

**THE IMPACT OF THE EUROPEAN LANGUAGE PORTFOLIO ON THE
LEARNER AUTONOMY OF TURKISH PRIMARY SCHOOL STUDENTS**

İlknur PEKKANLI EGEL

Doktora Tezi

İngiliz Dili Eğitimi Anabilim Dalı

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Eskişehir

Anadolu Üniversitesi Sosyal Bilimler Enstitüsü

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(Doktora Tezi)**

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**Anadolu Üniversitesi
Merkez Kütüphane**

DOKTORA TEZ ÖZÜ

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Türkiye’de, Milli Eğitim Bakanlığı tarafından 2001 yılında Avrupa Dil Gelişim Dosyası Özel İhtisas Komisyonu kuruldu. Bu komisyon, on beş yaşını aşmış öğrenciler için bir Avrupa Dil Gelişim Dosyası geliştirdi ve bu Avrupa Dil Gelişim Dosyası pilot liselerde halen uygulanmaktadır.

Önemi ve gerekliliği sadece bilim alanında değil, milletimizin hemen her kesiminde biliniyor olmasına rağmen, ülkemizdeki “yabancı dil öğrenimi” konusu hala sorundur. Sadece mevcut yabancı dil öğretiminin değil, yabancı dil öğretimine yönelik yeni projelerin de alt sınıflara çekilmesi ve bir an önce uygulamaya geçirilmesi gerekliliği derinden hissedilmektedir. Durum böyle iken, “Pilot liselerde uygulanmaya başlanan Avrupa Dil Gelişim Dosyası daha alt sınıflarda da uygulanamaz mıydı?” sorusundan yola çıkarak ve pedagoji biliminin, “Dil eğitimine erken yaşlarda başlanmalı” ilkesini ele alarak böylesi bir çalışmaya adım atıldı.

Bu çalışmanın amacı Türk ilköğretim okulu öğrencilerine yönelik Avrupa Dil Gelişim Dosyası geliştirmek ve bu dosyanın ilköğretim okullarındaki İngilizce derslerinde uygulanması sonucu Avrupa Dil Gelişim Dosyası’nın öğrenen özerkliğine etkisini araştırmaktır.

Çalışmaya iki okul seçerek başlandı. Okullar arasındaki yabancı dil eğitim farklılıklarının doğurabileceği bilimsel veri yanılgılarının önüne geçebilmek için okul seçiminde hem özel okullara hem de devlet okullarına yer vermenin uygun olacağı düşünüldü. Bu düşünceden hareketle devlet okullarından Dilek Özer İlköğretim Okulu ile özel okullardan Özel İlkbahar İlköğretim Okulu belirlendi.

Belirlenen okulların 4. ve 5. sınıflarından biri deney, diğeri ise kontrol grubu olmak üzere ikiye grup oluşturuldu. Bu gruplar için Fransa’da çocuklarda uygulanan bir Avrupa Dil Gelişim Dosyası esas alındı ve Türk çocuklarına uygun bir Avrupa Dil Gelişim Dosyası hazırlandı. On iki hafta süren uygulama çalışmasının öncesinde ve sonrasında grupları oluşturan denekler üzerinde Öğrenen Özerkliği Anketi uygulandı. Uygulama sonunda, Avrupa Dil Gelişim Dosyası’nın devlet okulunda öğrenen özerkliğine ulaşmada daha etkin olduğu görüldü. Ayrıca, Avrupa Dil Gelişim Dosyası uygulamasının başlarında, ortasında ve sonunda olmak üzere Avrupa Konseyi’nin “Learner Anchor Questions” (Standart Öğrenen Anketi) uygulandı. Bu anketlerde çoğunluğun Avrupa Dil Gelişim Dosyası’nın kullanımını olumlu karşıladığı tespit edildi.

Bu çalışmanın bulguları, Avrupa Dil Gelişim Dosyası’nın yabancı dil öğrenimi için önemli bir yenilik olduğunu göstermektedir çünkü Avrupa Dil Gelişim Dosyası ilköğretim öğrencilerinin öğrenen özerkliğini geliştirmeye etkisi olan bir araçtır. Öğrenen özerkliği ise yaşam boyu öğrenmenin anahtarıdır.

