The Common European Framework of Reference for Languages Literacy of Teachers Working in Turkish Teaching Centers

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ABSTRACT

The Common European Framework of Reference for Languages, which will be briefly referred to as CEFR in this article, is accepted as a reference by academics working for the Council of Europe Committee on Languages. It sets the criteria for the teaching of any language as a foreign language. It aims to assess and evaluate foreign language acquisition, foreign language teaching, and foreign language levels in the world within certain criteria. In an attempt to determine the prevalence of the literacy of the Common European Framework of Reference for Languages among 88 randomly selected teachers teaching Turkish to foreigners, this study aims to explore, based on the concepts of information literacy and academic literacy, how well the framework is known and received by the teachers. The data revealing the perceptions of the teachers towards the concept of "CEFR" were analyzed and interpreted with the content analysis method. As it can be concluded from the results of the current study, more research is needed on CEFR literacy. In addition, teachers of Turkish as a foreign language should be encouraged to develop professionally and improve their CEFR literacy. This is indeed a key step for the future of teaching Turkish as a foreign language.

Key words: Teaching Turkish as a Foreign Language, CEFR, Literacy, Teacher

INTRODUCTION

Studies in the field of teaching Turkish as a foreign language made considerable progress in light of the innovations and changes in foreign language teaching in the early 2000s. European countries have carried out various projects and conducted important researches in order to teach their own languages as a foreign language within certain criteria. In particular, the studies of the European Union Foreign Languages Committee have led to the adoption of an action-oriented approach in foreign language teaching all over the world, and the emergence of the concepts of language user and social actor (CEFR, 2001). Thus, the differences between teaching a language as a foreign language and teaching it as a mother tongue have also been revealed in all details. Studies carried out in the field of foreign language teaching in the world have also resulted some measures to be taken in the field of teaching Turkish as a foreign language. They have also enabled the reorganization of the curriculum and programs, and especially the assessment and evaluation to be carried out in accordance with international criteria. However, it is observed that there are some problems in the correct use of the textbooks prepared according to the action-oriented approach by the teachers who teach Turkish to foreigners and in adopting the strategies and techniques suitable for the action-oriented approach in the classroom.

It can be said that one of the most important reasons for this situation is that there is no undergraduate program opened for teacher candidates who want to teach Turkish as a foreign language.

Since there is no undergraduate program opened for teacher candidates who want to teach Turkish as a foreign language, teachers working in the field consist of experts in the fields of Turkish, Turkish language and literature, linguistics, or teaching foreign languages. In other words, pre-service and in-service Turkish language teachers come from different backgrounds, including mother tongue teaching, foreign language teaching, and literature. For this reason, the working criteria in the field of Turkish language teaching seem to be quite uncertain. The fact that teachers trained to teach Turkish as their mother tongue do not know the methods and approaches in teaching a language as a foreign language or the difficulties experienced by teachers trained to teach a language as a foreign language in explaining the structural rules of Turkish causes significant problems. At the same time, new practices, methods, and approaches in the field can only be followed by teachers with special interests. For this reason, it is very important for Turkish as a foreign language teachers to follow international academic studies in the field of foreign language teaching. As in the teaching of other languages as a foreign

language, it is now known that international criteria should be taken into account in terms of curriculum and assessment in the process of teaching Turkish as a foreign language. Redefined language levels, competencies, approaches, and methods require reconsidering the strategies and techniques that teachers will use in the classroom in teaching Turkish as a foreign language. In this context, it is very important for teachers who teach Turkish as a foreign language to improve themselves in the context of information literacy. Because information literacy is also seen as an important step for teachers to reach academic literacy. International criteria for teachers teaching Turkish as a foreign language are included in the Common European Framework of Reference for Languages (TELC, 2013) prepared by the Council of Europe Committee on Languages. The Common European Framework of Reference for Languages, which will be briefly referred to as CEFR in the article, was first published in 2001 and then translated into Turkish in 2006 and 2013. The fact that the same text has been translated twice by different academics has brought along important difficulties in the context of terms in the field. This situation will not be mentioned because it is not within the scope of the study. However, the fact that there are two different translations of the same text has caused some concepts to be named with two different terms, and this has made it very difficult for those who want to follow CEFR in Turkish. It can be said that this situation affects the understanding of the essence of CEFR for Languages. Understanding the Common European Framework of Reference for Languages is very important in point of teaching Turkish as a foreign language in terms of understanding the new concepts contained in the complementary volume of the framework text, which was published with important additions in 2020. In this direction, it is thought that this is very important in terms of teachers being able to use correct and useful techniques in the classroom.

