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**THE CONTRIBUTION OF CLIL APPROACH TO TEACHING
ENGLISH AS A FOREIGN LANGUAGE; EXAMPLE OF FINLAND,
POLAND AND TURKEY¹**

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Abstract

This study aims to comparatively reveal the contributions of the CLIL (Content and Language Integrated Learning) approach being used in teaching English, in accordance with CEFR⁴, as a foreign language. In the study, the English education programs of Finland, Poland and Turkey were studied in terms of similarities and differences in the methods carried out. The research was carried out with qualitative research method, comparative education and document analysis patterns. The data and results obtained from the study showed that each method used in teaching English as a foreign language cannot be sufficient on its own. In addition, it is concluded that the use of "grammar-translation" method in Turkey should be supported with communication based methods and CLIL approach. In addition, it has been observed that the significant contribution of the CLIL approach, integrated with language teaching methods, which is included in the Finnish and Polish foreign language education programs already, to the process of teaching English as a foreign language has been demonstrated through international assessments. The findings and the results of the study show that Finland and Poland,

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⁴ Common European Framework of Reference for Languages

which provide foreign language education by using communicative methods and the CLIL approach, are significantly successful in this regard, it is also concluded that Turkey should revise the methods used and adapt the CLIL method to achieve better results in teaching English as a foreign language.

Keywords: CLIL CEFR, Foreign Language Education, Finland, Poland, Turkey

CLIL⁵ Yaklaşımının İngilizce Öğretimine Katkısı; Finlandiya, Polonya ve Türkiye Örneği

Öz

Bu çalışma, yabancı dil öğretiminde kullanılan *CLIL (Content and Language Integrated Learning - İçerik Temelli Dil Öğrenimi)* yaklaşımının, CEFR standartlarına uyumlu olarak yabancı dil olarak İngilizce öğretimine olan katkılarını, karşılaştırmalı olarak ortaya koymayı amaçlamaktadır. Araştırma kapsamına çeşitli açılardan farklılıkları ve benzerlikleri bulunan Finlandiya ve Polonya ile Türkiye’de yürütülen İngilizce eğitim programları dâhil edilmiştir. Araştırma, nitel araştırma yöntemi kullanılarak karşılaştırmalı eğitim yoluyla, doküman analizi ile yürütülmüştür. Finlandiya, Polonya ve Türkiye’de yabancı dil olarak İngilizce eğitimi ile ilgili olarak doküman analizi, tarama yöntemi ve geçmiş yıllara ait veri analizleri yoluyla yürütülen çalışma sonucunda ulaşılan veriler ve sonuçlar yabancı dil olarak İngilizce eğitiminde kullanılan yöntemlerin her birinin tek başına yeterli olamayacağını, Türkiye’de İngilizce eğitimi için kullanılan “Dilbilgisi-Çeviri” yönteminin iletişime dayalı diğer öğretim yöntemleri ve CLIL yaklaşımı ile desteklenmesi gerektiğini ortaya koymuştur. Tüm bunların yanında, Finlandiya ve Polonya yabancı dil eğitim programlarına dahil edilen CLIL yaklaşımının dil öğretim yöntemleri ile entegre kullanıldığında yabancı dil olarak İngilizce öğretimi sürecine yaptığı kayda değer katkıların uluslararası değerlendirmeler yoluyla da kanıtlandığı gözlemlenmiştir. Araştırma sonucunda elde edilen ve yorumlanan bulgular CLIL yaklaşımı ile yabancı dil eğitimi yürüten Finlandiya ve Polonya’nın önemli ölçüde başarılı olduğunu, Türkiye’nin ise kullanılan dil öğretim yöntemlerini güncellemesi gerektiğini ortaya koymaktadır.

Anahtar Kelimeler: CLIL, CEFR, Yabancı Dil Eğitimi, Finlandiya, Polonya, Türkiye

INTRODUCTION

This study has tried to demonstrate the benefits and contributions of CLIL approach to teaching English by means of comparing Finland and Poland facilitating CLIL with Turkey that does not use CLIL approach in teaching English.

⁵ Content and Language Integrated Learning (*İçerik Temelli Dil Öğrenimi*)

Countries take care of the education of their generations with a very comprehensive and special attention. They are trying to keep up with the development of ever-evolving science and technology. It seems easier and possible to achieve this by knowing a good level of English. Foreign language learning is a skill that should be learned primarily in the school environment, as it is a field on its own and its acquisitions and indicators are possible with education. Although they differ in substance from each other, countries around the world value foreign language learning, especially English, as a need and make English more important for students for a more qualified education.

Starting from primary school, which is the beginning of formal education, learning areas included in educational programs should be constantly innovative and planned according to the intended acquisitions. Among these programs, foreign language education should be both functional and sustainable with its national and international dimensions. A functional foreign language teaching not only adds versatility and multiculturalism to individuals, but also paves the way for intercultural communication and makes the ultimate points reached by science and humanity accessible. The sustainability of foreign language education, on the other hand, depends on the fact that foreign language learning starts at an early age, the continuation of this life-long learning and the use of it in a way that covers the life of the individual.

Foreign languages taught with the purpose of lifelong learning make language learning no longer a goal, but tools such as communication and interaction, and thus enable them to learn and develop all the stakeholders of science with different motifs (Fischer, 2000). In addition to providing individuals with a second language acquisition, foreign language education contributes in many fields, especially in other branches of science, and accelerates the cognitive, cultural, communicative, academic and critical development process of individuals. With this view, the aspects of the functionality of language learning should also be considered.

