational components	7
Compatible operation	3
Individuals being productive together	3
Ethics, beliefs and attitudes	2
Coming together for a common purpose	2

Secondary education and school administrators were asked about their views on organizational efficiency and student motivation and 5 different themes were obtained. A sample expression is provided below:

"Steps should be taken to strengthen the inter-individual co-operation in order to sustain the efficiency of the organizations continuously. In order to develop the efficiency of the organizations, the harmonious functioning of the components within the organization should be ensured." (T5)

3.3. Views of teachers and administrators on increasing motivation to ensure a positive school climate

Table 3. Views on increasing motivation to ensure a positive school climate

Themes	f
Understanding students interests	6
Directing students towards success	5
Attracting students attention by making the lesson fun and enjoyable	2
Setting good communication skills in class	2

According to table 3, there are 4 different themes constituted by the responses of teachers and administrators on increasing motivation to ensure a positive school climate. Results showed that understanding students interests and directing students towards success are crucial factors for increasing motivation to ensure a positive school climate. It is thought that the administrators believe that the students should be motivated for success and friendly communication from the classroom is important. This is likewise emphasized in the context of the importance of healthy communication. A sample expression is provided below:

"To get students more interested in the lesson, learning about their interests help to increase their motivation. A friendly communication is important in order to be able to communicate with the students in a healthy way and to keep them alive and positive." (T11)

3.4. Views of teachers and administrators on strategies for increasing the motivation of the staff in the organization (school)

Table 4. Strategies for increasing the motivation of the staff in the organization (school)

Themes	f
Equality and honesty must be kept ahead.	8
Exhibiting a positive attitude.	5
Listening and understanding well.	3
Creating collaboration and team spirit.	3
Giving value to staff feelings and making them feel important.	1

Table 4 shows the views of teachers and administrators on the strategies for increasing the motivation of the staff in the organization (school) and results revealed 5 different themes. As it can be seen, equality, honesty and exhibiting a positive attitude are the most important strategies. In table 4, when strategic ideas to increase the motivation of the individuals within the organization are examined, it is seen that teachers draw attention to the importance of trying to listen and understand individuals in the same way with a big difference to other opinions. The participants also pointed out the importance of cooperation and team spirit at the highest rate. However, positive attitude from the same point of view is that they are important motivational topics in their emotions such as giving value to students and making them feel that they are important. Below, a sample expression is provided.

"In order to increase the motivation of individuals and focus on the work they do and to get the maximum efficiency from their work, an equal and honest understanding must be kept ahead. Motivation is an important step for success in the organization of cooperation and team spirit." (A2)

3.5. Views of teachers and administrators on conditions to ensure efficiency in the organization

Table 5. Conditions to ensure efficiency in the organization

Themes	f
Keeping organizational climate and culture in a democratic structure.	5
Providing inservice training support.	4
Providing positive learning environment	4
Understanding everyones' needs and interests	4
Being equal to all	3
Making the right planning	2

Table 5 shows the results on the views of teachers and administrators on conditions to ensure efficiency in the organization. When the table is examined, it is seen that the most popular and most useful attitude among the conditions that treating everyone equally is really important. In addition to this, it is observed that the participants will be expected to ensure efficiency in the organization by providing communication, compliance and in-service support and being equal to all. When we look at individual participant groups, we can see that it is important in this regard that the administrators behave equally to the employees and that

the organizational policy is important, the culture and climate of the organization should be kept in a democratic structure. A sample statement is presented below:

"It may be an important step to create a social school system in order to achieve an efficiency as a result of the work done in the organization, and it is important to act equally among all. Providing in service and training support and understanding everyone's needs and interests are important aspects that will lead to positive organizational climate." (A1)

3.6. Views of teachers and administrators on leadership behaviors to ensure a positive organizational climate

Table 6. Views on leadership behaviors to ensure a positive organizational climate

Themes	f
Making decisions by taking views of everyone	7
Being objective	6
Being equal	4
Using financial resources effectively	4
Being respectful	3
Following current technological innovations	2
Being motivated to learn	1

In table 6, results on the views on leadership behaviors to ensure a positive organizational climate are provided. According to the table, it is seen that there are 7 different themes. As it can be seen, "making decisions by takine views of everyone" and "being objective" are the most frequent themes. A sample statement is provided below:

"I can think about many factors for leadership, but in my opinion, giving importance to the views of all staff and making decisions by paying attention these views are critical. This makes an environment with positive climate created by an effective leader." (T7)

3.7. Views of teachers and administrators on leadership behaviors to ensure a positive organizational climate

Table 7. Views on how organizational climate affect the quality of education practices

Themes	f
Creating financial resources	7
In-service trainings	6
Teamwork	3
Taking responsibility	3

Table 7 shows the results on the views on leadership behaviors to ensure a positive organizational climate. When the 4 different themes obtained are examined, it is seen that teachers and administrators considered that organizational climate affect the quality of education practices in terms of creating financial resources and in-service trainings. A sample statement is provided below:

"Creating financial resources will positively affect organizational climate and increase the quality of education practices in the school." (T2)

3.8. Views of teachers and administrators on leadership behaviors to ensure a positive organizational climate

Table 8. Views on the role of technology in developing a positive organizational climate

Themes	f
Effective teaching process	6
Innovative practices	5
Improving communication skills	4
Interactive management	2

Table 8 shows the results on the views on the role of technology in developing a positive organizational climate. According to the views of teachers and administrators, technology plays an important role for effective teaching process, innovative practices, improving communication skills and interactive management. A sample statement is provided below:

"As in all areas, technology brings innovation in the school and this entirely leads to a positive organizational climate." (T8)

4. Discussion and Conclusion

It is an indispensable factor for educational institutions that want to exist in today's dynamic and variable competition arena in order to create a positive organizational climate. This study aimed to determine views of secondary education teachers and school administrators towards positive organizational climate. In regard to this, results are discussed with relevant literature.

It is the structure and standards known to everyone in the organization. The fact that the organization operates within a certain system and is based on some rules, compliance and standards will provide objective management as an obstacle to uncertainty and inconsistency.

When the participant's opinions about the importance of organizational climate are examined, most of the participants consider the organizational climate as a factor in their work performance. They see motivation as a factor influencing their work performance. They explained motivation as the most influential factor in their productive work. In some studies in the literature, attention is drawn to the relationship between the organizational climate and the motivations of the staff. It is possible to increase the level of employee engagement and motivation by means of the environment and atmosphere to be established in the organization; the negative organizational climate may lead to decreases in motivating conditions (Gray, Wilcox & Nordstokke, 2017; Barksdale, Peters & Corrales, 2019; Rahman & Ashraf, 2020).

When the participant's opinions about the importance of organizational climate are examined, most of the participants consider the organizational climate as a factor in their work performance. They see motivation as a factor in their working performance. They explained that the most influential factor is motivation for work to be efficient. In some studies in the literature, attention is drawn to the relationship between the organizational climate and the motivations of the employees. It is possible to increase the level of employee engagement and motivation by means of the environment and atmosphere to be established in

the organization and to avoid the negative organizational climate which may lead to decreases in motivating conditions (Yuner & Burgaz, 2019).

As a result, it could be inferred that creating positive organizational climate in secondary education is crucial and there are many factors for achieving this as revealed by the teachers and administrators participated in the current study. It is believed that this study will shed light to further research and practices in order to fulfill the requirements for creating a positive organizational climate at schools. Based on the research results in this study, more studies can be carried out in order to increase organizational commitment in educational institutions. Efforts can be made for the recognition and adoption of organizational culture by members of the organization. For example, regular meetings, joint events and special days celebrations can be organized where the departments come together and share ideas. Activities should be organized together with academic and administrative staff. The fact that the units know each other and that the functions of the departments are clear and understandable by the whole organization staff will also facilitate the functioning of the organization. Therefore, it can be said that the climate of the organization is an indispensable value and is regarded as an important factor to be considered thoroughly in educational institutions between all stakeholders.

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THE ROLE OF FOREIGN LANGUAGE TEACHING IN ENHANCING STUDENTS' INTERCULTURAL COMPETENCE

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Abstract

This study emphasizes the critical role of foreign language teaching in enhancing students' intercultural competence, as a means of expanding their future opportunities in an increasingly multicultural and diverse world. Foreign language classes may provide unique opportunities for delivering a plurilingual, multicultural setting utilizing the cultural elements in the course content and course materials as well as the personal experiences of the teacher in the classroom. To that end, more attention is needed to foreign language teacher preparation and training. As multiculturalism is a significant feature of European communities, this study sought to investigate and analyze the related policies, strategies and practices in Europe, since Paris declaration 2015, in order to determine actions have been taken to address those needs. This qualitative study is based on document analysis of the European Educational Policy documents released mainly by the European Commission and the Council of Europe. The results of the analysis showed that foreign language education has presented along with intercultural education in the vast majority of European educational policies as a dominant component within the context of integration and promote social cohesion, as well as increase competitiveness and employability. The study has implied a number of implications highlighted some potential gaps that may be diminish the effectiveness of these policies, pushing towards more empirical research on the influence of EU policies on national level actions.

Keywords: Foreign language Teaching, Intercultural competence, multilingual competence, plurilingual, multicultural setting

1. Introduction

In an open and globalized world, Heterogeneity has increasingly shaped the face of many societies worldwide, which entails several implications at all levels. That revealed the need to deal with diversity in a constructive manner in order attain social cohesion.