LITERATURE REVIEW

The Concept of Literacy

Literacy, in the previous century, was defined as being able to recognize written signs and then being able to read and understand them. In consequence of the current social, technological, and political changes, the definition of the concept of literacy has changed from the mere ability to read and write. The concepts of new attitudes, new habits, a new worldview have been added to the definition of literacy (Güneş, 2019). Today, a wide range of literacy types and definitions are encountered in the related literature. These definitions tend to consider literacy from a functional perspective: form such a perspective, literacy means preparing individuals for civic, economic, and social duties and provides the essential skills for individuals' effective participation in their daily lives (Güneş, 2019). In recent years, quite different types of literacy have been encountered:

> *Computer literacy, environmental literacy, economic literacy, graphic literacy, legal literacy, library literacy, digital literacy, political literacy, technology literacy, consumer literacy, media literacy, critical literacy, civic*

> *literacy, web literacy are just some of the examples that can be given in this regard.* (Kurbanoğlu, 2010, p. 729)

Since the sample of this study consists of teachers who teach Turkish to foreigners in Turkish teaching centers, state-run or private courses, and universities, the development of lifelong learning competencies of these teachers is considered very important. Because, as in every field, important innovations are observed as a result of scientific researches in teaching Turkish as a foreign language. For this reason, it is inevitable that teachers' information literacy competencies will also affect their professional performance. The concept of information literacy was first used in a report prepared by Paul Zurkowski. In this report, Zurkowski defined information literacy as:

> *People trained in using information resources while performing their works are called information literate. An information literate individual is one who makes extensive use of information literacy techniques and skills, not only from primary sources but also from learning tools, while analyzing information patterns* (Yasa, 2018, p. 38).

Information literacy is also a part of the concept of lifelong learning. Based on this definition, an individual who is information literate can be defined as a person who is not content with the information transferred to him/her in his/her own education process, is aware of the fact that the information has a tendency to be renewed, and has the necessary equipment to follow this information from various sources. "*Literacy is a fundamental step in achieving a lifelong learning in order to improve the quality of life, livelihood and work*" (Akintolu & Uleanya, 2021, p. 715). Based on this definition, it is seen that literacy should be a habit that an individual will acquire not only in his/her profession, but also for every subject he/she is interested in, in order to improve himself/herself throughout his/her life. In order for an individual to become information literate, he or she must pass through various stages (ALA, 2000 as cited in Uğurlu et al., 2018):

- *Determining the nature and extent of the required information,*
- *Providing effective and efficient access to required information,*
- *Critical evaluation of information and its sources,*
- *Merging selected information with the person's knowledge base,*
- *Effective use of information to achieve a specific purpose,*
- *Ethical and legal access to and use of information by understanding the economic, legal, and social issues that limit its use.*

Starting from this definition, first of all, the individual needs to determine the nature and scope of the information required in his/her field of occupation. In other words, the individual should be aware of the work done in his/her field and the innovations recorded. However, in order for this to happen, obviously the individual needs information. Then, the individual should also know the channels through which

he/she will follow the new studies in his/her field. Especially as a result of technological advances in our age, it seems very important to know how to use a wide variety of channels that provide access to information, to search for information in the right channels and to reach information that is relevant to his/her field as a result. It is also seen as a stage in information literacy that the individual, who has access to information about his/her field, can then combine his/her previous field knowledge with new knowledge, that is, synthesize new knowledge. At the stage of evaluating the knowledge, the effective use of the knowledge acquired by the individual by blending it with his/her old knowledge in his/her own field is also seen as an important stage. Working in the field of teaching Turkish as a foreign language, teachers' following these stages, which are counted in the context of the concept of information literacy, that is, teachers' reflection of the new information they have synthesized on the strategies and techniques they use in the classroom, will also help to create a more effective learning and teaching field. In this context, information literacy can also be described as a gateway to academic literacy. *"Academic literacy can be considered as the ability to reach past and fresh information, analyze them, evaluate them, and maintain their up-to-datedness by reproducing them"* (Elkıran, 2021, p. 330). Academic literacy, which can be considered as an important key in solving the difficulties faced by teachers working in the field of teaching Turkish as a foreign language, will enable them to share the information they have obtained with their colleagues, and to witness the realization of the information by experiencing the information.