Purpose of Research

The aim of this study is to examine English education programs in Finland, Poland and Turkey in terms of methods used comparatively. In addition, revealing the similarities and differences of the teaching methods used in English education in three countries is among the aims of the study. And, the contribution effect of CLIL approach is primarily focused on in order to find out whether it counts or not on teaching English as a foreign language.

Importance of Research

Teaching English as a foreign language helps individuals develop not only in terms of their future expectations and careers, but also in terms of providing a different perspective to the world. Individuals who begin to understand the world better are able to better understand what is happening around them in return, find solutions to events more easily, and handle with developments more critically. In this direction, it is only possible to understand the globalizing world better by learning, understanding and speaking the languages used by other countries. Creating this awareness is possible by giving English as a communication skill in schools to learn a second language sufficiently.

Therefore; this study is expected to contribute a more comprehensive and adequate English language teaching approach development for Turkish students. The study is thought to be important for teaching English in Turkey as it can contribute to the objectives of foreign language teaching and learning policy and practice. The study, conducted to examine the English programs used in Finland, Poland and Turkey, is thought to be important in terms of revealing their similarities and differences. In addition, the study is considered to be important in terms of including numerical data such as teachers, schools, classrooms, number of courses, demographic structure for effective English lessons. The evaluation of the data obtained during the study is thought to be important in terms of further and better levels of English education in Turkey.

Teaching English as a Foreign Language

Various language teaching methods, especially for English, have been developed for multiple reasons such as the needs of individuals, the characteristics of the mother tongue, national requirements, the number of students, the quality and quantity of teachers. Although each of these methods has different features than the other, they also have common aspects. Usually, there is no change in the classroom use of these methods, but depending on the unit or subject studied, other methods are also used. The ultimate goal is to provide the individual with the four basic skills of language, "reading, writing, listening and speaking" at the highest level.

The education program of English as a foreign language is shaped within the framework of the English education program as a whole. The success depends on ensuring that the education program is taught with appropriate teaching methods and techniques, the selection of appropriate materials according to the student's age, cognitive development and needs, and the implementation of the education program by the English teacher. The foreign language teacher

undertakes the biggest task in the implementation of the education program. The foreign language teacher uses the most appropriate language teaching methods by utilising the opportunities provided by the education program and enables individuals to learn the foreign language, which is seen as a target, with in-class and out-of-class activities.

In the teaching of English as a foreign language, various teaching methods have been developed over time according to the needs of the societies and as a result of the studies and practices of linguists. There are many reasons why these methods used in English teaching were developed for different purposes. Some of these reasons arise from the development of methods according to the needs, the age of the students and their cognitive development levels playing an active role in the learning process. In addition, it should be taken into consideration that the English teaching method is compatible with the socio-economic and cultural structure of the country to be applied. (Harper and Jong, 2004). Some of the most frequently used methods in teaching English as a foreign language are as follows;

Grammar-Translation Method

The Grammar Translation Method, as its name suggests, aims to give grammar primarily to the individual in the teaching of the second (English as a foreign language) language and to teach all language rules in detail, and to shape and teach English teaching around grammar and vocabulary (Slatterly & Willis, 2001). In this teaching method, the basic technical and goal-oriented content is to provide translation by adhering to the target language or grammar rules from the target language. English as a foreign language can be learned more easily in this way.

At the basic application point of this method, writing and reading comprehension are essential. Within the scope of the skills seen as the acquisition of the method, much attention is not paid to listening, speaking, and vocalization. The student's native language is recognized and maintained as a reference point in second language acquisition. One of its main weaknesses is that it is a teacher-centred language teaching method (Firat, 2009). The grammar translation method puts the teacher at the centre, the student remains passive and receives what is given to him.

Grammar-Translation Method, being used for long time in Turkey, has faced criticism by a variety of innovative linguist. Many of these criticize that this method is often frustrated by the boring experience of memorizing an almost infinite list of grammar rules and vocabulary unavailable to students (Larsen & Long, 1991, Kara, 2000). According to them, due to the limitations of application

techniques, students can never be saved from the dominance of the first language and cannot learn and use the second language effectively. Others state that this method pays little attention to the communicative competence of individuals.

The main reason for this is that the speaking and listening skills, which are essential for communication, are not given enough attention. Due to the structure of the Grammar-Translation Method, the teacher attributes most of the role and responsibility in classroom activities and teaching-learning process. For this reason, the student who cannot be active during the whole lesson can only be content with what is given and learn what is taught.

The Direct Method

The Direct (Instruction) Method, as a form of avoiding the Grammar-Translation Method, has adopted the principle of using the target language as a communication and learning-teaching tool in language teaching and keeping the source language (the individual's mother tongue) away from the learning environment as a communication tool (Lapp and Flood, 1994). With this method, grammar is of course not completely ruled out. However, it is ensured that concepts gain meaning by directly targeting the basis of communication. Direct Teaching Method is an initiative that aims to use the target language rather than knowing the language and thus brings the learning to a certain stage. The use of Direct Teaching Method leads to many changes, especially creativity, on teachers as well as students. With the use of Direct Teaching Method in foreign language teaching, now the classrooms or learning environments are filled with colourful pictures, tables and visuals. The reason for this is to facilitate learning by visualizing the target language, in a broader sense, identifying abstract and concrete concepts. Thus, students can understand the word or sentence they hear with visual support (Coppola, 2005).