In Europe, Diversity is a foregone conclusion, so the past two decades have witnessed rapid movements in terms of policies aimed at integrating migrants into society to fulfil their needs and deepen their affiliation of European identity, However, While Europe prides its pluralistic identity, there is still a disparity between EU member states in responding to the requirements of pluralism, which has resulted in inequality and some forms of exclusion. Evidence shows that migrant students so far lagging behind compared with their native-born counterparts and they are more likely to leave schools in early age (Eurydice, 2019), according to the OECD's PISA survey of 2015, The proportion of underachieved immigrant students is greater than of native-born students in many EU participated countries (OECD, 2016). This may indicate that as yet many countries, including developed countries, are still far from achieving the global aspiration of Sustainable Development Goal 4 to ensure

"inclusive and equitable quality education and promote lifelong learning opportunities for all" (United Nations, 2017).

Thus, faster and intensive collective work is needed at all levels in order to elevate the progress towards ambition, European countries likewise strive to preserve their Pluralism, through promoting more effective inclusive education system, by shifting the perceptions against diversity to be seen as an opportunity rather than a deficit, and towards inclusion to be treated as a right in lieu of a burden, to so doing, a share amount of interest should be placed on enhancing intercultural dialogue, consequently reinforce mutual understanding among EU citizens, to enjoy their shared European identity.

In this research, plurilingualism is assumed as a means to enhance pluralculturalism and intercultural communication while both of them are key competences to promote ultimately a better integration of all citizens from different backgrounds, therefore, the intention was to investigate how European educational policies reflect the relationship between the two competences, more specifically, the main purpose of the study is to identify the role of foreign language teaching in enhancing intercultural competence through the lenses of EU related policies . To this end document analysis approach was conducted to analyze the content of European educational policies in their relevance to intercultural and plurilingual education. The scope of the study limited to official policy documents released by European commission, council of Europe, European Union and other official bodies in the EU, after Paris declaration 2015, with the aim of emphasizing the recent policies and how they influence on intercultural and multilingual education.

1.1. Diversity and Inclusion in the European Educational Policy

The protracted debate around diversity and inclusion in Europe likewise in other parts of the world has been characterized by unprecedented massive flow of immigrant in recent few decades, which brought to the Surface new demands concerning the integration of these migrants into social, political and economic fabric. Researchers see migration as one of the most challenging feature of contemporary education systems, which requires acting proactively (Gogolin, 2011). Thus, integration of migrants is the common theme of most educational policies in Europe, Cullen (1996) explained how the educational policies have shifted from migration notion into citizenship across three stages of development since post-war period, where the first stage focused on merely access to education, while the second supported the teaching of the migrant's mother tongue, and the third stage emphasized the role of education in facilitating equal opportunities for all children as well as promoting pluralism.

Consequently, the early EU policy on the integration of migrants who are TCNs in 2002, was intended to promote equity and diversity, and the policies followed after have concentrated on the same motive, (Faas, Hajisoteriou & Angelides, 2014) concluded that The common rationale of European policies concerning migrants is to better integrate them into society as well as to increase their competitiveness in the labour market.

Other voices suggested that educational policies should be inclusive for all children rather than solely supplementary intervention targeting particular individuals,(Feliu, Barcons & Gelabert, 2016) this suggestion is consistence with the findings of a study which revealed that the most prominent change in the cultural diversity related rhetoric during the last decade, was the transformation of the language of that discourse to be directed towards the inclusion of all students regardless of their backgrounds, adding a new dimension to educational policies represented in intercultural education (Sikorskaya, 2017).

Similarly, Staiger (2009) argued that even though the discourse about citizenship has stuck around the same mottos, however, it has implied promoting cultural dialogue among all citizens including conflicting entities. On the contrary, some claimed that intercultural dialogue has been referred to in EC principles as immigrants' matter to express their obligations (e.g., "respecting basic EU values, participating in the labour market, having basic knowledge of the host society's language, history, and institutions") (Agustin, 2012).

Chalier (2009) has reported that in spite of the recognition of cultural diversity as "the fourth pillar of sustainable development", different forms of discrimination and rejection are witnessed in many regions, therefore, effective actions should be taken to influence intercultural policies at national, local and regional level to promote intercultural dialogue and combating all forms of discrimination.

On the other side of the spectrum lies multilingualism, which is often accompanied with interculturalism as a means to enhance mutual understanding as well as boosting individual competitiveness and economic growth (Climent 2016), thence, No wonder that both of them has inherited in most EU educational policies.

While The EU's motto 'united in diversity' denotes the fundamental role of linguistic and cultural diversity in realizing the European project, however, this diversity is considered as the most critical challenge for European's unity (Toggenburg, 2004) Therefore, a common sense of affiliation to European identity based on linguistic and cultural diversity should be promoted, in order to confront all forms of extremism (King, 2018).

1.1. Interculturalism and Multilingualism; Terminology and Definitions

In an increasingly globalized world, the (Learning to live together) becomes a persistent need, this entail the possession of effective communication competences and mutual understanding, especially in societies with a wide range of cultural and linguistic diversity, intercultural dialogue is a paramount.

It is worth mentioning that there are a number of concepts that can be encountered in this regard, therefore, the focus will be placed on the concepts contained in the current study.

Multiculturalism: refers to "the natural state of society that cannot but be diverse, namely multilingual, multi-ethnic, multireligious, etc." (Council of Europe 2012). This may reflect the notion that many diverse entities coexist in the same social fabric. While interculturalism connotes reciprocal relationship between cultures, and based on " the readiness to make the encounter with other cultures productive, to gain greater awareness of one's own culture, to be able to relativise one's own culture and explore new ways of coexistence and cooperation with other cultures" (Council of Europe 2012).

Arslan and Rata (2013) argued that interculturalism and all other relevant terms are synonyms of multiculturalism, this is consistence with (Meer & Modood 2011) who demonstrated that all advantages attributed to interculturalism are features of multiculturalism too.

Whereas, some limited the difference between the two concepts to the geographical aspect, where multicultural education is commonly in the United States while in Europe intercultural education is preffered (Hill 2007).

Sikorskaya (2017) pinpointed that in the contrast with what has been advocated of the declining of multiculturalism, However, EU educational policies still promoting a multicultural approach wherein "others" in many countries are still perceived as a minority in

their curricula. Which indicate the absence of consensus on the concept within the European Union (Agustín, 2012).

The council of Europe differentiates between the two concepts, whereby Multilingualism is perceived as owning two or more languages, while plurilingualism reflects "the ability to use languages for the purposes of communication and to take part in intercultural interaction, where a person, viewed as a social agent has proficiency, of varying degrees, in several languages and experience of several cultures." (Council of Europe (2001). Similarly Coste and Lee (2009) argued that pluralingualism goes beyond the functional limits of language to initiate a base for living together, thus it expresses the capability of "conveying the diversity of individual situations spread out over a multi-dimensional, dynamic and evolving set of continuous variations." adding that knowledge in the original language and in the host language is incorporated into a single repertoire.

Based on the aforementioned definitions, it can be concluded that plurilingualism might be intertwined with interculturalism, in terms that both of them represents the communicative dimension of the language. Whereas multilingualism likewise multiculturalism envisioning a state of a person or a society.

Many scholars has simplified the distinct between the two concepts to be considered as a terminological choice, Jeoffrion et al. (2014) questioned the authenticity of the term (plurilingualism) in English language, inferred to neglecting the term in the dictionaries of the English language (Ortega & Piccardo 2018).

However, there is a consensus that plurilingualism has conceptualized to reflect the complex role of the language within a divergence context, focuses on "the relationships between the languages an individual speaks, the underlying linguistic mechanisms and cultural connotations, the personal linguistic and cultural trajectory as well as the persons' attitude toward language diversity, stressing openness, curiosity, and flexibility." (Piccardo, 2017).

Therefore, plurilingual education emphases the importance of developing pluralingual and intercultural competence as a way to live together (Council of Europe 2007).

It is noteworthy that the terms multilingual and plurilingual will be used interchangeably, while intercultural term will be preferred for the purpose of the current study.

2. Method

In this qualitative study, the document analysis approach was adopted in order to review and analyze the related documents released by various official European bodies , such as; the Council of Europe, the European Union, the European Commission, and Ministers of Education.

Therefore, the content of (fifteen) documents (legislations) and (seventeen) official publications, has been analyzed using the inductive approach, then categorized into themes, related to the central question of the study, considering differences, similarities and\or contradiction between documents,

The study focused on the following research questions:

- • What are the characteristics of European educational policies that addressed intercultural and multilingual competences?

• How does the European education policy reflect the role of foreign language teaching in enhancing intercultural competence?

3. Results and Discussion

Data was collected by analyzing the content of the documents within the chronological limits from 2015 until 2019, with an emphasis on tracking intercultural competence in these documents in its relation to foreign language teaching, with the aim of determining whether or not they have been focused on, and related to each other, as well as examining their context.

The resultant data yielded three topics related to the research questions, whereby the texts of the policy were interpreted in light of the subject of the study, while some of these texts were attached in the tables as an appendix and referred to them as necessary.

The findings based on the research question "what are the characteristics of European educational policies that addressed intercultural and multilingual competences?" are given in the following.

3.1. Interculturalism and Plurilingualism in the European Context

The debate around intercultural education can be understood within several contexts that reinforce policies and practices towards positive change on the ground. These policies can be contextualized within socioeconomic, political and global context.

In Paris declaration (2015), the European Union education ministers reiterated their determination to continue working to enhance the intrinsic values of freedom of thought and expression, social inclusion and respect for others, as well as preventing and tackling discrimination in all its forms among future generations in order to preserve the pluralistic of European societies, therefore, they call for intensive work to safeguard these values and embed them profoundly into the educational system.