ABSTRACT

In Turkey, the Ministry of Turkish National Education formed a European Language Portfolio expertise commission in the year 2001. This commission designed a European Language Portfolio model for learners over the age of fifteen and is piloting this model in selected high schools.

The teaching of foreign languages within formal education is still a problematic issue in Turkey. Therefore, the necessity of innovative projects concerning the development of language teaching and the implementation of these projects especially within the lower grades of formal education is deeply perceived. As to this situation, the present study originates from the question, "Couldn't it have also been possible to implement the European Language Portfolio, which is being piloted in selected high schools, in the lower grades of formal education?" and the consideration of the pedagogical principle that children should be taught foreign languages at younger ages.

The main focus of the present study is the development and implementation of a European Language Portfolio junior model for Turkish primary school students and to investigate the impact of the European Language Portfolio on the learner autonomy of these students.

The study began with the selection of two primary schools. It was found appropriate to select one private and one state primary school so as to overcome the differences relating to the foreign language instruction within the schools. Therefore, Dilek Özer Primary State School and İlkbahar Private Primary School were selected.

One being the experimental group and the other being the control group, two groups were formed in each of the Grades 4 and 5 of the schools selected. A junior model of the European Language Portfolio suitable for Turkish students was adapted from the French junior model and implemented for twelve weeks. A Learner Autonomy Questionnaire was distributed to the participating groups before and after experimental treatment. After the period of experimentation, it was found that the European Language Portfolio was most influential in enhancing the learner autonomy of the students' in the state school. Also, three sets of "Learner Anchor Questions" designed by the Council of

Europe were administered at the beginning, middle and end of the period of European Language Portfolio implementation.

The findings of the study illustrate that the European Language Portfolio is an important innovation in foreign language learning because it is a tool that assists primary school students in developing learner autonomy, a key to life-long learning.

JÜRİ VE ENSTİTÜ ONAYI

İlknur PEKKANLI EGEL'in "The Impact Of The European Language Portfolio On The Learner Autonomy Of Turkish Primary School Students" başlıklı tezi 5 Kasım 2003 tarihinde, aşağıdaki jüri tarafından Lisansüstü Eğitim Öğretim ve Sınav Yönetmeliğinin ilgili maddeleri uyarınca, İngiliz Dili Eğitimi Anabilim Dalında Doktora tezi olarak değerlendirilerek kabul edilmiştir.

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LIST OF ABBREVIATIONS

ALQ : Autonomy Learner Questionnaire
CEF : Common European Framework
CoE : Council of Europe
CoE LQ : Council of Europe Learner Questionnaire
EFL : English as a Foreign Language
ELT : English Language Teaching
ELP : European Language Portfolio
FL : Foreign Language
HEC : Higher Education Council
M.NE : Ministry of Turkish National Education
UNESCO : United Nations Educational, Scientific and Cultural Organization

CHAPTER I

INTRODUCTION

1.1 Introduction

The main focus of this study is the implementation of a junior model of the European Language Portfolio (ELP), whereby the issue of the ELP's impact on learner autonomy is of particular importance. The study examines the use of the ELP as a pedagogical instrument for foreign language learning in Grades 4 and 5 of primary schools. The learner autonomy of grade 4 and 5 students learning English as a foreign language in a teacher-centred environment will be compared to that of students taught English as a foreign language through an ELP-oriented treatment within a teacher-centred environment. Concern for research in this area stems from the fact that "All the member states of the Council of Europe will have developed and implemented their own portfolios in their educational system in the 2004 and 2005 academic years" (Demirel, 2002a, p.119). After this period it is planned for a widespread ELP implementation in all of the Council of Europe member countries. Also, various piloting project reports have claimed that the ELP has facilitated and developed learner autonomy. Turkey, being a member of the Council of Europe, takes part in the piloting phase of the ELP. The Ministry of Turkish National Education has found it suitable to pilot the ELP in 14 selected high schools in Ankara and 10 selected high schools in Antalya (Demirel, 2002b). My interest is to investigate whether ELP implementations in primary school contribute to the fostering of the learner autonomy of children.

The background and significance of the study are primarily stated in the present chapter. Definitions and abbreviations of the relevant terminology are also presented at the end of this chapter.