Communicative Teaching Method

In teaching English as a foreign language, the data revealed by studies based on sociology and linguistics teaching emphasized the need to focus on communicative competence in addition to mastering and teaching concepts such as grammar and vocabulary, which are components of the language (Mitchell, 1985). The communication-based teaching method, which emerged and started to be used in this direction, aims to make the individual's communication skill the goal of language teaching. In addition, it continuously adds and develops four skills in foreign language learning (listening, speaking, writing, reading) to the teaching process, recognizing that language and communication are intertwined and constantly interconnected.

According to this teaching method, the main purpose of language teaching is that language learning activities that include real communication encourage learning and carry out meaningful tasks in this process (Mitchell, 1985). This situation expresses meaningfully that the student consciously supports his / her language learning process. According to the approaches made based on this method regarding the function and importance of the language, people use language;

- To gain something,
- To control behaviour,
- To interact with other people,
- To express personal feelings and thoughts,
- To learn,
- To strengthen the imagination,
- To convey information (Halliday, 1975).

The Audio-Lingual Method

This method is a teaching method that is derived from linguistics and psychology and participates in language teaching. Spoken language reflects the descriptive, structural, and counter-linguistic methods of the 1950-1960s (Richards & Rodgers, 1987). The psychological and philosophical foundations of this method support the stimulation and response in the form of action-reaction and by transforming passive learning into active learning, and it advocates teaching language learning by supporting voice-based learning.

This method of teaching requires the individual to learn English as a foreign language, to outline the components of the language, or to form the building blocks of the language, and to learn and know all the rules that relate to combining these elements from sound to syllable, word to phrase, to sentence. Therefore, this teaching method can be expressed by separating the priority of listening, speaking, reading, and writing skills and vocal language over visual perception skills (Brooks, 1964). This method uses interpersonal dialogues as the primary means of presenting language, highlighting and emphasizing some practice techniques such as imitation and the like.

With this method, listening and speaking is now brought to the centre of the stage, listening and repeating from sound recordings and language laboratory applications are presented in practice. Voice-based method, one of the most popular methods in the history of foreign language learning and teaching, has contributed greatly to language teaching (Rutherford, 1987). In foreign language teaching practices, linguists recommend that practitioners who are teachers to

keep in mind the following point in order to apply these methods effectively and efficiently:

- Who are the individuals who are learning?
- What is the current level of language proficiency of these individuals?
- What communicative needs do they have?
- What are the conditions of these individuals and how can it be more effective for them to use English as a second language in the future (Quirk, Greenbaum, Leech, & Svartvik, 1985)

CLIL (Content and Language Integrated Learning)

The CLIL (Content and Language Integrated Learning) approach, which was decided to be used with the approval of the European Commission in 1994, is a teaching method that was found and developed by Finnish educator David Marsh (Coyle, 2005). It has become increasingly widespread and developed after its use in Finland. In this approach, foreign language is taught in integration with other disciplines such as science and mathematics.

During the course, students learn both the main course, such as science and math and the foreign language simultaneously. This education system is widely used in almost all European Union member and candidate countries. CLIL has many advantages. However, perhaps the most important thing is to teach the target language through the main discipline, thus improving both the foreign language and learning the main discipline course.

In most EU member states, the number of compulsory foreign languages is 1 or 2. However, in countries such as Finland, Germany, Poland and the Netherlands where the CLIL approach is compulsory, the number of compulsory foreign languages starting from primary schools is 3. (Madrid, Cañado & María, 2012). In the member states of the European Union, education programs become core programs regarding to the region they are used, provided that the main framework is adhered to. The CEFR, which is used for foreign language teaching, and the CLIL approach adapted to it, offers the development of the target language in addition to the native language by combining it with other teaching fields.

It differs from other teaching methods due to its application style and teaching methods. Because, in order to apply this method, both branch teachers' English proficiency and English teachers should have knowledge in other areas (Coyle, Marsh, & Hood, 2010). In this direction, teachers who need to take roles that require expertise in dual branches must have the qualifications. European Union member countries use CLIL-shaped teaching methods within the scope of

the CEFR core education program. CLIL supported education system in Turkey was carried out in Anatolian high schools and Science high schools until 1997 in order to teach science and math lessons in English. Today, this system is used in some private schools. Benefits of the CLIL method applied within the scope of the CEFR program are as follows;

CLIL:

- Improves language proficiency, oral communication skills,
- Strengthens intercultural communication skills, ensures concretization of concepts,
- Increases intercultural knowledge and understanding,
- In addition to low-level thinking, it provides high-level thinking skills, leads students to think critically,
- Increases students' self-confidence in both the subject learned and the language that includes the learning method and keeps motivation high,
- Diversifies the form and application methods of in-class and out-of-class activities,
- Provides the development of multilingual interests and behaviours,
- Provides more comprehensive study and learning of the content with different perspectives,
- Allows students to interact more with the target foreign language or languages,
- There is no need for more than normal course hours, when combined with the existing course hours, it is sufficient,
- Students are more successful than their peers supported by traditional learning, when taught with another language, students' sensitivity and focus towards the content are more,
- Students develop more specific and clear academic concepts,
- Thanks to CLIL, both culture, language and content can be taught,
- Instead of competing with other learning areas and subjects, CLIL establishes integrity with them, so the student achieves multiple gains (Sahlberg, 2011).