This can be achieved at local and European level, whereby the EU role will be instrumental to support coordination in identifying the common challenges, and enhancing collaboration to overcome them. To so doing a greater emphasis should be placed on exchange experiences, and sharing the best ideas and practices throughout the European Union, in order to achieve the intended objectives wherein the promotion of social inclusion through strengthening intercultural competencies at the heart of these objectives.

Many actions followed Paris declaration, The 2016 Eurydice study on the implementation of the Paris declaration, revealed that most countries have adopted different policies to realize agreed objectives. However, the vast majority of policies have focused on ensuring the acquisition of social, civic and intercultural competences more than other objectives such as enhancing critical thinking and media literacy or promoting the education and training of disadvantaged children and young people (Eurydice, 2016).

In Improving and modernising education 2016, the European Commission has stressed the need to maintain high-quality and inclusive education systems, to this end, a set of actions were taken including the announcement of the New Skills Agenda for Europe, review the 2006 framework of key competences for lifelong learning as well as supporting initial teacher education and in -service professional development, in order to disseminate the EU common values, In addition to drafting.

In November 2017, the (Strengthening European Identity through Education and Culture) framework sets out a vision for the European Education Area by 2025 with the view of empowering education and culture as fundamental factors for "job creation, economic growth and social fairness as well as a means to experience European identity in all its diversity" In this framework, the Council called for a recommendation on promoting common values, inclusive education, and the European dimension of teaching.

The role of multicultural and multilingual competence in this framework is conspicuously emphasized, as the integration requires acquiring good language competences, therefore Multilingualism is pivotal in addressing cultural diversity in Europe, meanwhile it remains one of the most substantial challenges. In responding to this need, a crucial action was recommended aiming at "improving language learning in Europe, setting out a benchmark that by 2025 all young Europeans finishing upper secondary education have a good knowledge of two languages in addition to their mother tongue(s)."

In addition, the prominent role of teachers in providing and imparting these skills, competences, and knowledge in students' life is highly recognized, thus, teachers capabilities should be elevated through more focusing on teachers education and preparation, encouraging mobility and experience exchange among educators across Europe, through Erasmus programme and the "eTwinning" network which are examples of actions taken towards this end.

It becomes obvious that intercultural dialogue is at the heart of all initiatives aiming at promoting mobility within European commission states, and multilingualism is paving the way for effective intercultural dialogue, so both competencies are linked to each other, and acquiring them is essential for teachers and students alike, which will ultimately enhance social cohesion, and more strengthening of European identity.

The same motive has profoundly represented in (social dimension of Europe) that sought to empower citizens to create strong societies, aiming at harnessing the diverse features of European societies to gain more prosperity in socioeconomic, political and global context (E.C206,2017:32) so that educational policies strive to conform to unprecedented rapidly changes and advancements across the globe.

It is worth mentioning that while European societies could be considered as the most equal and inclusive societies worldwide, they still need to equal distribution of the benefits of globalization, within this context, interculturalism and plurilingualism are partake in achieving equity into all segments of the society, opening prospects towards more employability and competitiveness locally and globally.

We can see how the heterogeneity of European societies played a decisive role in determining educational policies in general and those relevant to intercultural and plurilingual dimensions in particular, aiming at ensuring effective inclusion of migrants into schools and society, as well as raising individual competitiveness and employability, in addition to realizing European identity as a leading influential global nation.

Puzic (2008) argued that the wider political agenda is likely to have more influence on educational policies concerning cultural diversity, more than any other possible factors, while the recent EU level educational initiatives seem to be guided by the intent to achieve better integration of migrants into society and into the labour market (Faas, Hajisoteriou & Angelides, 2014).

Sikorskaya (2017) has asserted that there is a substantial shift in intercultural discourse in educational policies from targeting minority and immigrant students to students in general regardless their backgrounds.

Hence, the importance of Intercultural education becomes increasingly acknowledged as an effective intervention to meet global, political and social demands, which can ensure more prosperity for individuals and the whole society likewise (Hoffmann & Briga 2018).

The findings based on the research question "How the European educational policies reflect the role of foreign language teaching in enhancing intercultural competence?" are given as follows.

3.2. The relationship between foreign language teaching and intercultural education

The Communication on School development and excellent teaching for a great start in life, has defined multilingual and intercultural competences as key competences that should be focused on to address students' needs and to respond to their diversity, evidence shows that schools that embrace linguistic and cultural diversity across their school population and support integration have a positive effect on all children's ability to learn. However, this is not the case in all cities and regions where a large proportion of newly arrived migrant students still need to be supported with relevant language programmes. Research indicates that immigrant students and their families encountering communication barriers with school staff, although many initiatives were implemented to promote inclusion, so far they have had limited impact on the ground (Pena 2019).

A significant share of interest in the interrelationship between foreign language teaching and intercultural communication has been evident in several educational policies;(see table 2) The updated strategic framework for European cooperation in education and training has emphasized the role of education and training in equipping all students with intercultural competences that enable them to communicate effectively with others and become active citizenship, as a result, a new benchmark was proposed that: *"at least 80% of pupils in lower secondary education should be taught at least two foreign languages."* (CoE, 2018:9,14).

After the aforementioned benchmark in (Strengthening European Identity through Education and Culture) which is related to upper secondary education; the new one seeks to provide teaching in at least two foreign languages from an early age, this may indicate on one hand that policies in this regard are consistent and being followed up, On the other hand, it can be inferred that the problem still exists and there is a pressing need to deal with it. The argument is that educational policies and instruments are not enough to promote multilingual and intercultural education, in the absence of harmony among the European Union countries on the implementation of these policies (Beacco 2013).

In council recommendation On a comprehensive approach to the teaching and learning of languages, apparent view of foreign language teaching is expressed, whereas the language plays a decisive role in promoting reciprocal understanding and mobility as well as fostering productivity and competitiveness, it has been envisaged that foreign language teaching alongside with intercultural education is the starting point towards a European Education Area by 2025, moreover, it is the multilingual competency that will enable all citizens to gain the fruit of globalization, Thus, further improvement of language teaching is essential at all levels of schooling.

So that a lifelong development of multilingual competences can be achieved, therefore, the recommendations stated in this policy document, reflect the needs towards that aspiration, by

focusing on learning outcomes and improving language learning in compulsory education through raising language-awareness in school education (CoE 2019).

Stimulating multilingual learning environment is a paramount, However, education system in Europe is still lagging in this regard, teachers and school leaders need to be supported through relevant training and professional development, in order to transform their perceptions on language diversity to be seen as an opportunity rather than a challenge. In addition to the need of supportive learning resources and convenient curricula as well as innovative pedagogies and assessment techniques (CoE 2019).

Therefore, the language dimension is a constant feature of all educational policies aiming at effective inclusion of migrant students. A variety of research (Eurydice, 2019; Achaeva et al., 2018) showed that migrant students across the EU perform less than their peers, and are likely to drop out from schools prematurely, as a result of social exclusion due to cultural and linguistic factors in addition to socioeconomic disadvantage (Janta & Harte, 2016).

One of the approaches to integrate newly arrived migrant students is providing them with intensive language classes within the school day in which so called preparatory or reception classes. However, EU member states vary in the provision and the content of these preparatory classes (Eurydice, 2019). Moreover, whereas some researchers pointed out that little proof has been provided on the efficacy of these "pull-out programmes", on the contrast they might deepen their isolation

"Building a supportive school culture" is the ideal way to deal with diversity, allowing all students to better engage in school life (Lee; Ostwald; Gu, 2019).

Intercultural dialogue is often perceived as a means to achieve social cohesion, 'multicultural' and 'intercultural' are sometimes used interchangeably, some countries address it as a cross-curricular theme, while other countries represent it as a topic through specific initiatives and projects. However, in both ways, it is considered as a response to cultural heterogeneity in European societies. (Eurydice, 2019:141) such diversity should be seen as a valuable source that can be harnessed, particularly multilingualism that is central to promoting mutual understanding throughout Europe.

In most European educational policies Language and culture have been twinned whether in objectives or actions, plurilingual alongside with pluracultural competence is fundamental in achieving effective social cohesion, the European Council in its conclusions of 14 December 2017 highlighted that "education and culture are key to building inclusive and cohesive societies, and to sustaining our competitiveness."

 Evidence shows that language can be taught fruitfully side by side with intercultural education (Giorgis, 2018) whereby plurilingual and pluricultural are correlated constituting the communicative language competence, where the full range of languages available to the person are fused.

In addition, both competences are key to reinforce lifelong learning, and they are significantly interrelated, given that languages competences connote a historical and intercultural dimension, while the intercultural competence implies a good knowledge of languages, Moreover, both of them are a prerequisite for citizenship competence.

Thus, a foreign language learning may provide a rich environment to deepen individuals' lingual and cultural identity and querying it in its relation with other cultures (Paluca Pop, 2016).

Consequently, several policies were enacted in order to encourage more cooperation in the field of the development of teaching methods and evaluation of modern language learning. As well as producing a creative learning materials.

Intercultural competence can be embedded into education in several ways: whole school approach, cross curricular theme, integrated in subjects as a transversal objective, particularly in language (mother tongue, bilingual and multilingual education) and it can be included through extra-curricular activities as well as pupil mobility programmes.

Nevertheless, Intercultural competence is better naturally nurtured through foreign language learning, so that teachers can provide students with a wide range of opportunities to communicate and interact with their counterparts from diverse backgrounds. The language dimension also presents in (Content and Language Integrated Learning approach) whereby an optional course offered with one subject taught in a foreign language, it is another face of the cross-curricular approach for intercultural learning.

Studies demonstrated that intercultural competence is an element of language learning in all countries, and initiatives in this field are supported as endeavours to enhance intercultural competence, whilst other studies stated that despite the widespread discourse about intercultural education, its implementation still limited to countries and not to others (Nusche, 2009).