Why CEFR Literacy?

The Common European Framework of Reference for Languages, prepared by the Council of Europe Committee on Languages, was first published in 2001. CEFR defines itself as a text that aims to include the acquisition, teaching, and assessment of foreign languages within certain international criteria (CEFR, 2001). CEFR also mentions the main principles of the action-oriented approach within the scope of new language level descriptors and new competences prepared at the same time. The framework was translated into Turkish by the Board of Education, the Ministry of National Education in Turkey in 2006 and 2013 (TELC, 2013). This translated framework, which includes new concepts and methods of foreign language teaching, has also been evaluated in various curricula prepared by the Ministry of National Education. The emergence of the framework text has also led to the perception of the deep differences between the fields of teaching Turkish as a mother tongue and teaching it as a foreign language:

> *The new concepts that the framework text has brought to the field of teaching any language as a foreign language can be briefly listed as learner, language user, social actor, competence, descriptors of language levels, communicative language competencies, general (cultural) competencies, action-oriented approach, task, multilingualism, multiculturalism.* (Fişekcioğlu, 2019, p. 67)

In addition, all these new concepts revealed by the framework text have a very effective content in reaching a standardized and reliable assessment and evaluation in teaching Turkish as a foreign language. As noted by Boylu (2019), *"The assessment and evaluation criteria in CEFR should be analyzed very well and adapted to the field of teaching Turkish as a foreign language as soon as possible* (p. 28). For this reason, it is very important to know the CEFR criteria together with the new concepts it has brought in the field. Information literacy competencies of teachers in this field are seen as a necessity for effective Turkish teaching in the field. Thanks to the technological innovations brought by our age, this text has been translated into many languages, including Turkish, and is open to access on virtual networks. After the first CEFR was published, the Languages Committee devoted its work to understanding, developing, and diversifying the concepts brought by the framework text and conducted various researches that lasted for about 10 years. In consequence of these researches, CEFR was republished with its renewed and expanded concepts in 2018 and 2020 (CEFR, 2020; 2018). The concepts in CEFR 2020 (CEFR, 2020), which was translated into Turkish with the contributions of the Ministry of National Education, also reveal in detail the new limits reached in teaching any language as a foreign language. The latest framework, which includes new concepts such as descriptors of pre-A1 language level, reception, production, interaction, mediation, comprehension, multilingual competence, and multicultural competence, has also brought very important innovations to the field of teaching Turkish as a foreign language (CEFR, 2020).

As mentioned before, since there is no undergraduate program opened for the training of teachers who will work in the field of teaching Turkish as a foreign language, it is very important for teachers working in this field or teachers who are candidates to work in this field to reach the information literacy and academic literacy qualifications included in the concept of lifelong learning. For this reason, teaching Turkish as a foreign language in accordance with international criteria and handling assessment and evaluation elements in line with these criteria are directly related to teachers' CEFR literacy. Based on the information literacy and academic literacy qualifications mentioned in this research, it can be suggested that the main criteria of CEFR literacy should be as follows: getting to know CEFR, understanding the reason for the existence of CEFR, knowing, understanding, and using the new concepts that CEFR brings, being able to use these new concepts in the strategies and techniques used in the classroom and preparing materials, and sharing this information with colleagues. The dimensions of using the new concepts brought by CEFR in the strategies and techniques used in the classroom and in preparing materials and sharing this information with colleagues are beyond the scope of this study.