METHOD

This study is a cross-national study, and aims to research comparatively English lessons taught in Finland, Poland and Turkey at multi-dimensional process. The document analysis pattern was used to examine all aspects of the data obtained in the research created under the framework of qualitative research, and to reveal the relationships and connections between the obtained data. The examined documents contain CLIL sample curricula, CEFR guides, hand notes, web-based outputs, OECD reports and etc,. The reasons for using the document

analysis in the study can be listed as; to examine the English teaching programs of Finland, Poland and Turkey, to observe the level of education in terms of variables, to reach the data and the official documents in order to make a proper evaluation and comparison between them. (Yıldırım and Şimşek, 2011). The reasons for the comparison made between these three countries are; a) Finland and Poland benefit from CLIL method in comparison to Turkey, b) in international English proficiency rankings, Finland and Poland have the highest levels, c) Poland has a lot of similarities with Turkey in many ways such as demography, socio-cultural life, economic prosperity. In the study, Finland, Turkey and Poland were compared with each other by analysing the similarities and differences according to the compatibility of the CEFR standards.

Comparative education studies can benefit from both qualitative and quantitative research methods according to the aims and scope of the research (Ültanır, 2005). Comparative education studies offer various approaches according to the content and purpose of the research. Comparative education is a science in which it is attempted to determine the similar and unlike aspects of education systems in practice in various nations, regions of countries and historical processes by comparing them sometimes completely, sometimes partially, and to benefit from their theory and practice, policies, planning and reforms of their education. The components included in the comparison are evaluated both separately and together (Karasar, 2002).

As this research has multidimensionally examined the English education of Finland, Poland and Turkey based on the qualitative research motives, descriptive and explanatory approaches of the design were used for comparison. In this study, Turkey, Finland and Poland were studied English lessons given in the context of a comparative CEFR English programs. Turkey working group's research are the English program of Finland and Poland. Official English programs used by countries to be compared in 2016-2017 were analysed. Since the teaching of English as a foreign language is a lifelong learning process, foreign language teaching processes of all levels of education and other components that make up social life were also included in the study. The data, documents and findings obtained as a result of the interviews were compiled systematically and comparatively. No comments were added to the data obtained in accordance with the research design during the analysis and review process. The data collection process in the research was conducted and applied in the 2016 and 2017 academic periods.

Since this study is within the scope of qualitative research method based on document analysis design, data based on questionnaire or scale was not

obtained. With regard to research conducted in Finland, Poland and Turkey, previously prepared sources by the individuals and / or institutions, web-based resources opinions of teachers and administrators were utilised. The data obtained during the study were interpreted using descriptive analysis with document analysis design in accordance with the qualitative research model at the end of the study. During the research, the data classified under previously determined thematic titles were systematically analysed. First of all, a working framework has been established for the data to be obtained and documents with documentary nature. In this context, the data obtained were classified under the appropriate theme. Then, the themes were determined according to the thematic appropriateness of the obtained data, and the explanations were made using direct quotations and expressions. Results and suggestions were formed by interpreting the information that emerged with the creation of the findings. In the study, to make a comparatively analysis of English curriculum in Finland, Poland and Turkey, thesis-related to the research, valuable documents data, and reliable statistics were analysed comparatively in this study.

FINDINGS

Many methods have been used in English education as a foreign language for a long time now. The common goals of all of these methods are to enable individuals to use English at a better level, to keep their vocabulary strong, and to facilitate intercultural interaction. Communication is indispensable in our age. For this reason, communication between different cultures is possible thanks to a common used language.

The use of methods such as Grammar - Translation, Direct, and Communication-Based from the past to the present, has been extremely effective in learning English as a foreign language. However, the CLIL approach used in addition to these methods and its integration with joint education programs such as CEFR made learning English as a foreign language more efficient. The best example of this is the English proficiency levels of Poland, which has made significant strides in English teaching in 10 years, and of Finland, which first started to use CLIL approach in its education program.

The term Content and Language Integrated Learning (CLIL) is a comprehensive language learning program that was first launched in 1994 in conjunction with the European Union education policies. This learning program has become a program managed by subject expertise in foreign language teaching of Finland and the Netherlands. The main purpose of the program is to provide

the excellence that can be achieved in language learning effectively in public schools. "CLIL is a bi-focussed educational approach that uses content and an additional language to learn and teach language" (EuroCLIC, 1994).

There is an effort to obtain the qualifications of other bilingual countries, especially Canada, and to establish this infrastructure in all member countries (Marsh, 2012). Because many languages are used in unity of EU with more than 25 members. It is aimed to learn and use at least one foreign language or languages that can be accepted as common in addition to the native languages of the member countries.

Originally based on this basis, the CLIL system emerged nearly two decades after its emergence as a way to improve access to additional languages as well as bring innovative practices to the foreign language education program as a whole. As an approach, CLIL is gradually gaining acceptance in European countries. CLIL basically integrates both content learning and language learning into a single nested system. Thanks to the CLIL method, students learn one or more course contents (science, social, literature, etc.) mostly in English, but sometimes in another second language (Anderson & Krathwohl, 2001).