1.2 Background to the Situation

In this section, the background of the situation where the present study takes place is described in order to provide the relevant information for understanding the possible limitations of the study. In this respect, foreign language education in Turkish primary schools, the ELP, the piloting of ELP junior models, and the ELP in Turkey are

highlighted. This section also dwells upon the issues relating to the formation of the ELP and also provides examples of the ELP implementation.

1.2.1 The Council of Europe and Foreign Language Education in Turkish Primary Schools

The Council of Europe (CoE) was founded in 1949 and at present, it continues as an intergovernmental organisation with 48 member states, all of which are in the continent of Europe. Demirel (2003b) states that Turkey was a founding member of this organization and has actively taken part in its initiatives to date. According to Demirel (Ibid) Turkey has enjoyed close relations with the Modern Languages Section of the CoE since the 1970's and during these years the Ministry of Turkish National Education reformed foreign language curricula and started to prepare new textbooks under the auspices of the CoE.

However, UNESCO and The Council of Europe have been to a large extent a European initiative in the wave of teaching children foreign languages in the second half of the 20th Century. Despite the facts that Turkey was one of the signatories included in the first twenty Founding Member States ratifying the Constitution of UNESCO, which came into force on 4 November 1946, and that Turkey has been a member of The CoE for more than half a century, the early foreign language teaching recommendations of these organizations were not recognized by Turkish governments until the last decade. The issue of teaching children foreign languages in state primary schools was not to emerge in Turkey until 1997, the year that witnessed a very influential Reform Act in most aspects of education.

Changes of government and political leaders in a country are reflected across many dimensions. In Turkey, one of these dimensions was the 55th Government's concern in the raising of educational standards. This resulted in the 1997 Minister of Turkish National Education, Hikmet Ulugbay, to call for an education reform. This reform resulted in compulsory education increasing from five years to eight years. According to UNESCO's Education for All Forum 2000 Assessment Program, this was the first and foremost step of this reform.

The Education for All Forum launched the EFA 2000 Assessment program through which 180 countries participated in the most in-depth assessment of basic

education since July 1998. Headed by a national EFA coordinator, national assessment teams have prepared reports outlining the progress towards education for all. These teams have also pinpointed shortcomings encountered since 1990, towards the goal of education for all in their countries (www.unesco.org).

In the EFA 2000 Assessment Turkish Country Report, it is noted that the 1996-2000 Five Year Plan reads, in its section on 'Legal and Institutional Arrangements', that transition to eight year compulsory education is targeted. Also included in the report is, "It was stressed in the 15th National Education Council that our country having achieved compulsory five-year basic education, the Basic National Education Law No.1739 of 1973 also stipulates inclusion of secondary school education in the scope of compulsory education, thereby realizing transition to eight year compulsory basic education". As argued in the report, the first and most crucial item of business in the arena of education executed by the 55th Government has been to lead the way in legislating Act No: 4306 which made basic education compulsory for eight years.

The educational program of the 55th Government, which provided guidelines for the Ministry of Turkish National Education (M.NE), introduced teaching English as a foreign language to primary state school students in Turkey. The 55th Government embarked upon reform activity in the 1997-1998 academic year, within the national education context. As a result of this reform, today's contemporary education consists of the following three fundamental steps: 1-basic education, 2-secondary and tertiary education, and 3-continuous education.

The M.NE has achieved a considerable distance in the reformation of the physical infrastructure at all levels of education. In addition to basic education being extended from five years to eight years, it also became compulsory for a Turkish primary state school student to take English as a foreign language (EFL), from grade four through grade eight. Before the Reform Act, English was not required until junior secondary education. However, long before the Reform Act, private primary schools were teaching English among other foreign languages.

Although the M.NE designs the EFL programs of primary state schools, private primary schools are free to design their own programs provided that they are

investigated and accepted by the Board of Education, one of the two main advisory bodies of the M.NE.