3.3. The role of foreign language teachers

In answering the question: What improves intercultural education? Evidence shows that cultural and linguistic awareness which can be enhanced through language learning and other parts of the curriculum, along with teacher's positive attitudes and effective parents engagement in school activities, may have the greatest impact on promoting intercultural competence.

The Leaders' Agenda on education and culture) highlighted the importance of the acquisition of language(s) of the host country, and promoting intercultural skills, to integrate migrant students, in order to fulfil their needs and support them to become active citizens, therefore, it is utmost necessity to build teachers and other staff capacities to enhance their preparedness to effectively respond to multicultural diversity. (European council 2017:5) Evidence shows that teacher training and professional development is likely to enabling them to be more responsive to cultural diversity in their classrooms, hence, it is imperative that the intercultural dimension should be included in their curricula. Whereas other researchers have emphasized the necessity of introducing prospective teachers to a wide range of cultural diversity before taking part in the profession (Mongillo & Holland, 2017).

These arguments could be supported by the findings of 2017 Eurydice survey on Citizenship Education at School in Europe, which revealed that despite the importance of citizenship education in promoting common values, approximately half countries in the EU haven't addressed it in initial teacher education, which led to a skill-gap in terms of creating a receptive learning environment for all diverse groups of students.

The 2018 council recommendations on key competences for lifelong including intercultural and multilingual competences, unveiled a number of actions that should be taken in order to nurture the key competences, incorporating a wide range of learning approaches, and boost mobility of teachers and learners alike, in addition to propose new measures for evaluation of these competences.

Given that Teachers are the main asset who can realize the integration of all students in multicultural and diverse classes, therefore, particular attention should be placed on teacher training and preparation, to provide them with competences needed to be culturally conscious and efficaciously fulfill the diverse needs of students. A good practice can be learned from Finnish experience in National Core Curriculum (2016) where cultural and linguistic diversity are perceived as opportunities to be grasped through cross curricula language sensitivity. However, several European countries in their educational policies have so far viewed the heterogeneity from a deficit viewpoint.

The ultimate goal of European cooperation in education and training 2020 is to ensure: "(a) the personal, social and professional fulfilment of all citizens; (b) sustainable economic prosperity and employability, whilst promoting democratic values, social cohesion, active citizenship, and intercultural dialogue."

With that aspiration in mind the focus should be placed on making lifelong learning and mobility a reality, and improving the quality and efficiency of education and training, in addition to Promoting equity, social cohesion and active citizenship, as well as enhancing creativity and innovation, including entrepreneurship, at all levels of education and training.

Facilitating learning mobility for students and teachers alike one of actions to promote intercultural and multilingual competence, admitting the importance of education (including life-long learning) and culture for achieving competitiveness and inclusiveness within European societies, A number of steps were determined, including further enhancement of mobility, and Promote exchange across European high schools through mutual recognition and developing a new curricula , in addition to fostering multilinguism and facilitate students' engagement in cultural activities through a «European Student Card».

There is a consensus within the EU countries that intercultural training should be provided for all teachers in general and for language teachers in particular, in order to support students from different background. The view is that teachers who work with students without the language of instruction should be equipped with the skills necessary through in service training to be able to support them in the classroom, moreover, initial teachers programmes should be adapted to better prepare prospective teachers to deal with diversity within the classroom environment. Moreover, in many countries and cities in the EU, variant resources, networking, and training provided by specialized centers for teachers to support migrant children's learning.

Notwithstanding, a number of actions at policy making level should be taken in order to conform to the multilingual classrooms, a curriculum for language learning in ECEC as well as in primary and secondary education for second language learning is essential; in addition to the need of unbiased assessment tools for testing children without the language of instruction; and better initialize prospective teachers through a relevant curriculum to deal with multilingual classrooms. that can be facilitated by adopting CLIL and whole school approaches to learning cultural awareness through the curriculum including language learning; as well as Promote positive attitudes about the potential of migrant children.

It has been proven that in such, increasingly divergence European classrooms, pre and in-service teacher training programs are paramount to enable them to support learners from heterogeneous backgrounds. Though Diversity in ITE is addressed through specific programmes or dedicated courses and workshops offered occasionally, the integrated approach still more efficient, which encompasses different aspects of diversity in transversal modules introduced within all ITE degree programmes, therefore, teachers effectively engage

in developing innovative curricula, pedagogical practices and tools. It has been recommended to adapt the competence frameworks for teachers and ITE to include competences related to diversity, in addition to promote more empirical evidence on the role of ITE in preparing student teachers for diversity in Europe ((PPMI) 2017:7) Nonetheless, it seems that the practices in initial teacher programmes still based on the notion that cultural issues are the responsibility of the language department rather than a transversal topic that should be integrated into all disciplines (Ostermark, 2009).

The European profile for language teaching, which serve as a guidance to improve language teacher education programmes, expresses the critical role of foreign language teachers in achieving the EU common goals to reinforce plurilingualism among EU citizens. .

The profile explicitly reflect the interconnected relationship between foreign language learning and culture, through identifying a number of vital skills to be addressed in foreign language teacher training, in order to be aware of the dynamics of intercultural environment, and appreciate the variety of languages and cultures, as well as profoundly understand the significant role of teaching and learning foreign language and culture.

Moreover, the profile defines the strategies that can facilitate the acquisition of these skills, which include practical teaching experience in bilingual classrooms, and engaging in mobility programmes to spend a period in another country, thus, multicultural and multilingual settings are realistically experienced, and consequently a non-judgmental mindset might be nurtured. This can be also achieved through a continuous context-sensitive process, along with relevant learning materials and cross-curriculum approach, as well as networking and fellowship opportunities.

Practitioners advocate the experiential learning approach of D.A. Kolb to better promote intercultural competence through different practical activities, as embedding ICL into the curriculum cannot stand alone without adopting innovative approaches for its transmission.

It has been demonstrated that the remarkable role of intercultural competence is highly recognized at all levels in the EU, however, integrating and assessing it in initial teacher education and lifelong learning remains disparate. Accordingly, There is an insist need to assess the capabilities of language teachers to integrate and preserve the cultural dimension in their educational practices (Garrido & lvarez, 2006).

While there is a wide consensus in Europe on Envisaging Intercultural competence as part of language learning, therefore embedded it into initial foreign language teacher education, it is often seen as a cross-cutting principle that should be addressed in all subjects. Thence, it is recommended to embed mobility programmes into all initial teacher and continuous professional development programmes, besides fostering the whole school approach in order to harness the potential that can be gained from the collaboration between all stakeholders including teachers, SPs, parents, students, and the wider community organizations (Hoffmann & Briga, 2018).

It has been evident that many European countries provide student teachers with training programmes on diversity to prepare them for their future role in order to better respond to children's needs (Janta & Harte 2016). However, countries are vary in terms of offering intercultural teacher education and training, which is reflected in different ways in the teacher competence framework for initial teacher education (Eurydice, 2019).

If EU member states are about to successfully implement intercultural education, institutional changes must be made, including changes in the curriculum and teaching

materials; the expectations, attitudes and behaviours of teachers and the goals and culture of the school (Janta & Harte, 2016).

4. Conclusion

In this study, it was aimed to find out how the education policy in Europe since Paris declaration in 2015 have addressed intercultural communication in its relation with foreign language teaching, it was not meant to compare policies or seek their evolvement, rather, the aim was to investigate whether or not these policies recognized the role of foreign language teaching in enhancing intercultural communication, and what the characteristics of these policies.

The documents' analysis has revealed that the heterogeneity of European societies played a decisive role in determining educational policies in general and those relevant to intercultural and plurilingual dimensions in particular, striving to effective inclusion of migrants into schools and society that predominated over most policies, in addition to raising individual competitiveness and employability, as well as realizing European identity as a leading influential global nation.

It can be concluded that Intercultural and Multilingual competences are interconnected in the vast majority of EU educational policies, whereby the language dimension alongside with intercultural education is a constant feature of all educational policies aiming at effective inclusion of migrants.

In other words, the emphasis on foreign language education is often companied with intercultural communication\dialogue in the context of integration and achieving social cohesion as well as expanding opportunities in order to ensure more prosperity, whereby the acquisition of two languages in addition to the mother tongue is a common ambition.

The main concentration in regard to foreign language is placed on preparing and developing teachers' capacities to be able to deal with diversity, along with providing proper curricula, this concern has mentioned repeatedly, which may draw attention to a potential defect in the implementation of these policies, particularly since the European Union confirms that its role is complementary to the national level actions, which have been reported to be inconsistent.

Moreover, although intercultural and multilingual competences are targeted in most policies, so far, there is no clear direction of their implementation at the national level.

4.1. Implications

While there are a plenty of studies on intercultural and multilingual educational policies in Europe, However, this study can be considered as intrinsic addition to the qualitative research on most recent educational policies in their role in promoting intercultural and multilingual education, However, it is an endeavour to shed light on potential gaps that may hinder the realizing of educational goals as well as paving the way for further research on the implementation of these policies.

It has been suggested that more empirical research is needed on the effectiveness of these policies and their implementation at the national level.

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AN OVERVIEW OF THE EUROPEAN PROFILE FOR LANGUAGE TEACHER EDUCATION ON THE LANGUAGE TEACHER EDUCATION REFORMS IN TURKEY

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Abstract

English language is now the most commonly used lingua franca all over the world and has become an international language. Consequently, learning English is an important objective in the education system in every country as well as the EU member countries. This status of English language results in some fundamental changes in the foreign language education and foreign language teacher education policies of almost every country globally. This paper addresses the question whether the European Profile for language teacher education affects the foreign language teacher education policies and reforms in Turkey. The study also focuses on the general European profile for foreign language teacher education on Turkey contexts as well as the influence of the European profile for language teacher education on the foreign language teacher education reforms in Turkey.