In this education program, students are not expected to have sufficient knowledge about that language before they start learning the new target language. Students already learn the language they need to read and understand simultaneously while learning the subject. With CLIL, it is equally necessary and important to learn both the subject content and the target language (Mehisto, 2012). Both concepts are extremely important for students. Since seeing the subject content as an outcome enables learning the subject with the target language, individuals both learn the target language and understand the content. For this reason, it is not even possible to separate the learning of the content from learning the language in the CLIL system. Studies have shown that students who study with the CLIL method are more successful than students who take language and subject content in separated courses and gain a learning process that can be sustained and improved (Mehisto, Marsh and Frigols, 2008). It is stated that CLIL has three main features (Georgiou & Pavlou, 2011):

- a) Learning a foreign language has been included in content subjects such as science, mathematics, history or geography. In this way, students learn by using and comprehending the target language in which the content is facilitated.
- b) CLIL can be related to any language, age and education level from pre-school, primary school, secondary education, vocational education to higher education. In this sense, it is revealed that the CLIL system responds to the aim of learning

a foreign language within the scope of the lifelong learning program for all EU citizens, as multilingualism and multiculturalism are thought to promote integration, understanding and mobility among the European Union member states.

c) CLIL is an approach that includes the development of social, cultural, cognitive, linguistic, academic and other learning skills, which facilitates success in both content and foreign language learning. (Mehisto et al., 2008) When looking at the history of foreign language teaching, language teaching in the 19th and 20th centuries was considered sufficient because it only included knowledge-oriented education that was available or within reach. However, with the 21st century, technology advancing at an inconceivable pace has prompted individuals to research not only what is seen, taught or known, but also questions that have no answers. This situation requires raising individuals who need to access and use as much information as they can (Christ, 2000). The process of obtaining and sharing information is as follows;

Basic information to know; It covers digital and information technology literacy, content knowledge and interdisciplinary knowledge.

Human Knowledge; It covers life and work skills, moral and emotional awareness, and cultural competence.

Meta information; creativity and innovation, critical thinking skills and problem solving ability, learning to communicate and collaborate. According to the International CLIL Research Journal (2008; 4), the benefits of this teaching method are;

CLIL,

- Improves language proficiency and oral communication skills.
- Leads to the development of critical thinking ability in the individual.
- Improves intercultural and multicultural communication skills.
- Creates intercultural knowledge and understanding.
- Improves thinking skills in low, medium and advanced profiles.
- Increases the individual's confidence and motivation in both language learning and subject area.
- It reveals diversity and differences in in-class application methods.
- It leads to the development of multilingual interests and attitudes in the individual.
- Provides the opportunity to work with different perspectives on the subject of the content.

- Provides students with the opportunity to communicate more with the target language
- Doesn't need more teaching time than usual.
- It takes advantage of other learning areas instead of competing with them.
- It enables students to be more successful and motivated than their peers studying in traditional learning environments.
- If a subject is taught in another language, students learn the subject in a more motivated way (Wolff, 2004).
- When another language is included in the content, students develop a clearer academic perspective (Lamsfuss-schenk, 2002).

The member states of the European Union consider that it is appropriate to learn at least two foreign languages in education since they host multiple languages and cultures. In order to use English as a common foreign language, curricula, books and other teaching components were reviewed and renewed. The main purpose here is to protect and increase the cultural wealth of all individuals in the European continent and to expand the language richness in scope and use. In the light of these policies adopted, adopted and implemented by the European Council, the Common Criteria for Foreign Language Education (CEFR) has been included in the curricula of all European member and candidate countries. In this direction, certain criteria have been implemented in all countries in the teaching of all foreign languages, especially English.

When examining the Finnish, Polish and Turkish English education system in the scope of the research, it can be clearly seen to what extent the CLIL approach contributes to the English learning-teaching process.

In Finland, where foreign language learning is considered an indispensable element of development, English education has developed by gaining great momentum towards the end of the 20th century. The Grammar-Translation Method used before has been replaced by the Communication-Based Teaching method (Jaatinen & Saarivirta, 2014). With the adoption and implementation of both CEFR and CLIL approaches to this phase, reading, writing, listening and speaking skills, the 4 basic skills of English teaching, have been widely used in teaching English language (Leppänen et al., 2011).

As an OECD member country, Finland has made continuous progress in teaching English as a foreign language in a brief time, as in other fields of education. This progress is proved by the results of both PISA and EPI, English proficiency index. The English proficiency index, which is applied regularly every year, shows that with the support of Finland's CLIL approach, English

proficiency in almost all of the society is at a level that can be expressed as "very high".

Table 1

Finland's English Proficiency Level according to EPI (English Proficiency Index) data (Epi, 2019)

Years	Number of Countries Assessed	Finland's ranking	Evaluation Result
2011	44	5	Very High
2012	54	4	Very High
2013	60	7	Very High
2014	63	4	Very High
2015	70	5	Very High
2016	72	5	Very High
2017	80	6	Very High
2018	88	8	Very High
2019	100	7	Very High

Being a EU member country, with the support of CEFR framework and CLIL approach, it can be seen that English proficiency as a foreign language is at a very high level. The fact that foreign language education has reached this level and progresses in a sustainable way is thanks to the English teaching policies implemented successfully since the basic education process.

The reform of Poland's education system became a priority shortly after the country's political transition began in 1989. Polish education has received a lot of attention due to the remarkably developing rating increase on the Program for International Student Assessment (PISA). Wittmeyer (2013) cited Poland as "Eastern Europe strong education center". In 2000, Poland was below average in PISA. However, by 2012, Poland ranked in the top 10 countries in science and reading and 13th in mathematics in PISA (OECD, 2015). Similar to other European countries, Poland's acquaintance with English as a foreign language was due to the country's history with the European Union and its liberation from Soviet Russian domination.