In the year 1997, the period when Turkey was engaged in the promulgation of the Education Reform Act, the CoE “on the occasion of the closing conference of the CoE project ‘Language Learning for European Citizenship’, with delegates from 40 member countries decided to develop the European Language Portfolio alongside the development of the Framework of Reference” (cited from the WebPages of CERCLE/LeFoZeF –University of Fribourg). The underlying triggering factor for the formation of the European Language Portfolio and the Framework of Reference can be traced back to years 1989/1990 when working groups from the language course provider Eurocentres (Zurich) and the Swiss association CILA (Commission Interuniversitaire de Linguistique Appliquée) worked together to find solutions to the problem: how can we understand what kind and what degree of language knowledge is certified through a particular examination result, diploma or certificate? The following year the CoE conducted a symposium in Ruschlikon, under the heading ‘Transparency and Coherence in Language Learning in Europe: Objectives, Evaluation, and Certification’ (Ibid).

The final drafts of the European Language Portfolio were piloted in 15 European countries and trans-national organizations between the years 1998 and 2000. After the encouraging results of the ELP pilot project phase 1998-2000, Turkey also developed an ELP model and at present is implementing this ELP model in selected piloting schools.

1.2.2 The European Language Portfolio

The European Language Portfolio (ELP) is a type of document that the CoE has formed for those who are learning or have learned a language in formal or informal settings to be able to record and reflect on their language learning and cultural experiences. The ELP “is a personal tool for all Europeans to develop into plurilingual and inter-culturally competent citizens” (Sharer, 2000). The CoE organised a piloting scheme for different versions of ELP’s to be discussed in order to accommodate all ages and specific users of foreign languages. The results of this scheme were found to be positive and most of the European Union members were interested. Therefore in 2001,

the CoE officially launched the implementation of the ELP along with the dissemination of the “European Year of Languages” (see Hirtzel, 2002).

The ELP consists of three parts: a Language Passport, Language Biography and Dossier. Schneider and Lenz (2001) in their *Guide for Developers of a European Language Portfolio*, affirm that all ELP versions should respect a basic division of the ELP into the above-mentioned three parts. These parts, though, can serve the aims and basic functions of the ELP in differing ways. Based on the information presented by the website of the CoE (www.coe.int), the parts of the ELP can shortly be defined as:

The Language Passport: The language passport is described as an updateable overview of one’s experience in and ability with different languages. This part of the ELP records formal qualifications, diplomas, and self-assessments. The Language Passport section of the document also provides an overview of the individual’s proficiency in different languages at a given point in time. This overview is defined in terms of skills and the proficiency is defined according to the Common European Framework of References for Languages. The owner of the ELP records her/his formal qualifications and describes the language competencies as well as significant language and intercultural learning experiences gained. This section also includes information on partial and specific competence; it allows for self-assessment, teacher assessment and assessment by educational institutions and examinations board. Information entered in the Passport includes when, why, and by whom the assessment was carried out. A standard presentation of a Language Passport for the ELP’s designed for adults is promoted by the Council of Europe in order to facilitate pan-European recognition and mobility (see Appendix A for the standard adult passport).

The Language Biography: In this component of the portfolio, a record of the learner’s personal language learning history is kept. This is to help the learner evaluate his learning objectives and reflect on his own language learning and inter-cultural experiences. The Language Biography not only facilitates the learner’s involvement in planning, it also aims to encourage the learner to state what he can do in each language and also include information on linguistic and cultural experiences gained through formal and informal educational contexts. This component of the ELP is organized to promote plurilingualism, i.e. the development of competencies in a number of languages.

promote plurilingualism, i.e. the development of competencies in a number of languages.

The Language Dossier: In this component of the portfolio, the learner is able to collect pieces of his work and the language certificates that s/he owns. The reason for this collection is to document and illustrate the skills, experiences, and achievements in the language learning process. Here, the language learner has the opportunity to choose the materials to document and illustrate the achievements or experiences that are recorded in the Language Biography or Language Passport sections of his portfolio.

The functions of the ELP can be described as: a) the pedagogical function—it aims to motivate learners by acknowledging their efforts to extend and diversify their language skills at all levels; and b) the reporting function—where it aims to provide a record of linguistic and cultural skills that the learner has acquired (Schneider & Lenz, 2001). Kohonen (2000a), co-ordinator of the Finnish ELP project, claims that the use of both the pedagogical and reporting functions of the ELP are crucial for developing the potential of the ELP towards increasingly autonomous and socially responsible language learning.

1.2.3 The Piloting of Junior European Language Portfolio Models in Europe

In *A European Language Portfolio Pilot Project Phase 1998-2000 Final Report*, Scharer (2000) notes that nine European countries and organizations (ONG's) developed and implemented junior ELP models. The countries and numbers of learners involved are displayed in Table 1.1.