Research Questions

1. Are the concepts produced by those who teach Turkish as a foreign language an indication that they know CEFR?

2. Are the concepts produced by those who teach Turkish as a foreign language one of the new concepts brought by CEFR to foreign language teaching?
3. What aspect of CEFR do the concepts produced by those who teach Turkish as a foreign language reveal?
4. Can the concepts produced by those who teach Turkish as a foreign language qualify the content of CEFR?

METHOD

Qualitative research method was used in the research. The main reason for using this method is that the essence of qualitative research is induction and its main purpose is to develop theory. In qualitative research, the researcher can be a tool of the research (Merriam, 1986). Content analysis method was used in this study, since it is a matter of interpreting the answers given by the teachers using brainstorming to the only question asked to them. According to Selçuk et al. (2008), *"The main purpose in content analysis is to reach concepts and relationships that can explain the collected data"*. As Yıldırım and Şimşek (2008) explain, *"The essence of content analysis is to organize data in order to group and interpret them based on certain concepts and themes"* (p. 89).

Study Group

The participants of this study were 88 teachers who taught Turkish as a foreign language. Criterion-based sampling technique, one of the purposive sampling methods, was used to determine the study group. *"In this technique, criteria can be formed from people with certain characteristics"* (Büyüköztürk et al., 2005, p. 90). The participants of this study had to be teachers who taught Turkish as a foreign language at universities, private and state-run courses, or training centers. Out of the 88 teachers who participated in the study, 67% were females while 33% were males. The responses of one of the participants were excluded from the analysis since this participant gave an out-of-context answer.

Data Collection Tools

The researcher, in the current study, used information questions to elicit data on the study group's real knowledge about the subject. The participants in the study group were given an association task that would prompt them to list down three words or expressions that they thought of when the term 'CEFR' was mentioned. Association tasks have previously been used in similar qualitative studies to allow researchers to collect their data (e.g., Nimehchisalem et al., 2019).

FINDINGS

This section presents the results of the study. It follows the order of the three research questions. The study group of this research consisted of 88 teachers who taught Turkish as a foreign language in universities, private and state-run courses, or training centers. However, because one teacher gave an out-of-context answer, his/her answers were excluded from the analysis.

Turkish as a Foreign Language Teachers' Knowledge of CEFR

The first research question was "Are the concepts produced by those who teach Turkish as a foreign language an indication that they know CEFR?" Figure 1 presents the results of the first research question.

Figure 1 presents the words and expressions that came to the teachers' minds. Only one of the 88 teachers who participated in the study failed to complete the association task. As shown in the figure, expressions such as foreign language, foreign language teaching, teaching Turkish as a foreign language, English, language user, guide, skill, competence, teaching, learning in the answers given by the teachers reveal that the teachers have heard the name of CEFR and are aware of the reason for its existence. It has also been observed that teachers who talk about concepts such as foreign language teaching, unity in assessment and evaluation, and self-assessment describe CEFR with concepts such as harmony, unity, and umbrella program. However, one of the participants defined CEFR as *"contents full of activities that will improve our Turkish and make it better understood"*. What can be deduced from this response is that this participant has heard of CEFR but does not know the reason for the existence of CEFR or its purpose. Thus, it was understood that all 3 words used by the teachers participating in the survey were distantly or closely related to CEFR. It was observed that the relevant teachers also used concepts such as action-oriented approach, task, multiculturalism, communicative competence, and acquirement towards CEFR. The use of these concepts is actually the most important indicator of CEFR's recognition by the relevant teachers.

Teachers' Knowledge of the New Concepts of CEFR

The second research question was "Are the concepts produced by those who teach Turkish as a foreign language one of the new concepts brought by CEFR to foreign language teaching?" Table 1 presents the results of the second research question.