According to Eurobarometer (2006) data, the number of people speaking English as a second language in Poland is approximately 11 million. Considering that the Polish language is not widely known and attractive in the international context, it is possible to see that English education in schools is a need as well as a subject. When we look at the history of this development, we can again reach the reasons for the development of English as a second language of the country's international interests and orientations. (GUS, 2017).

According to 2012 data of the Polish Central Statistical Office, 89% of all students in the country learn English. As of 2009-2010, children in Poland have to choose at least one foreign language during their primary education. This number is two in secondary education. The implementation of foreign language education according to certain linguistic methods requires the introduction of an inter-curricular teaching approach that includes integrated content, competences and skills in different fields. The European dimension of foreign language teaching in Polish schools is achieved through the implementation of the Content and Language Integrated Learning (CLIL) model. This is especially true from primary school.

Just like Finland, learning English as a foreign language in Poland has made great progress in a very short time thanks to the methods applied and the CLIL approach included in the system in a supportive scope. Considering the evaluations made at the international level, the effect of the applied method and CLIL approach on the result can be clearly seen.

Table 2

Poland's English Proficiency Level according to EPI (English Proficiency Index) data (Epi, 2019)

Years	Number of Countries Assessed	Poland's ranking	Evaluation Result
2011	44	10	Average
2012	54	10	High
2013	60	8	High
2014	63	6	Very High
2015	70	9	Very High
2016	72	10	High
2017	80	11	High
2018	88	13	High
2019	100	11	Very High

Looking at the data in the table, the effect of adapting the CLIL approach to these methods in teaching English as a foreign language as well as English teaching methods and techniques can be seen in the EPI evaluation. Poland has achieved this success by becoming an EU member country, including its CEFR portfolio in language teaching methods and, in addition to these, by including the CLIL approach in teaching English as a foreign language at all levels of education.

Turkey's dialogue with the European Union, efforts to enter into the Union has first begun in 1959 when Turkey applied to European Economic Community (EEC). The European Union is not just an economy oriented community. In order for Turkey to participate in this community, reforms and innovations have been

needed to done not only in the field of economy, but also in politics, human rights, democracy and education. In this respect, when looking at the event from the educational perspective, it is seen that there is an innovation and transformation process that has lasted for about 50 years. In this process, it is seen that many improvements such as schooling, increasing the number of classrooms, improving the course contents, especially foreign language education, increasing the number and quality of teachers, are observed.

Looking at the EPI (English Proficiency Index) data broadly, it can be seen how accurate and efficient this common application is. And when this results are compared with Turkey's the status and the importance of the implemented language teaching methods and approaches are how impotent. In the report prepared bu Education First Organisation, taking the CEFR proficiencies into consideration, Turkey's level of English over the years have been stated in the table below;

Table 3

Turkey's English Proficiency Level according to EPI (English Proficiency Index) data (Epi, 2019)

Years	Number of Countries Assessed	Turkey's ranking	Evaluation Result
2011	44	43	Very Low
2012	54	32	Low
2013	60	41	Low
2014	63	47	Very Low
2015	70	50	Very Low
2016	72	51	Very Low
2017	80	62	Very Low
2018	88	73	Very Low
2019	100	79	Very Low

Although the Turkish education system has achieved significant quantitative improvements over time, the country is still below the OECD average and has not progressed qualitatively at the education level compared to other European countries. When the foreign language policy is considered as a whole, it is clear that all components of the education system should be reviewed and necessary regulations should be made. Because if the same system is applied with other countries and education programs are prepared according to similar models, it is necessary to look for the source of the problem in the deficiencies that arise during the implementation phase. The evaluations, research and rankings made by organizations such as OECD, EF and TEPAV have revealed that the changes made do not provide the desired contribution to English learning. The main purpose of English education, as well as all over Europe, adopted in

Turkey is to keep up with CEFR qualifications, though it has not been reached yet. Although English education has gained serious importance over the years, the proficiency of individuals has not reached the desired level.

When the education system and foreign language education program of Turkey are considered, it can be seen that the regulations and compatibility of CEFR are adopted, But the CLIL approach has not been put into effect as it should be. Although the new curriculum being used as of 2012, and the subsequent introduction of foreign language education from the 2nd grade of basic education and the shift of teaching methods to communication-oriented English instruction rather than grammar is considered as a development for foreign language teaching, the difficulties experienced in practice make it difficult to reach the desired goals (MoNE, 2016). In the past, it is seen that numerical courses such as science and mathematics taught in most highschoools were in English (MEB, 2016). However, this system was abandoned with the 1996-1997 academic year. Today, CLIL approach can not be used in teaching English as a foreign language in Turkey. Some of the reasons for this situation are;

- Insufficient number of English teachers with the knowledge of subject area,
- Not using content-based education model in English teacher training programs,
- Classrooms especially at primary and secondary education levels are crowded,
- The other discipline teachers who will support the content have poor foreign language knowledge,
- The education system is focused on passing the exams,
- Considering that teaching language and content knowledge at the same time will cause confusion,
- English language teaching materials lack support for subject content and mostly include grammar teaching (TEPAV, 2017).