Keywords: English language, foreign language education, language teacher education profile in Europe, language teacher education reform in Turkey

1. Introduction

English Language is the most commonly used lingua franca in all over the world. It cannot be ignored that language awareness, communicative competence and professional qualifications can only be provided via a specific language teacher education policy (Edelenbos, Johnstone, & Kubanek, 2006). In general, any language teacher education curriculum must meet prospective teachers' needs and interests through developing their language professional. This contribution can rely on qualified language teachers. However, many countries indicated the lack of qualified language teachers, although learning environment and resources affect learners' language learning process (Enever & Moon, 2009). Due to the demands, English language into global curriculum is one of the main parts of education policy developments around the world (Garton, Fiona, & Burns, 2011). As the policy makers, EU member countries have created many disciplines about language learning and teaching. This paper disscusses whether general profile for foreign language teacher education in Europe affects the foreign language teacher education policies and reforms in Turkey. To expound the general profile for language teacher education in EU member countries, this study depended on the European Profile for Language Education: A Frame of Reference by Michael Kelly and Michael Grenfell supported by the European Commission. Instead of examining each EU member country policy one by one, this frame will help us to view the general manner of language teacher education policy in Europe (Grenfell & Kelly, 2004)

In terms of the overview of the effects of the general European profile for language teacher education on language education policies implemented in Turkey, this study examined the pre-service language teacher education reform in 2005 and the in-service language teacher education reform in 2018 because the well-organized European language teacher education profile was apparently shaped in 2004 (Karatsiori, 2016).

1.1. Definition of Technology and Technology Integration

This frame presents a guide to 'The European Profile for Language Teacher Education which contains a number of strategies for its implementation and application. It was developed by Professor Michael Kelly and Dr. Michael Grenfell supported by the European Commission. It is currently operated to consult through its findings from a range of teacher education programmes across Europe.

This profile is not designed as a compulsory set of rules and regulations for language teacher education. It has been designed to present a frame of reference in order that language teacher educators and policy makers will be able to adapt to their existing curriculum.

In addition, this profile consists of 40 items which could be included in a language teacher education programme to train qualified language teachers with the necessary skills and knowledge to promote their professional improvement. Also, it has four sections: Structure, Knowledge and Understanding, Strategies and Skills, and Values. The 40 items describing the important factors of language teacher education in Europe are listed below (see Figure 1).

Structure
1. A curriculum that integrates academic study and the practical experience of teaching
2. The flexible and modular delivery of initial and in-service education
3. An explicit framework for teaching practice (stage/practicum)
4. Working with a mentor and understanding the value of mentoring
5. Experience of an intercultural and multicultural environment
6. Participation in links with partners abroad, including visits, exchanges or ICT links
7. A period of work or study in a country or countries where the trainee's foreign language is spoken as native
8. The opportunity to observe or participate in teaching in more than one country
9. A European-level evaluation framework for initial and in-service teacher education programmes, enabling accreditation and mobility
10. Continuous improvement of teaching skills as part of in-service education
11. Ongoing education for teacher educators
12. Training for school-based mentors in how to mentor
13. Close links between trainees who are being educated to teach different languages

Knowledge and Understanding
14. Training in language teaching methodologies, and in state-of-the-art classroom techniques and activities
15. Training in the development of a critical and enquiring approach to teaching and learning
16. Initial teacher education that includes a course in language proficiency and assesses trainees' linguistic competence
17. Training in information and communication technology for pedagogical use in the classroom
18. Training in information and communication technology for personal planning, organisation and resource discovery
19. Training in the application of various assessment procedures and ways of recording learners' progress
20. Training in the critical evaluation of nationally or regionally adopted curricula in terms of aims, objectives and outcomes
21. Training in the theory and practice of internal and external programme evaluation
Strategies and Skills
22. Training in ways of adapting teaching approaches to the educational context and individual needs of learners
23. Training in the critical evaluation, development and practical application of teaching materials and resources
24. Training in methods of learning to learn
25. Training in the development of reflective practice and self-evaluation
26. Training in the development of independent language learning strategies
27. Training in ways of maintaining and enhancing ongoing personal language competence
28. Training in the practical application of curricula and syllabuses
29. Training in peer observation and peer review
30. Training in developing relationships with educational institutions in appropriate countries
31. Training in action research
32. Training in incorporating research into teaching
33. Training in Content and Language Integrated Learning (CLIL)
34. Training in the use of the European Language Portfolio for self-evaluation
Values
35. Training in social and cultural values
36. Training in the diversity of languages and cultures

37.	Training in the importance of teaching and learning about foreign languages and cultures
38.	Training in teaching European citizenship
39.	Training in team-working, collaboration and networking, inside and outside the immediate school context
40.	Training in the importance of life-long learning

Figure 1. The Descriptors in the European Profile for Language Teacher Education (Grenfell & Kelly, 2004)

2. Method

This paper discusses whether the European profile for language teacher education affects the language teacher education reforms in Turkey. In this qualitative research, the data were collected through scientific literature and the document analysis were mapped to the research problems.

In this study, the main research problem is "What is the effects of the European profile for language teacher education on the language teacher education reforms in Turkey?". Based on this main research problem, the sub-research questions are as follows:

1. What is the background to language teacher education history in Turkey?

2. What are the effects of the European profile for language teacher education on the 2006 language teacher education reform in Turkey?

3. What are the effects of the European profile for language teacher education on the 2018 language teacher education reform in Turkey?

3. Findings and Discussion

3.1. The General Background to Language Teacher Education History in Turkey

The foreign language education in Turkey were designed as religious, political, and scientific purposes and Arabic language was the most common foreign language in religious education and subsequently German and French were very important for political and scientific fields in the Ottoman Empire (Sarıboğa Alagöz, 2006).

In The Ottoman Empire, the Western languages were not considered important because of the political relationship. However, learning Western languages became important between goverments in 1839. After this period, the talented young people who were chosen by the Ministry of Education went to France to learn French language in order to teach French language in the country (Tok, 2006). After this attempt, Galatasaray Sultanisi started to teach French language in 1868 and it was very important event for the history of language teacher education in Turkey.

In the Republic of Turkey, The first language teacher education programme which was French language was established at the Gazi Institute in 1941 and subsequently English language department was established in 1944 and German language department was established in 1947 (Demirel, 1991). These programme was designed as 4 years and the name of the school was changed as Gazi High Teacher School in 1982 (Akyüz, 2009).

In 1997, the language teacher education programme was changed in terms of getting teaching certificates over 31 hours in 34 universities in Turkey. Also, it was based on teaching practice and theoritical knowledge (Seferoğlu, 2004).

3.2. The Language Teacher Development Reform in 2006 as Pre-service

This study discusses the language teacher education reforms after 2004 because the general European profile were apparently developed in that time (Karatsiori, 2016). Due to the attempt of Turkey to become EU member, the language education policy has been innovated and the duration of high schools became from three years to four years. In the English Departments in high schools, English classes increased to twelve hours in a week in order to promote the prepaaration of higher education (Kırkgöz, 2007).

Actually, the language teacher education reform in 2006 was the revision of 1997 curriculum. In order to adapt to the EU standards, the previous curriculum has been innovated in terms of aims, teaching materials, assessment and the role of teacher. This curriculum reform is more comprehensive and it focused on more detailed theoritical information about use of appropriate teaching resources for different groups such as young learners and adolescents, curriculum design issues, and the difference between language acquisition and language learning; the educational theories on how people learn a foreign language.

In terms of the objectives and role of teacher, the focus was commucative language teaching following functional-notional and skill-based syllabus model and a teacher is a facilitator. To provide 'learner autonomy', the curriculum gives opportunity to students for strategy training. In addition, the assessment is based on performance-based implementing portfolios instead of paper and pencil tests as a traditional method (Ersöz, Çakır, Cephe, & Peker, 2006).

To provide these, language teacher education curriculum were designed as the curriculum of foreign language education in primary. A language teacher was trained to be aware of learners' needs and interests following educational psychology theories through implementing language teaching methods, performance-based assessments, etc. Also, in order to support learning the other languages as becaming a qualified teacher. The curriculum gives opportunity to learn the other foreign languages such as French, German, etc. For teaching traning, teaching practice has very significant importance. At the end of the language teaching programme, the curriculum provides teaching observation and pratice in a language classroom environment. (COHE, 2006)

When we examine the European Profile for language teacher education, this curriculum has some similarities. Firstly, according to first item, curriculum should integrate academic study and the practical experience. Teaching practice also imposed on the 2006 ELT Curriculum in Turkey. The focus is on training in language teaching methodologies, and in state-of-the-art classroom techniques and activities applying various assessment procedures and ways of recording learners' progress according to the European profile, whereas the 2006 ELT Curriculum provided the teaching approaches and learning strategies in terms of learners' needs and interests and implementing performance-based assessments.

In 2004, a project called 'Traning Trainers on European Union' started to present many aspects of a qualified teacher through seminars, coferences, projects and publications. The European Union announced a guidebook to help this new policy in Turkey (Ustel, 2006) and the important component of this guidebook was the colloboration of various EU member countries on various educational programmes such as Erasmus, Socrates, and Comenius.

Thus, Turkey was accepted for this programmes. (Socrates, 2006) This supported for language teachers in terms of having experiences in an intercultural and multicultural environment in light of the European profile for language teacher education.