As seen in Table 1, the teachers who participated in the survey not only knew about the term 'CEFR', but also used the concepts such as action/task, language level, language skill, learner, strategy that CEFR had added to foreign language teaching. In particular, the concept of language level, which was repeated 23 times, also reveals that teachers benefit most from CEFR content when it comes to determining or understanding their students' language levels. In addition, it is noteworthy that 4 teachers also used concepts belonging to CEFR (2020) such as reception, interaction, mediation, production, and pre-A1. Some concepts attracted the attention of teachers more than others: 'language level' was used 23 times; 'competence', 'language skill', and 'culture/acculturation/cultural interaction/cultural partnership/cultural diplomacy' 8 times, 'action-oriented approach' (task based approach, task, experience) 7 times, 'social actor' 6 times, 'reception', 'mediation', 'multiculturalism', and 'criterion/measure/standard' 4 times,

language level	language skill	competence	action/task	action-oriented approach
interaction	experience	mediation	production	reception
cultural interaction	acculturation	cultural partnership	communicative method	portfolio
self-assessment	criterion	measure	standard	education
sociocultural knowledge	bilingualism	pre-A1	language user	production
foreign language teaching	unity in assessment and evaluation	strategy	communication	acquisition
qualifications	directory	learner	communicative ability	communicative competence
multifunctional	practical	lack of grammar	international	performative
explanatory	useful	common standard	vision	system
consistent	fixer	harmony	unity	umbrella program
comprehensive	necessary	determination	need	unity in teaching
transparent	universal	boundary	change	source
global	binding	unity of method	partnership	Turkish teaching
English	social actor	multiculturalism	multilingualism	culture
user	learning outcome	communicational competence	acquirement	foreign language
teaching	describing	learning autonomy	learning	task-oriented learning
tolerance	word	innovation	orientation	support
guide	language teaching methods	teaching Turkish as a foreign language	method	Starbucks
message	narrative text			

Figure 1. Teachers' concepts related to their knowledge of CEFR

'communicative method', 'portfolio' (language passport), 'interaction', 'user', 'multilingualism', and 'learning outcome' 3 times, 'self-assessment', 'learner', and 'acquirement' 2 times. The frequency of use of these expressions can also be seen as evidence that teachers read about CEFR. At the same time, these statements are an indication that teachers are aware of the most important concepts brought by CEFR. The expressions of communicative competence, sociocultural knowledge, multilingualism, bilingualism, interculturalism, learner, communicative ability, language user, production, which are used once each, show that teachers also know the content of CEFR for transferring the target culture. In addition, the concept of 'cultural diplomacy' used by a teacher also shows that there are teachers who are aware of the fact that foreign language teaching is a cultural diplomacy activity, based on the general qualifications concept of CEFR.

Revealed Aspects of CEFR

The third research question was "What aspect of CEFR do the concepts produced by those who teach Turkish as a foreign language reveal?". Table 2 presents the results of this research question.

When the teachers' words are examined, it is observed that the qualifying words for the use of CEFR (convenience, difficulty, accepting, rejecting, like, dislike, criticizing) were used by a small number of teachers. Among the answers given by the teachers who participated in the survey, no words indicating 'difficulty' regarding the use of CEFR or 'rejecting' the use of CEFR were found. The use of the adjectives 'multifunctional, explanatory, consistent, comprehensive, and transparent' for CEFR reveals that teachers support the use of CEFR and they see it as 'necessary, binding, and universal'. One of the participants mentioned a weak aspect of CEFR, with the expression of 'lack of grammar'. It was observed that 15 teachers chose qualifying words for the use of CEFR. One teacher used the adjective 'familiar'. This answer has been left out of consideration. When the answers given to the questionnaire are examined, the fact that 2 teachers wrote the phrase 'teaching Turkish as a foreign language' gives the impression that they use CEFR in teaching Turkish to foreigners.

Qualifying the Content of CEFR

The fourth research question was "Can the concepts produced by those who teach Turkish as a foreign language qualify the content of CEFR?". Figure 2 presents the results of this research question.