As can be seen from Table 1.1, most of the countries or ONG's contributing to the junior ELP pilot projects have small learner groups. More than half of the total of learners participating belong to the pilot projects of France (3000 learners) and Holland (1952 learners).

It is stated by Scharer (2000) that although the ELP was displayed to prove itself a valid pedagogic tool under the many different pilot conditions it needs to be noted that positive and negative feedback generally relate to very specific circumstances. For example, while the Czech Republic project has provided positive feedback, the Holland project has provided the opposite.

Table 1.1 Countries and Learners Involved in Junior ELP Piloting

Countries and ONG's participating	Number of learners aged 6-10+ involved
Czech Rep.	399
France CIEP	3000
UK CILT	600
Hungary	50
Italy UMBRIA	270
Holland	1952
Portugal	475
Russia	160
Slovenia	177
TOTAL	7083

The Czech Republic pilot project provides a positive feedback summary while claiming that the issue of motivation related to the ELP deserves further exploration. In this pilot project, the children confirmed that the ELP encourages reflection on their learning and eighty-five percent of the children felt that it enhanced their motivation. Eighty-one percent of the teachers involved in this study also considered the ELP as a useful tool for the development of learner autonomy. However, a contradictory finding in this study is that only thirty-three percent of these children thought that the ELP stimulates them to participate more fully in the language learning process (Scharer, 2000).

Holland, which has contributed to the piloting project of the junior ELP model with one of the biggest learner groups, reports that there has been a critical reception of the ELP in Holland during the pilot phase. The evaluation of this project found that the

success and acceptance of the ELP by the learners depends very much on the teachers' attitude towards it. According to the report, if there is an absence of teacher support the learner will not be kept interested in the ELP for a longer period of time (Ibid).

Various studies have revealed that it is suitable for primary school to be the first official setting for students to possess ELP's. For instance, Slovenia is also one of the countries that has piloted the ELP in primary schools (during the period of October 1998 until May 2000). As expressed by Troha (2000), the piloting of the ELP in nineteen Slovenian primary schools coincided and accorded with the curricula reform which introduced early foreign language learning/teaching (from the age of nine) and emphasised the importance of modern teaching, learning and assessment strategies in the Slovene school system. Evaluation in this piloting revealed that children liked working with the Dossier the most because this was the section where they collected pieces of their work and described experiences they had with foreign languages and cultures. However, these children did not understand the Biography and Passport too well perhaps because the checklists were not ready and therefore could not be included in the ELP's. About this piloting Troha (2000, p.78) states, "The main conclusion of the piloting in our country was the process of the introduction of 'portfolio thinking' should begin at the primary school level with children and their teachers."

1.2.4 The European Language Portfolio Pilot Project of Turkey

As recorded in the *European Language Gazette* of November 2002, the implementation of the ELP has progressed extremely well, and almost all member States of the CoE have developed models which have either been validated by the European Validation Committee and are currently implemented, or they have developed models which are being used on a pilot basis. Being a member of the CoE, the Ministry of Turkish National Education (M.NE) also investigated and evaluated the ELP project documents supplied by the Modern Languages Section of the CoE. It is pointed out by Demirel (2003b) that Turkey, as a member state of the CoE, is fulfilling the requirements for the ELP and the Common European Framework (CEF) under the auspices of the M.NE by reforming foreign language curricula, developing the Turkish ELP model and improving the quality of language instruction in the educational system. "These efforts will contribute to the language learning process in Turkey in order to

Demirel (2003b) that Turkey, as a member state of the CoE, is fulfilling the requirements for the ELP and the Common European Framework (CEF) under the auspices of the M.NE by reforming foreign language curricula, developing the Turkish ELP model and improving the quality of language instruction in the educational system. "These efforts will contribute to the language learning process in Turkey in order to harmonise with European Standards and also to support the language policy of the CoE by training plurilingual Turkish citizens as part of the integration process for a multicultural European society" (Ibid).