3.3. The In-service Language Teacher Education (2018)

Turkish Higher Education Council (HEC) had attempted to change teacher education programmes because of the claims that "the existing system is deficient in its goals, accomplishments and responsiveness to global changes." (Kırkgöz, English Education Policy in Turkey, 2017). In 2018-2019 academic year, all the curriculum of the faculties of Educational Sciences has been changed and this reform is based on several changes in course names and credits following theory-based pedagogical courses and teaching practice from the first semester to the final year (Öztürk & Aydın, 2019).

The one of the important issue in pre-service policy is about English teacher education programme because real life implementation and practice are problematic although objectives and outcomes are clearly expressed in the documents. Despite the fact that the in-service language teacher education programme is new, it is a little bit similar to previous one in terms of the influence of the European Profile for language teacher education. The general changes in the curriculum is based on the course names, credits and contents especially in elective courses (COHE, 2018).

When we compare the European profile for language teacher education with this reform, the new curriculum focuses on Content and Language Integrated Learning (CLIL) and supports the importance of life-long learning and social and cultural values through following its elective courses.

However, we cannot say that the European profile for language teacher education affects the new language teacher education in Turkey. A revision of European profile for language teacher education or European language teacher policies may lead to examine the new language teacher education reform as a further study.

4. Conclusion

This paper addresses whether the European Profile for language teacher education affects the foreign language teacher education policies and reforms in Turkey. It depends on the European Profile for Language Education: A Frame of Reference by Michael Kelly and Michael Grenfell supported by the European Commission in 2004 through comparing the general profile with two language teacher education reforms in Turkey. The European profile for language teacher education affects the language teacher education reform in 2006. Because of Turkey's attempt to join EU, the educational reform conducted in 2006 especially in language teacher education programme. This reform was based on the language teaching methodologies, teaching practice, selecting appropriate materials and assessment. Also, students exchanging project like Erasmus and Socrates shows us the effect of European education policy in terms of experience of an intercultural and multicultural environment in 2006. Although there are some similarities between the European profile for language teacher education and language teacher education reform in 2018 in terms of CLIL and social and cultural values, we cannot say that the European profile for language teacher education affects the 2018 language teacher education reform in Turkey. If there is a revision of European profile for language teacher education or European language teacher policies may lead to examine the new language teacher education reform as a further study.

When we examine the pre-service and in-service language teacher education reforms in Turkey, we see that foreign language teacher education policies in Turkey were determined by political events and governmental policies rather than philosophy of education (Nergis, 2011). On other hand, according to Öztürk and Aydın, it is still an issue whether we fail or not on language teacher education in Turkey (Öztürk & Aydın, 2019).

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EUROPEAN FOREIGN LANGUAGE TEACHING POLICY WITH THE USE OF TECHNOLOGY

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Abstract

For the past few decades the use of technology has become essential to every kind of activity in everyday life for everyone all over the world. Consequently, today the use of technology is an indispensable part of the educational practices both inside and outside of the classroom settings. Specifically, it is an effective asset in the foreign language teaching process providing learners with various opportunities to improve their language skills. This study focuses on strengthening the European policy of teaching a foreign language through the use of technology both inside and outside the classroom context for teachers in service, and training them to clarify and receive current trends and developments in the use of technology for their professional purposes. The method of the study was qualitative via the document analysis. The result of the study indicated that the European policy of teaching a foreign language promotes the use of technology to achieve the desired goals.

Keywords: European policy, training language teachers, language teaching, European documents

1. Introduction

In the majority of countries, educational policy today is under transformation. The new requirements of the labor market, the need for lifelong learning, technological advancement in the provision of education, and last but not least international comparative surveys, such as the Bologna process to establish a common European higher education area, create challenges in developing national policies in this field. Education. Whereas the Bologna Process, in the context of the European Union (EU), aims at harmonization of tertiary educational systems and degrees within the European region (Martins, et al., 2010).

Depending on drastic changes in the area of technology, Information, and communication technology have become inseparable parts of people's lives. Education is one of the most important fields affected by technological developments. Accordingly, in most parts of the world, there is a trend to scrutinize different modus to incorporate technology and education so that the returns of training activities increase. In this respect, Zhang (2010) mentions that "researchers from around the world have been exploring new learning programs, often supported by new technology, to increase student capabilities of productive and collaborative knowledge work"

The field of education has been heavily influenced by the potential offered by technology, which has found a suitable place in the teaching of foreign languages, which has diversified traditional methodologies. Some practitioners (Williams & Williams, 2000; Egbert, 2000; Cheng, 2003) discussed the potential of technology and suggested that using it could produce a rich learning environment, enhance motivation, encourage creativity and improve learning

outcomes. In addition, with the penetrating globalization and human voyage taking place within Europe as well as beyond, an increase of multiple cultures and languages, as well as the ability to communicate efficiently with people in their respective diverse languages and with the aid of new digital media, is critical. To that end, high quality of foreign language (FL) skills, competence in communication, and compassion in intercultural must be encouraged to the global citizens of this 21st century. it is assumed rottenly that knowledge of English, clearly is a dominant language of international business, information and communication technology, higher education, popular culture, and also diplomacy, is not only enough but transcendent. English is undoubtedly a global language, as it provides access to prospects of all kinds (Graddol, 2006). Both teaching and learning a foreign language has become changed. Nowadays it is proved that technology-enhanced teaching environment is more fruitful than lecture-based classrooms. "Teachers need to seek ways of using technology as a learning tool for their students even if they do not master the technology and cannot act as an expert". Using technology has remarkably changed the foreign language teaching techniques. Technology provides so many options as making teaching interesting and also making teaching more productive in terms of improvement (Patel, 2013). Gee and Hayes (2011) mention that technology is power-ups for learning languages. Although the technology used for the purpose of education may at times take time to drop down to instructed settings, it is fair enough to say that technology has become deeply part of the instructor's life. The foreign language policy is described as an enabling factor for students to read efficiently read and understand academic texts and also follow the development of technology in the global world and effectively communicate with people from diverse countries (Incecay, 2012). Cetto (2010) puts forward that technology has broadened the spectrum of interaction while empowering the students' learning process by providing better opportunities for language usage. Graddol (1997) also states that technology lies at the heart of the globalization process; affecting education work and culture.

This paper aims to give in-depth details on the factors stimulating institutional priorities to use technology, how teachers and students adopt the foreign language as a shift to economic advancement, the support of government policies towards the course and how relevant are the findings to the present state of the art of European foreign language policy. Technology has always been an important part of the teaching and learning environment. Technology is also an essential part of the profession of teachers that they can use to facilitate learners' learning. When talking about technology in teaching and learning, the word "integration" is used. With technology being an essential part of our daily life. That is to say, technology becomes an integral part of the learning experience and a significant issue for teachers, from the beginning of preparing learning experiences through the teaching and learning process (Eady & Lockyer, 2013).

1.1. Previous Research

Some studies have been done on the advantages of using technology in teaching foreign languages. Bergoy and Boyle (2012) conducted a study on using technology to improve literacy skills for learners. The results of this study indicated that technological tools have strengthened literacy skills for learners because they are easy to use, and learners can learn faster and more effectively. Another result of this study is that learners learn more effectively when they use technology tools instead of traditional teaching methods because the Internet has provided an enabling learning environment for learners to learn, and has facilitated a new platform for learners who can easily access learning lessons.

Stepp-Greany (2002) used survey data from Spanish language classes that used a range of technological methods and techniques to determine the significance of the role of teachers, the importance of the availability of technology laboratories and individual components, and the impact of the use of technology in the learning process of a foreign language. The results confirmed students' perceptions of the teacher as the primary learning facilitator and emphasized the importance of regularly scheduled language laboratories and the use of a CD. He recommended a follow-up study to measure the effects of related technology on the learning process for acquiring a foreign language.

Baytak, Tarman and Ayas (2011) researched the impact of technology on learning. The results obtained from this study revealed that learners increased their learning by incorporating technology into their classes. Researchers emphasized that technology has made learning learners fun and interactive and has increased their motivation, social interactions, and participation.

Bordbar (2010) investigated the reasons and factors behind language teachers' use of technology in their classrooms. The study also explored the attitudes of teachers towards computers, information and communication technology, and the different ways in which they applied the practical language learning experience by helping the computer to provide their own language education. The results found that almost all teachers took positive attitudes toward using computers in the classroom. The results also emphasized the importance of teachers' comprehensive perceptions of technology, technological expertise, skill, competence, and the cultural environment surrounding the introduction of information technology in education and shaping attitudes toward computer technology.

Shyamlee (2012) analyzed the use of multimedia technology in language teaching. The study found that this technology enhances the motivations and interests of student learning because it involves students in the practical processes of language learning by communicating with each other. She recommended the use of multimedia technology in the classroom, especially since its positive impact on the learning process is in line with the ongoing effectiveness of the teacher's role. The research findings support the uselessness of traditional English teaching methods and confirm that learners are more motivated and interactive when using modern technology to understand English. Statistical data confirm that a high percentage of those who learn English language skills do so via modern media such as smart boards, computers, and screens, compared to traditional teaching methods. Moreover, the study revealed that interaction with teachers and the overall response of students in the classroom have improved markedly when using modern techniques in teaching English. Indeed, it is clear that students are more likely to learn from the electronic curriculum and that English teachers prefer to use modern technology rather than traditional teaching methods. Technology helps learners and teachers study materials due to quick access to them. Advances in technology play a major role in preparing learners to use what they learn in any subject to find their place in the global workforce. Technology facilitates learners' learning and acts as a real learning tool that enables learning.

2. Method

The present study is based the qualitative research method and document analysis. For the document analysis, data collection technique has been used and the data collected has been repeated using on European foreign language teaching policy which is prepared by the European Commission on Education and various previous studies about using technology for

Foreign language teaching in the classroom and the other resources on the importance of using technology in Education.