Among the answers given by the teachers participating in the survey, it is seen that they interpret CEFR with different concepts in the context of the terms they use. This situation can be accepted as an indication that teachers are very close to CEFR literacy. It is also seen that the function of CEFR is

Table 1. Teachers' knowledge of the new concepts of CEFR

Concept	Frequency	Concept	Frequency
Language level	11	Language user	3
Acculturation	8	Learning autonomy	3
Competence	8	Multilingualism	3
Culture/cultural diplomacy	8	Portfolio	3
Cultural interaction	8	User	3
Cultural partnership	8	Acquirement	2
Language skill	8	Learner	2
Action-oriented approach	7	Self-assessment	2
Action/task	7	Acquisition	1
Experience	7	Bilingualism	1
Task-oriented learning	7	Communicative ability	1
Social actor	6	Communicational competence	1
Criterion	4	Communicative competence	1
Measure	4	Describing	1
Mediation	4	Directory	1
Multiculturalism	4	Education	1
Pre-A1	4	Foreign language	1
Production	4	Foreign language teaching	1
Reception	4	Learning	1
Standard	4	Qualifications	1
Communication	3	Sociocultural knowledge	1
Communicative method	3	Strategy	1
Interaction	3	Teaching	1
Learning outcome	3	Unity in assessment and evaluation	1

Table 2. Aspects of CEFR revealed by the teachers' concepts

Like	Convenience	Accept	Dislike
Multifunctional	Practical	Necessary	Lack of grammar
Explanatory	Useful	Universal	
Consistent	Fixer	Binding	
Comprehensive		International	
Transparent		Global	
Performative			

understood with the expressions of common standard, partnership, umbrella program, unity, and unity of method. With the expressions of orientation, source, boundary, and method, the teachers also revealed that they perceive CEFR as a reference text. Each of these concepts is seen as an expression that CEFR uses to describe itself. Two teachers used the phrases 'teaching Turkish as a foreign language' and 'teaching Turkish'. A possible reason could be that they wanted to state that they used these concepts effectively in their field of study.

When the findings are evaluated in the context of the main criteria of CEFR literacy suggested in the previous section, it is seen that all but one of the 88 teachers participating in the survey recognize CEFR and know the reason for its existence. In addition, it is observed that all these teachers chose the new concepts brought by CEFR as words. This shows that teachers know CEFR criteria and international concepts used in foreign language teaching in the world. However, in this study, it was not determined whether the teachers used this knowledge in the strategies and techniques they used in the classroom. Findings related to the process of transforming knowledge into performance were excluded from the scope of the survey question. However, the fact that the word 'activity' was mentioned by two teachers, and the words 'plan and purpose', 'teaching Turkish as a foreign language', 'grammar', 'Turkish', 'curriculum', 'course', 'class', 'appropriate materials', and 'content' by one teacher makes us think that 11 teachers may have brought new CEFR concepts to the classroom. The use of the word 'English' by three teachers showed that there is a perception that CEFR is used in teaching English as a foreign language. It was observed that the words Starbucks, tolerance, word, message, and narrative text were among the words chosen by five teachers. The word 'Starbucks' is thought to refer to CEFR standards in the context of standards found in chain brands. However, it has not been understood whether the words tolerance, word, message, and narrative text have a connection with CEFR.

Source	Vision	System	Innovation	Orientation
Harmony	Unity	Boundary	Support	Guide
Determination	Need	Change	Method	Partnership
Unity of method	Common standard	Umbrella program	Unity in teaching	Turkish teaching
Language teaching methods	Teaching Turkish as a foreign language			

Figure 2. The Status of qualifying the content of CEFR by the concepts produced by the teachers