The Turkish pilot project, as reported by Demirel (2002), began with the determining of the long term and short-term objectives of the ELP to be attained. Then, an in-service teaching programme for piloting teachers was designed accordingly, and finally, a seminar on the ELP was held in October 2001 in Ankara. In this seminar, the ELP project was introduced in detail, existing sample ELP models of other European countries were examined, language descriptors used in the portfolio were analysed and the implementation process of the ELP in Turkey was discussed. As a result of the seminar, a steering committee for the ELP project was established in order to design the ELP model for Turkish high school students 15 years of age and older.

The Turkish ELP project committee has developed a sample ELP model for high school students, which the M.NE has published under the name "European Language Portfolio" (Avrupa Dil Gelişim Dosyası). The Turkish ELP model conforms to the criteria of the European committee that has been set up in order to validate ELP's. This committee is named the Validation Committee. The Validation Committee has accredited the Turkish ELP as model No. 47.2003 (see Appendix B for the accredited Turkish ELP model). The Turkish ELP has been distributed to the piloting schools in Ankara and Antalya. "The implementation process of the project started at the beginning of the 2002-2003 academic year in piloting schools" (Demirel, 2003b).

Based on the ELP pilot project of Turkey, Demirel (2003b) conducted a research investigating the general characteristics of the subjects' opinions of the implementation of the ELP and the practical recommendations for future practice within the Turkish educational system. The findings of this research revealed that all of the teachers agreed on the positive contribution of the ELP to the language teaching/learning process. According to these teachers ELP implementation not only motivated their

reported in this research is the point that teachers will have a chance to motivate their students and foster their student's autonomy by changing their own teaching strategies, methods and assessment criteria through implementing the ELP in language classes.

As can be seen in Demirel's (2003b) research, one of the most important concepts that ELP implementation has brought to language teaching in the Turkish ELP piloting schools is 'learner autonomy'.

1.2.5 Learner Autonomy

The last two decades have witnessed a significant body of research conducted by prominent language researchers on the learner autonomy of language learners (e.g. Holec, 1981, 1988; Dickinson, 1987, 1992; Little, 1991; Dam, 1995; Benson, 2001). As a result, "the development of learner autonomy as an important general educational goal has been widely recognized and broadly accepted by the language teaching profession" (Chan, 2001, p.504).

Contemporary language-teaching methodologies assume that language teachers have an important role in guiding their students to develop a sense of responsibility to be able to decide what to learn, when and how to learn it by themselves and thus become an autonomous learner.

As indicated by Good and Brophy (1994), schools are not recreational settings that are designed primarily to provide entertainment; they are educational settings where students are required to come for instruction in a prescribed curriculum. As a result, from time to time, teachers may allow their students to select the language learning activities according to their own needs. Yet, most of the time students engage in activities selected by the teacher (cited in Dörnyei, 2001). Therefore, it is difficult for the teacher to foster learner autonomy in a classroom setting where there are time constraints due to the pressure of accomplishing course objectives.

The central components of language instruction are: 1- language purposes (why we are teaching the objectives), 2- instructional plans (how these objectives will be attained), and 3- instructional practices (what will happen in the classroom). Although it would be difficult for the teacher to change the first two components, it is possible for her/him to change her/his instructional practice. Language teachers who seek to promote learner autonomy can change their practice by selecting activities and

supporting materials to develop study skills, learning strategies, self-reflection and self-assessment. Another point of consideration, as Dörnyei (2001, p.131) expresses, is that a teacher can foster autonomy by allowing the students' real choices. By sharing the responsibility with them in the organization of their learning process, teachers can give students positions of genuine authority and encourage their contributions, peer teaching and project work.

Benson (2001), one of the prominent researchers in the field of learner autonomy, distinguishes five different types of practice associated with the development of autonomy:

- Resource-based approaches (emphasizing independent interaction with learning materials);
- Technology-based approaches (emphasizing independent interaction with educational technologies);
- Learner-based approaches (emphasizing the direct production of behavioural and psychological changes in the learner, e.g. strategy training);
- Classroom-based approaches (emphasizing changes in the relationship between learners and teachers in the classroom and learner control over the planning and evaluation of learning);
- Curriculum-based approaches (extending the idea of control over planning and evaluation of learning to the curriculum as a whole).