3. Findings and Discussion

The findings are presented and discussed in relation to the proposed aim of this study.

3.1. Definition of Technology and Technology Integration

Different researchers have defined technology integration, according to Pourhosein Gilakjani (2017) it is defined in terms of how teachers use technology to perform familiar activities more effectively and how this usage can reshape these activities. Dockstader (2008) defined the integration of technology as the use of technology to improve the educational environment and supports classroom instruction by providing opportunities for learners to complete assignments on a computer rather than a regular pen and paper.

3.2. The Common European Framework

The Common European Framework provides a common basis for developing language curricula, curriculum guidelines, exams, textbooks, etc. throughout Europe. Its purpose is that language learners must learn it in order to use a language to communicate and the knowledge and skills they have to develop in order to be able to act effectively. The description also covers the cultural context in which the language is assigned. It is also determined by levels of competence that allow the progress of learners to be measured at every stage of learning and over a lifetime.

The common European framework aims to overcome barriers to communication between professionals working in the field of modern languages arising from the various educational systems in Europe. It provides the means for educational officials, course designers, teachers, teacher trainers, examination bodies, etc., to reflect on their current practices, with a view to identifying and coordinating their efforts and ensuring that they meet the real needs of learners who are responsible.

By providing a common basis for an explicit description of goals, content, and methods, the framework will enhance the transparency of courses, curricula and qualifications, thus enhancing international cooperation in the field of modern languages (Council of Europe, 2000).

3.3. Plurilingualism

In recent years, the concept of plurilingualism has increased in importance of the Council of Europe's approach to language learning. There is a difference between plurilingualism and multilingualism, which is the knowledge of a number of languages, or the coexistence of different languages in a given society. Therefore, by diversifying the languages offered in a particular school or educational system, plurilingualism can be achieved, or by encouraging students to learn more than one foreign language, or by reducing the dominant position of the English language in international communication. Moreover, the plurilingualism approach emphasizes the fact that the individual's experience in the language expands in its cultural contexts, from the home language to the language of society as a whole and then to the languages of other peoples

The recent developments in the Council of Europe's language program are designed to produce tools for all members of the language teaching profession in the promotion of plurilingualism (Council of Europe, 2000).

3.4. The European Portfolio for Student Teachers of Language

The European Portfolio for Student Teachers of Language (EPOSTL) is a document for students who receive elementary education for teachers. It will encourage and support them to think about the knowledge and educational skills necessary for teaching languages, help them assess their own educational competencies, and will enable them to monitor their progress and record their teaching experiences during teacher education. (Newby et al., 2007).

3.5. The European Portfolio for Language Teacher Education- A Frame of Reference

The profile focuses on "Training teachers of foreign language developments in Europe" and provides a set of 40 items that can be included in a teacher education program to prepare language teachers with the necessary skills and knowledge, as well as other professional competencies, to promote professional development and lead to greater transparency and portability of qualifications.

Since 2000, the European Union has increased its efforts to improve language education and learning. The European Year of Languages in 2001 demonstrated how language learning can be enhanced at the European and national levels. In 2002, the European Council meeting in Barcelona suggested that European citizens learn at least two foreign languages, in addition to their mother tongue, from an early age.

Teaching foreign language teachers is increasingly important because of their primary role in improving foreign language learning and awakening language learners' interest. Language teachers play a major role in achieving the goal of the European Union: that all EU citizens enjoy language proficiency in their mother tongue and two other languages.

The items in this profile describe important elements in foreign language teacher education in Europe. It is divided into four main sections: Structure, Knowledge and Understanding, Strategies and Skills, and Values. There are two items 17 and 18 concentrating on information and communication technology (ICT) training as follows:

1. Training in information and communication technology for pedagogical use in the classroom

Trainee teachers are taught how to use ICT effectively and how to integrate its use in teaching. They learn how to integrate ICT in other fields of teaching and realize how it contributes to many learning outcomes simultaneously. They use ICT as support and a resource, not as an end in itself. When using ICT in the classroom, trainee teachers encourage the independence of the learner, and combine ICT with tasks and projects that highlight how it can be used independently outside the classroom context as part of continuing learning.

In-service education in ICT is especially important in educating teachers about new resources and technology. This should be a regular and ongoing process. It should be focused on ICT for language learning. There should be systematic monitoring of these methods of in-service education.

Trainee teachers realize that ICT is not useful if it is used for their own benefit and that they have its limitations. The training focuses on how and when to use ICT in language classes and to integrate it into lesson plans. The use of ICT benefits from clearly defined learning goals and outcomes. Training ICT includes a continuous reflection on its educational values and not only focuses on technical competence. It takes advantage of the interconnection with communication skills. Its main goals and outcomes are learner independence and greater access to indigenous resources. Mentors and teacher educators play a key role in guiding trainees in the effective use of ICT for language teaching and learning.

2. Training in information and communication technology for personal planning, organization and resource discovery.

Trainee teachers recognize the ICT value in the organization of workload and schedules for their work and retrieval and the development of resources and archiving documentation.

Information and communications technology is best integrated into teacher education as part of an ongoing process. It facilitates communication and exchange of information and ideas. ICT provides trainee teachers with access to a wide range of resources and information, during the primary education of teachers, lecturers and mentors must inform the trainees of the useful locations for different levels of teaching. Trainee teachers can develop their skills in using word processing packages and data processing. They know how to use online agendas and email, search engines, educational sites, interactive site forums, resources, and databases(Kelly & Grenfell, 2002).

3.6. Reasons for Using Technology in English Language Teaching

Murray (2015) classifies the rationale for using technology in English language teaching as follows:
 1. Technology allows students to demonstrate independence.
 2. Technology differentiates the needs of students.
 3. Technology deepens learning by using resources that students are interested in.
 4. Students actively want to use technology.
 5. Technology gives students an equal voice.
 6. Technology enables students to build strong content knowledge wherever they find it.

3.7. Types of technology used in foreign language teaching

There are different types of technology that can be used in ELT. "The selection of appropriate technology in and out class is essential for ensuring effective learning. When used as learning tools, technology provides tremendous opportunities to enhance classroom instruction"(Raihan & Lock, 2012). Ivey (2011) mentioned some of the technology options that language teachers can use for professional and educational purposes. Teachers can be benefited by using below shown technological options.

Figure 1. Technological options for teachers

4. Conclusion and Recommendations

In this paper, the researcher reviewed some important issues related to the use of technology in teaching and learning foreign languages. Especially the files issued by the European Union in the framework of the educational policy to develop teachers pre-service and in-service competencies in teaching foreign languages better and in line with the developments and progress of the age for facilitating the education process and raising the level of learners to absorb and use the foreign language with a high ability. Training and using information and communication of technology in this policy is an effective part because of the necessity of its presence in teaching foreign languages as well as it has become an essential part of our daily life. Therefore, the literature review indicated that technology resources are very important in teachers' methods and techniques where students learn with them and helps them to learn faster. Teachers must be convinced of the benefits and useful of technology in improving learners' learning. This means that teachers need support and training to integrate technology into language teaching approaches. The review revealed that when technology is used appropriately, it could bring many benefits to educators and learners. Learners can use technology resources because they help them to solve their educational problems and find ways to use what they have learned in effective and meaningful ways.

In addition, the literary review indicates that the use of technologies plays a major role in language learning, according to its own speed and helps in self-understanding, and It is not only depending on interacting with the teacher but also creates a great incentive for learners to learn foreign language more effectively. Therefore, the paper clarified that learners should use technology to enhance their language skills because they play a critical role in developing learners' creativity and providing them with interesting and exciting alternatives to language study.

In summary, the results of the literature review showed that technology provides interaction between teachers and learners, provides understandable inputs and outputs, helps learners to develop thinking skills, makes learning and education process more focused on students, encourages learners 'independence, helps them feel more confident, and increases learners' motivations to learn foreign language effectively.

In conclusion, we believe that this process can fully enrich student thinking and practical language skills and promote improved efficacy in overall teaching and learning. Indeed, it is evident that many routine learning issues can be overcome through the effective incorporation of technology and appropriately trained teachers, while funding ramifications can be addressed through ministerial planning and the establishment of an infrastructure that prioritizes the interests of effective learning.

In the following, the researcher presents some recommendations for foreign language teachers and learners to improve their teaching and learning abilities.

1. Technology experts should provide additional assistance to teachers who use it in teaching their foreign language courses.

2. Replace modern technology with old foreign language teaching methods.

3.   Provide appropriate training for all teachers to use modern technology in foreign languages teaching.

4.   Teachers should ask for guidance from their colleagues who can help them teach better through the use of technology.

5.   Students should have encouraged by foreign language teachers to use modern technology as a means to develop their language skills.

6.   Provide appropriate training for students in all available technology in order to keep up with the requirements of the electronic curriculum.

7.   Establish a foreign language teaching portal school-home connection to enable students to learn in their free time.

8.   The technology plan must be closely aligned with the curriculum standards.

9.   Professional development must be specifically considered to ensure learners learn and change attitudes of teachers who do not know the advantages that technology provides.

10. Foreign language teachers should motivate their learners to use technology in developing their language skills.

11. Technology should be regarded as a significant part of teaching and learning programs.

12. Teachers should be a pattern for their learners in using computer technology

13. Teachers should find the ways that technology can help them towards learner-centered instruction as opposed to teacher-centered instruction.

14. In order to facilitate technology integration, adequate support and technical assistance should be provided to teachers.