DISCUSSION AND CONCLUSION

It is observed that there is a need for a large number of qualified teachers to work in Turkey and abroad in the field of teaching Turkish as a foreign language. However, there is not yet an undergraduate program opened for teacher candidates who want to teach Turkish as a foreign language. For this reason, teachers specialized in the fields of Turkish, Turkish language and literature, linguistics, or teaching foreign languages end up teaching Turkish as a foreign language. It seems very important in this process for teachers who have to train themselves and develop in the context of information literacy and academic literacy, starting from the concept of lifelong learning. *"Lifelong learning is a broad concept that aims at the development of the individual in the personal, social, and professional fields and whose basic principle is to continue learning consciously and purposefully throughout life"* (Incik, 2020, p. 152). As it can be understood from this definition, lifelong learning is accepted as an important feature and even a habit that every individual should have, regardless of his/her field, not exclusively in the field of teaching Turkish as a foreign language. In our age where knowledge is renewed at any time, providing the previously acquired knowledge and examining the development and renewal processes of knowledge are accepted as a necessity in the field of educational sciences as in all scientific fields. For this reason, the concept of literacy has changed its definition and started to be evaluated with various sub-titles in line with the needs of the century. Information literacy and academic literacy are among the most important concepts for teachers raising new generations. While talking about information literacy, Akkoyunlu (2008) states that in order for this to happen, the individual must feel the need to renew the previously acquired knowledge and develop the previously acquired skills. From this point of view, she states the importance of the individual's need for lifelong learning. In order for lifelong learning to occur, it seems very important for the individual to develop self-learning habits; that is, to know how self-learning can take place. Albero (2000) mentions that self-learning is a very complex phenomenon, especially for newly graduated teachers. For this reason, in accordance with the requirements of the century we live in, the addition of courses containing strategies for self-learning in education faculties can be considered as an important step on the way to vocational literacy. In addition, it is thought that teachers, who are aware of the concepts of information literacy and academic literacy and who are sensitive to self-improvement, will use certain strategies and techniques in the classroom that will facilitate the process of learning. In the same vein, Barbot (2001) states that the self-evaluation process can also start for teachers who have completed the self-learning process. It is considered as an important step for a teacher who starts to self-evaluate professionally to know his/her own deficiencies and to be aware of the innovations in his/her field in order to reach a functional literacy level.

Based on this argument, the information literacy of teachers working in the field of teaching Turkish as a foreign language is an issue that should be emphasized in the process of teaching Turkish to foreigners following international standards. Studies to determine international criteria in the field of teaching any language as a foreign language were first conducted by the Council of Europe Committee on Languages. This text, called the Common European Framework of Reference for Languages, was first published in 2001, and then re-published in 2018 and 2020 as a result of further developments. CEFR, which defines itself as a text that aims to include the acquisition, teaching, and assessment of foreign languages within certain international criteria, also mentions the main principles of the action-oriented approach within the scope of new language level descriptors and new qualifications (CEFR, 2001). The emergence of the framework text has also led to the perception of the deep differences between the fields of teaching Turkish as a mother tongue and teaching it as a foreign language. In this context, it is considered as an important source of information for teachers working in the field. CEFR also contains important clues for the use of method books in the classroom, in curriculum programming, and in assessment and evaluation. To put it briefly, it is considered an important reference for teachers who will teach Turkish to foreigners following international standards. For this reason, this study made an attempt to evaluate the CEFR literacy of teachers who teach Turkish as a foreign language.

The words in the answers given by the teachers to the question "*What are the first 3 words that come to mind when you think of CEFR?*" were evaluated over 3 criteria: words for CEFR concepts, qualifying words for CEFR usage, and words for qualifying CEFR content. The reason for this was that *"information literacy requires the individual to access information from various sources, to be able to evaluate the information he/she has reached, and to be able to use this information"* (Coşkun & Demirel, 2012, p. 110). At the same time, the transformation of knowledge into skill and skill into competence is very important for teachers in the context of CEFR literacy. When the results are evaluated, it is seen that all of the teachers who answered the questionnaire know CEFR and know what CEFR is in the context of foreign language teaching. Among the words used in the responses, it was determined that 50 words are words related to the

concepts that CEFR brought to foreign language teaching, 17 words the qualifying words related to CEFR usage, and 20 words are words that described CEFR content. There are 87 words in total in the survey answers. However, not every teacher used the right of 3 words. It was determined that 64 of the 88 teachers whose answers were considered valid used words that refer to the new concepts that CEFR brought to foreign language teaching, 10 teachers used words belonging to all the three criteria, and 11 teachers used words to describe the content of CEFR. Based on this result, it can be predicted that 10 out of 84 teachers who wrote words belonging to each of the three criteria had CEFR literacy. It is thought that 64 out of the 84 teachers have heard or know the concepts in CEFR, but it is not known whether they use these concepts in their field of study. It is seen that the remaining 11 teachers know the content of CEFR and even define CEFR with their own words.

Based on these results, it is concluded that conducting more comprehensive research in the field of CEFR literacy and encouraging teachers working in the field of teaching Turkish as a foreign language in their professional development in order to improve CEFR literacy will be a very important step for the future of teaching Turkish as a foreign language.

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