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## Final report

**Group Number:** 85  
**Theme:** Language teaching  
**Title:** Multi-lingual Europe  
**City, country:** Gaziantep, Turkey  
  
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The study visit expressed the theme „Multi-lingual Europe“. We became acquainted with methodological English teaching approaches, with extent an content of English teaching. We had a chance to get conception of school equipment, of differences between private and public schools.

Overall we had a clear picture of how languages are taught in Turkey and in other participant nations. We discussed the organisational aspects of school life, staff-student ratio, lessons per week, salaries, scholarship system, the tendency to work according to an integrated or eclectic approach for teaching languages, also the use of the European portfolio was widespread. Other important issues we explored, for example: How to motivate students, the need of English in modern societies and how to convince students of it, how to deal with behavioural issues.

We made presentations before local teachers from different schools gathered at the school's assembly hall and the meeting with the instructors at the University. I presented our country, our city and our school using our school as an example of the national English language teaching approaches. I showed up our national system in power-point presentation.

We visited many schools (from pre-school to university) or organizations.

Sanko Private School  
Provincial Directorate of Education of Gaziantep  
Erdem College School  
ATEN KEMAL AKINAL ANATOLIAN HIGH SCHOOL  
GAZIANTEP KOLEJ VAKFI - private Elementary and High School



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NIZIP BOARDING SCHOOL – a public school for homeless children or children in dangerous

University of Gaziantep

Abdulkadir Konukoglu

Anatolian Teacher School.

### Interesting points:

- The way kindergarten kids were taught English
- The nice behaviour of children
- The lesson of English at the Anatolian high school
- The focus on art creativity and emotional intelligence at the Sanko private school
- The comprehensive approach of the Turkish educational system
- The fact that you start learning English from kindergarten
- The way Sanko school dealt with pupils and pocket money
- Abysmal difference between private and public schools in Turkey
- We took a part at one of the English lessons in the public school. Students were very active and cooperated successfully in groups.
- When we put emphasis on English language learning, we can state: Students learn English 10 hours a week in 9<sup>th</sup> grade and 4 hours a week in the rest of grades. It seems to be a good grounding in English learning.
- From my point of view using PC (American software) in English language teaching is overestimated and they do not use enough cooperative and creative methods supporting communicative skills.

I'd like to thank Ali and his colleagues for the impeccable organization of this study visit.

With great care they took us to a variety of schools and institutions to show us how Turkey deals with education in general and teaching languages in particular. They were open to our suggestions and tried to meet our demands the best way possible.

A study visit like this is a unique experience for everyone involved and it brings people with the same goal together to exchange ideas and to discuss common challenges and problems.

By attending this visit we sincerely hope to have contributed to the idea of a common European educational environment.