15. Trainee teachers should be provided to learn how to use and teach technology effectively.

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THE EUROPEAN POLICY ABOUT TRAINING STUDENTS OF LANGUAGES

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Abstract

The European Union (EU) is a political and economic union which comprises 28 member states primarily located in Europe. It works for its members to promote peace, its values and the well-being of its citizens. Offer freedom, security and justice without internal borders. It also aims to enhance economic, social and territorial cohesion and solidarity among EU countries. Consequently, education becomes one of the most important issues in Europe that is urged on. Especially, language education has a key position. Learning language means developing a multicultural identity and knowing about different cultures. In order to provide a better language education, training prospective language teachers in accordance with current educational principles has a significant role. European Commission has introduced several documents for teaching, learning, assessing and teacher training in Europe according to the European Educational Policy. This study examines the documents developed for prospective language teachers in order to identify the European policy about training European language teachers. In the study, qualitative method based on document analysis was used. The results of the study were discussed with relevant literature.

Keywords: European policy, training language teachers, language teaching, European documents

1. Introduction

Education is one of the most, especially language education, significant issue in both around the world and European Union. When it is considered from the perspective of language teaching and learning, it can be said that there have been exceeding changes in the area of language teaching. Nowadays, learning a language such as English has become as necessity rather than need. This is because people now need to communicate with people around the world with the help of the World Wide Web to share things with each other that they need to learn languages. Multilingualism policies in European Union suggests that "Languages unite people, render other countries and their cultures accessible, and strengthen intercultural understanding. Foreign language skills play a vital role in enhancing employability and mobility." (Why multilingualism is important?, n.d.) Therefore, the European Union is working on this issue and the member states are enhancing that cooperation is needed for multilingualism.

On the other hand, European Commission is collaborating with national governments to reach their goal which is all citizens should learn at least two languages and they should start learning at the early age." (Why multilingualism is important?, n.d.) To achieve this goal there should be well educated language teachers to educate the citizens of the European Union. As a result, "the education of foreign language teachers is of increasing importance because their key role in improving foreign language learning awakening learners' interest in

languages. Language teachers play a major part in achieving European Union's objective that all EU citizens should have linguistic competence in their own mother tongue and two other languages." (EPLTE).

1.1. Research Model

There are not many researches on European policies of student teachers of languages. Most of the studies discuss the importance of learning and teaching a foreign language. Firstly it is stated that multilingualism and the development of European citizens' linguistic abilities are at the heart of the EU's mission (Saville & Eugenio, 2016). This is the reason why language teacher education is an essential issue in European Union. The education of foreign language is of increasing importance because of their key role in improving foreign language learning and awakening learners' interest in languages (Kelly & Grenfell, 2007). It is also known that learning a foreign language overcomes the barriers of communication (CEFR, 2001). As a result of these, teachers play a major role in education. Teachers have a key role in developing students' skills in foreign languages (Key Data on Teaching Languages at School in Europe, 2017). Therefore, language teachers play a significant role in language teaching in achieving the European Union's aims. (EPLTE, 2007).

Preliminary teacher education is the first crucial step in a teacher's professional journey. It establishes the foundations of a professional mind-set and provides the new teacher a fundamental toolbox that can make the learning more meaningful which happens in the classroom. It also offers the opportunity to experiment in a real school. In this environment teachers can discuss, reflect and share ideas or experiences with peers and experts. Moreover, building awareness of complexities of teaching helps them to develop planning skills and adjusting to specific situations and needs (Caena, 2014). Preliminary teacher education is an intensive knowledge that requires student teachers to be both learners and teachers concurrently. They are supported in how to teach and to support learners in how to learn. It is compelling and it needs analysing, questioning and reviewing ideas in the environment of practice. It includes the whole person attitudes, beliefs and emotions. Teachers themselves are the primary resources (Caena, 2014) In the light of these ideas a portfolio which is called EPOSTL is created. It is a document intended for students undergoing their initial teacher education which encourages them to reflect on the didactic knowledge and skills necessary to teach languages, helps them to assess their own didactic competences and enables them to monitor their progress and to record their experiences of teaching during the course of their teacher education (Newby et al., 2007) The role of teachers is really important since multilingualism is important in European Union.

1.2. Purpose of the Study

In many previous studies language learning in different contexts, multilingualism and teacher education in European Union are mentioned. However, there are not any studies about the policies in European Union for student teachers of languages. Hence, the study determined to study the policies in European Union for student teachers of languages. The purpose of the study is to examine the policies in more depth to understand what the student teachers should do to develop language teaching and learning skills. The major research problem of this study is as follows:

"What are the European policies about training student teachers of language?"

2. Method

In this study qualitative method is used. "Qualitative method can be described as a method which qualitative methods used like observations, interviews and documents are analyzed, qualitative process is used to reveal senses and events in their natural environment in realistic and holistic way." (Yildirim& Simsek, 2011). According to Kus (2013), the main characteristics of qualitative research is to see the point of views, reveal the semantic world and to see the world with the eyes of the participants. Therefore, the present study was conducted with qualitative method design. Qualitative research method design includes different ways. In this method document analysis is used and various documents are analysed to reach the aim of the study. The study aimed to have the better understanding the policies in European Union for student teachers of languages.

3. Results and Discussion

The findings of the study are given in the following figure.

Number	Policy Statements	Text	Text Source
1	Foreign Language Teacher Education in Europe should be in the first place in order of importance.	The education of foreign language teachers is of increasing importance because of their key role in improving foreign language learning	EPLTE page. 4
2	The teachers actions and attitudes should be taken in consideration in foreign language teaching	Teachers should realise that their actions, reflecting their attitudes and abilities, are most important part of the environment for language learning	CEFR, page. 144
3	Foreign Language Teacher Education should integrate the academic study and the practical experience	During language teacher education the practical experience of teaching in the classroom and the academic study of pedagogical theory are the subject area to be treated holistically as they interact with one another.	EPLTE page. 5
4	Foreign Language Education should	The Common	CEFR page. 1

		be related to CEFR principles	European Framework is intended to overcome the barriers to communication among professionals working in the field of modern languages arising from the different educational systems in Europe. It provides the means for educational administrators, course designers, teachers, teacher trainers, examining bodies, etc., to reflect on their current practice	
5		Foreign Language Education should be based on different language teaching methodologies	Trainee teachers learn about different language teaching methodologies and can use them to achieve different learning outcomes	EPLTE page. 18
6		Foreign Language Teacher Education should be continuous learning	Training in the importance of life – long learning	EPLTE page. 44
7		In Foreign Language Education European Language Portfolio should be used from the first stage	Trainee teachers learn about ELP from the earliest stages of their initial teacher education	EPLTE page. 38
8		During Foreign Language Teacher Education EPOSTL should be used to record the experiences of trainee teachers	It will encourage you to reflect on your didactic knowledge and skills necessary to teach languages, helps you to assess your own didactic competences and enables you to monitor your progress and to record your	EPOSTL page. 5

		experiences of teaching during the course of your teacher education.	

Figure 1. Findings

As it is seen in the first part of the table, foreign language teacher education is a significant issue that should be taken in consideration at first place. This is because foreign language teachers has an important role in improving and awakening the foreign language education (EPLTE, 2004). In the second part of the table it is seen that the foreign language teachers' actions and attitudes should be taken into consideration as they are substantial part of language learning environment (CEFR, 2001). In the third part of the table it is shown that foreign language education should integrate the academic study and practical classroom experience. As, pedagogical study and classroom teaching experience should be treated as a whole (EPLTE, 2004). In the fourth part of the table it is seen that foreign language teacher education should be related to CEFR principles. The CEFR is a framework that is designed to help administrators, course designers, teachers, teacher trainers and examiners to design their curriculum, syllabus, teaching methods and assessments (CEFR, 2001). In addition to these, in the fifth part of the table it is shown that foreign language teacher education should be based on various teaching methods so that teachers can use them to achieve different outcomes of their teaching.

As it is seen in the sixth part of the table, foreign language teacher education should be continuous in order to catch up with new methods and techniques in teaching (EPLTE, 2004). In the seventh part of the table it is seen that in foreign teacher education ELP should be learned from the first stage of initial teacher education. "Trainee teacher should understand how ELP is structured in three parts (language passport, language biography and dossier) and recognise that its proper compilation is an ongoing process." (EPLTE, 2004, p. 38) Finally, in the last part of the table it is shown that during foreign language education EPOSTL should be used to record trainee teachers' experiences in teacher education to encourage them to reflect on their didactic knowledge and skills necessary to teach languages and also it helps to assess their own didactic competences and enables them to monitor their progress (EPOSTL, 2007).

5. Conclusion

In conclusion, in European Union multilingualism has an importance place as members of European Union aim is to have European citizens who have linguistic competence in both their native language and two other languages. Therefore, the importance of foreign language teachers emerges. Foreign language teachers are people who will improve foreign language learning and awake learners' interest to language learning. For this reason, there is a need for qualified foreign language teachers to take part in achieving the European Union's aims. In order to have qualified foreign language teachers there should be a good teacher education. Students teachers of foreign languages should be educated well before they start teaching.

First of all, they should have a good pedagogical study of foreign languages. They should learn things like teaching methodologies, preparing lessons, preparing assessment, classroom

management, and action research in other words learning to identify particular issue or a problem while teaching and so on. Besides these, academic study should be integrated with real classroom experience to learn about real world. It is obvious that foreign language teacher education is really important.

From the perspective of European Union all of these should be based on some policies. As it is known CEFR is a framework which guides administrators, teachers, and trainee teachers, examiners about learning, teaching and assessment. Therefore, principles of CEFR should be taken as a basis. Then, European Profile for Language Teacher Education should be used to familiarize the trainee students of foreign languages about the structure, strategies and skills and values of teacher education. This profile should also be used by teacher educators when they want show some of initiatives about European Union's language teacher education.

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