Because of the various inadequacies and shortcomings that exist in the education system, Turkey can not be successful in reaching to the point where the level of education targets. When looking at the foreign language education policy, the first striking point is that the system is inadequate in terms of content and application. Foreign language education is a phenomenon that develops with the process. According to the CEFR program, language teaching is specified as A1, A2, B1, B2, C1 and C2 levels (CEFR, 2001). These levels start from the first year of education and progress with increasing intensity with the process. Each stage aims to provide students with the language skills it contains in various ways. When the English education system in Turkey is considered, English lessons for

primary school seems to be involved in the program from the 2nd grade. However, the desired goals are not achieved. The prominent reasons for this situation can be listed as follows;

- When preparing education programs, the courses are handled independently from each other,
- Not considering the intensity of acquisition for each class and age group when preparing an English education program
- Especially at the primary education level, English lessons are still mostly taught by other teachers, not English teachers,
- Insufficient English course hours compared to EU member states,
- Considering foreign language lessons as insignificant in the transition period from primary education to secondary education,
- English teachers cannot use communication-based teaching methods in lessons due to crowded classes,
- Insufficient attention paid to teaching methods in English language teaching programs,
- The conviction that, as in most other lessons, the English lesson should be known only sufficiently to pass a grade (TEPAV, 2017).

CLIL as a language teaching approach and CEFR, a foreign language education program, are language teaching components that are used integrated in English teaching and enable the content to be taught by enriching. In foreign language learning, it is not mandatory to teach content and language at the same time. However, it is beneficial to learn both foreign language and content in the process to be followed for effective learning. When this approach is used as a process, the inevitability of success in foreign language teaching may clearly be seen in European Union countries such as Finland and Poland.

CONCLUSION

When foreign language education policies and education programs are analysed, it has been observed that there are similarities as well as differences between Finland, Poland and Turkey, in terms of foreign language education programs. However, since the application forms and contents of the education programs directly affect the results, it has been seen that there are evident differences in the application phase of the programs, the effect of putting these applications into practice and the components included in the process. These emerging differences also reveal significant differences in the teaching of English as a foreign language.

Finland is among the countries with the highest foreign language proficiency among the European Union countries (Usta, 2014). Every Finnish citizen learns English as a foreign language at school. And almost every Finnish citizen can speak English fluently. Social life dynamics, scientific activities, commercial enterprises, press and media organizations in Finland use English. Even there are English expressions on the road signs. Most of the television channels broadcast with native language voiceover with English subtitle support. Apart from the languages of the neighboring countries due to its geopolitical location, it is believed that even the mother tongue in Finland will remain pale in comparison to English in the near future (Jaatinen & Saarivirta, 2014).

Poland, similar to Finland, has introduced the use of English as a foreign language in all areas of life, especially in schools. Especially after the European Union membership, the contribution of the education programs that have been changed and renewed as a natural necessity of harmonization efforts on English education is indisputable. So much so that the country, which struggled under Russian rule when it was an eastern bloc country, has made serious progress after EU membership. According to international assessment criteria, in a period of 9 years, the level of English proficiency as a foreign language among 100 countries has risen to the top 10 countries (EPI, 2019). It is no coincidence that English education is at a good level in Finland and Poland. Among the reasons for this situation; the aims of English education, the teaching methods and programs used such as CEFR and CLIL, which are covered by the educational programs prepared by the European Commission. Beside these, the fact that learning English is included among the indispensable components of daily life.

Turkey, is on the same line with developed countries in terms of education policies. Educational programs are rich in content. The English course curriculum applied at the primary education level shows that the idea of providing English education at an early age is accepted and implemented by starting English education from the 2nd grade (MEB, 2009). But; The lack of sufficient branch teachers in English, not paying enough attention to the English courses, and the inconsistency of the curriculum and philosophy of education impede the success in teaching English. In particular, this situation is exacerbated by the fact that the English course was considered as insignificant and the English score in the nationwide exams is not considered as important. In Finland and Poland, English education is regarded as a tool as well as a goal in areas accepted as intercultural interaction, communication, trade, economics and technological competences, taking into account EU compatibility. However, this does not exist in Turkey. When this process of evaluation, compared with Finland and Poland, it can be said that Turkey has not given up once-traditional English teaching methods.

Communication and the interaction purposed tools are still out of reach. There is lack of planning in foreign language education programs mainly in English, insufficient methods are used.

Language, by its very nature, is based on the four basic skills of using listening, speaking, reading and writing. But "Grammar Translation Method", still used in Turkey widely, hinders the language learning to pass forward memorizing vocabulary and grammar rules. Finland and Poland run English as a foreign language education policy based on the core education program developed by the EU education commission. This core program aims to bring up individuals who can communicate, understand what they read and write in English, by providing them with teaching the four basic skills of the language with the support of novel teaching methods like CLIL.

SUGGESTIONS

To be successful in teaching English as a foreign language, Turkey should revise English education programs, should do innovations, and change the English curriculum if necessary. From the perspective of benchmarking results of foreign language teaching process in Finland and Poland, it can be said that in order to make a literally European level of English teaching, Turkey should undergo several changes and improvements in terms of English teaching. Because, in theory, adopting and using an education program may not be as easy as in practice and may not give the desired results. When compared to other European Union members, especially Finland and Poland, many components such as the materials used in the English course curriculum and language teaching methods need to be renewed. The "Grammar Translation" method, which is used as a teaching method in English as a foreign language, should be abandoned and the main emphasis should be shifted to communication-based teaching methods.