Benson (2001, p.113) specifies that the resource-based approach to the development of learner autonomy offer learners the opportunity to exercise control over learning plans, the selection of materials and the evaluation of learning. Benson (2001, p.151) also suggests that autonomy is fostered in classroom-based approaches where there is a focus on changes to the relationships found within conventional educational structures: classroom practice, control of the curriculum and the role of the teacher. At certain points, the characteristics of the resource-based and classroom-based approaches, as classified by Benson, overlap with the principles of the ELP. For example, self-assessment checklists integrated into the passport section of the ELP make it possible for the learner to plan future learning objectives, requiring the learner to self evaluate the learning product.

Learner autonomy is regarded as the key concept in the ELP because the ELP promotes in and out of school learning. Through this promotion, learning becomes independent in determining the learning objectives (Demirel, 2002). In this respect, as it is officially reported by Scharer (2000), the principle of the ELP is to serve as a tool to stimulate and support a learning process through school and beyond –from childhood to adulthood. The ELP thus strongly promotes the development of learner autonomy.

Broady and Kenning (1996) stress that in the development of autonomy, whether in teacher-led classes or outside the classroom, learners not only need opportunities to take responsibility, they also need knowledge and skills in order to do this successfully. These researchers, building on Holec's (1985) discussions of the task of the autonomous learner, have designed a model of learner autonomy in language learning. In this model they display relationship between knowledge. (See Figure 1.1 for the model of Broady and Kenning, 1996, p.15).