Looking at the Finnish and Polish English teaching methods, it was seen that the CLIL teaching system, which is a content-based language teaching approach adapted to the CEFR program, is very important and has benefits in teaching English as a foreign language. CLIL approach should be added to English programs and it should be ensured that the courses are taught in this way.

In Turkey, there is a need for many changes for teaching English as a foreign language in a more successful way. One of them is the establishment of coordination boards in the presence of experts who can actually address the problem and thus seek solutions. Likewise, for the teaching of foreign languages,

especially English, short, medium and long-term planning should be made, deficiencies should be eliminated and results should be focused.

It seems that the predisposition for Finnish and Polish citizens to learn English as a foreign language is not due to the fact that it is a compulsory school subject alone. For the citizens of these two countries, learning English as a foreign language is an essential tool for socialization, interaction and intercultural communication. For this reason, in Turkey, the necessity of learning English as a foreign language should be expressed more appropriately to society and the necessity of learning it from primary education should be emphasized. Starting from primary education, students, regarding their age and cognitive capacity, should be told why it is important to know foreign language. The conclusion of this research shows that it is not impossible to learn foreign languages. The flaws and defects should be found and resolved and the effectiveness of the process should be increased by adding the CLIL approach to foreign language education.

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EXTENDED ABSTRACT

This study has tried to demonstrate the benefits and contributions of CLIL approach to teaching English by means of comparing Finland and Poland facilitating CLIL with Turkey that does not use CLIL approach in teaching English. Foreign language learning is a skill that should be learned primarily in the school environment, as it is a field on its own and its acquisitions and indicators are possible with education. In addition to providing individuals with a second language acquisition, foreign language education contributes in many fields, especially in other branches of science, and accelerates the cognitive, cultural, communicative, academic and critical development process of individuals. With this view, the aspects of the functionality of language learning should also be considered.

Purpose of the Research; The aim of this study is to examine English education programs in Finland, Poland and Turkey in terms of methods used comparatively. Therefore; this study is expected to contribute a more comprehensive and adequate English language teaching approach development for Turkish students.

Method; This study is a cross-national study, and aims to research comparatively English lessons taught in Finland, Poland and Turkey at multi-dimensional process. The document analysis pattern was used to examine all aspects of the data obtained in the research created under the framework of qualitative research, and to reveal the relationships and connections between the obtained data.

Findings; The education program of English as a foreign language is shaped within the framework of the English education program as a whole. The success depends on ensuring that the education program is taught with appropriate teaching methods and techniques, the selection of appropriate materials according to the student's age, cognitive development and needs, and the implementation of the education program by the English teacher. The foreign language teacher

undertakes the biggest task in the implementation of the education program. The foreign language teacher uses the most appropriate language teaching methods by utilising the opportunities provided by the education program and enables individuals to learn the foreign language, which is seen as a target, with in-class and out-of-class activities.

CLIL (Content and Language Integrated Learning); The CLIL (Content and Language Integrated Learning) approach, which was decided to be used with the approval of the European Commission in 1994, is a teaching method that was found and developed by Finnish educator David Marsh (Coyle, 2005). It has become increasingly widespread and developed after its use in Finland. In this approach, foreign language is taught in integration with other disciplines such as science and mathematics.

CLIL is an approach that includes the development of social, cultural, cognitive, linguistic, academic and other learning skills, which facilitates success in both content and foreign language learning. (Mehisto et al., 2008) When looking at the history of foreign language teaching, language teaching in the 19th and 20th centuries was considered sufficient because it only included knowledge-oriented education that was available or within reach.

As an OECD member country, Finland has made continuous progress in teaching English as a foreign language in a brief time, as in other fields of education. This progress is proved by the results of both PISA and EPI, English proficiency index. Just like Finland, learning English as a foreign language in Poland has made great progress in a very short time thanks to the methods applied and the CLIL approach included in the system in a supportive scope. Considering the evaluations made at the international level, the effect of the applied method and CLIL approach on the result can be clearly seen. Although the Turkish education system has achieved significant quantitative improvements over time, the country is still below the OECD average and has not progressed qualitatively at the education level compared to other European countries. When the foreign language policy is considered as a whole, it is clear that all components of the education system should be reviewed and necessary regulations should be made.

Conclusion; When foreign language education policies and education programs are analysed, it has been observed that there are similarities as well as differences between Finland, Poland and Turkey, in terms of foreign language education programs. However, since the application forms and contents of the education programs directly affect the results, it has been seen that there are evident differences in the application phase of the programs, the effect of putting these applications into practice and the components included in the process. These

emerging differences also reveal significant differences in the teaching of English as a foreign language. Language, by its very nature, is based on the four basic skills of using listening, speaking, reading and writing.

Suggestions; To be successful in teaching English as a foreign language, Turkey should revise English education programs, should do innovations, and change the English curriculum if necessary. From the perspective of benchmarking results of foreign language teaching process in Finland and Poland, it can be said that in order to make a literally European level of English teaching, Turkey should undergo several changes and improvements in terms of English teaching.

In Turkey, there is a need for many changes for teaching English as a foreign language in a more successful way. One of them is the establishment of coordination boards in the presence of experts who can actually address the problem and thus seek solutions. Likewise, for the teaching of foreign languages, especially English, short, medium and long-term planning should be made, deficiencies should be eliminated and results should be focused. The conclusion of this research shows that it is not impossible to learn foreign languages. The flaws and defects should be found and resolved and the effectiveness of the process should be increased by adding the CLIL approach to foreign language education.