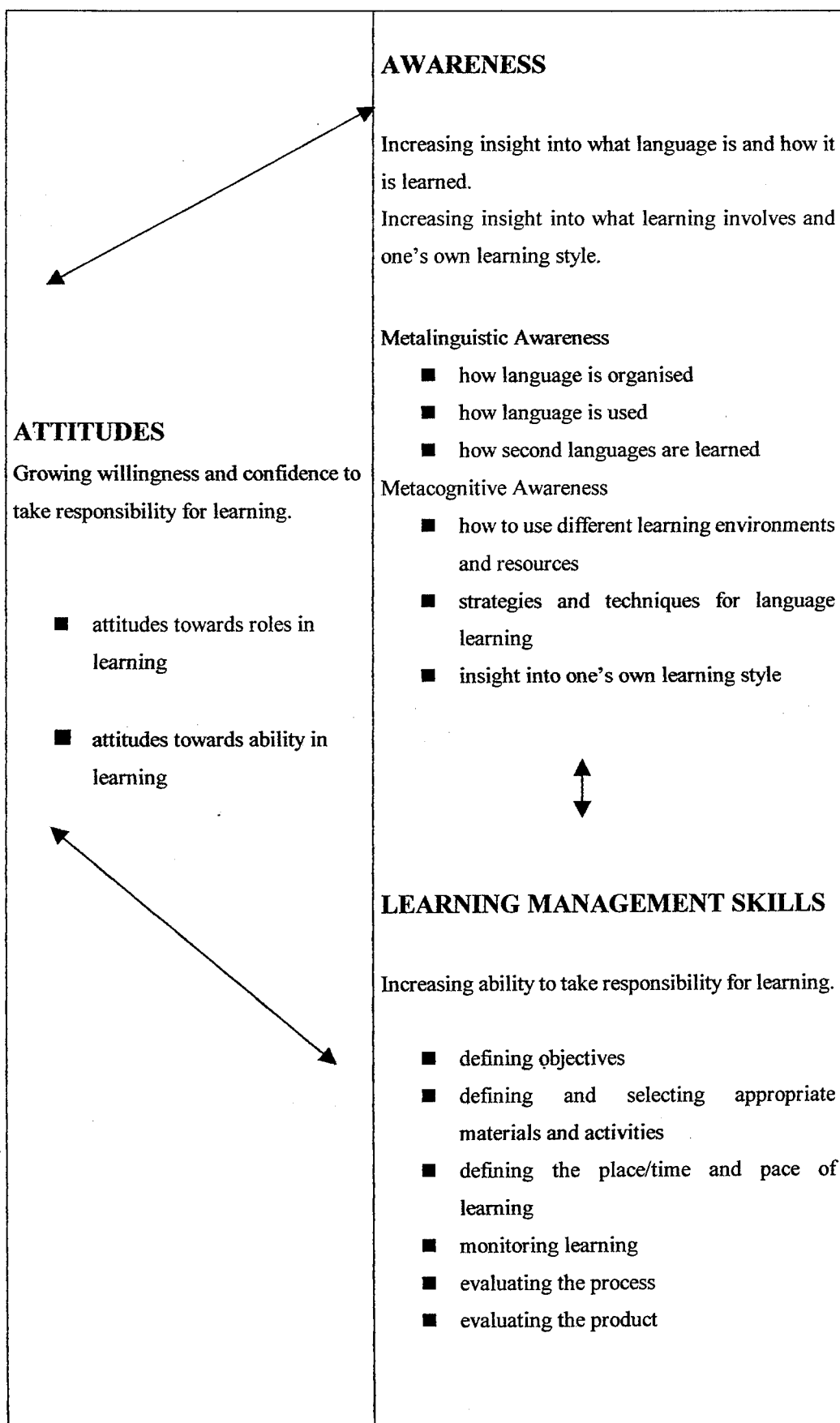


Figure 1.1 Model of Learner Autonomy in Language Learning

1.3 Purpose of the Study

In the light of the Education Reform Act of 1997, the M.NE Circular dated October 1997, no. 2481, provided the following explanation for the teachers of the EFL primary school curricula of grades four and five:

The foreign language lesson should be learner-centred. In these lessons the teacher has the role of being a guide in transferring the knowledge and the students form the focus point of the lesson. The teacher makes the students active by employing current teaching practices¹.

The above explanation is suitable for teaching situations where it is possible to employ contemporary foreign language teaching approaches. However, my informal observations as well as investigations concerning the EFL teaching situation in Turkish primary state schools have revealed that a learner-centred approach has not been adopted, because it is not suitable and realistic for a majority of these schools. Low levels of teacher proficiency, insufficient time to meet the demands of the curriculum and overcrowded classrooms keep teachers from adopting a learner centred approach..

An example of a notable investigation on this matter belongs to Piyade (2000). For her Ph. D. Thesis, Piyade studied the problems that EFL teachers faced in state primary schools in Ankara. Based on the results of her study, Piyade (2000, p.291) revealed that:

The teachers' descriptions of learner-centred lessons provided by most of the teachers who were interviewed showed that the teachers perceived individual students asking or answering questions or class participation drills, as learner activity and pointed out that their lessons were learner-centred; whereas, the observation results revealed that most of the teachers did, in fact, conduct teacher-centred lessons in which the teacher played the key role of asking questions, choosing individual students to answer or ask questions, write answers on the board or read passages.

The language experts who were reviewed in Piyade's (2000) study also pointed out that the teachers actually preferred using teacher-centred methods and techniques

¹ The quote is translated from Turkish to English by the researcher.

because they believed that discipline was more important than teaching an activity in the classroom. Therefore, these teachers felt safer using the teacher-centred methods.

The literature on learner autonomy displays that there are various types of practices that the teacher can adopt to succeed in fostering autonomy within the classroom setting. However, this literature is mostly based on situations where the language teaching is predominantly learner-centred.

In Turkey, private and state primary schools are the predominant types of schooling. Schooling options display many differences ranging from the number of foreign language lessons per week to the conditions and environment of foreign language learning. Provided that within the Turkish educational context, teacher-centred instruction is the primary approach for teaching English as foreign language in a majority of state primary schools then how can the learner be expected to become "more" autonomous if s/he is any at all? Will the implementation of the current instrument called the ELP actually foster the learner autonomy of Turkish children being taught English in this traditional manner?

In the present study the ELP is integrated within the existing foreign language curriculum of Grade 4 and curriculum of Grade 5 of a private and a state primary school. Grade 4 and 5 students were chosen for experimentation because Turkish children enrolled in a state primary school begin to officially learn their first foreign language, English, in Grade 4. This study aims to investigate whether implementing an ELP and emphasising its pedagogical function through designing a program integrating the areas of learning management skills, awareness, and attitudes (as defined in Broady and Kenning's, 1996, model of learner autonomy) will have an impact on the learner autonomy of Turkish students in teacher-led classes. (See Figure 1.2 for the learning management skills, awareness and attitudes concepts embedded within the ELP junior model implemented for experimentation in the present study). This research also explores the extent to which students accept a language teaching practice based on the junior model of the ELP. A junior model of the ELP designed for Turkish children is piloted and the feasibility of implementing this ELP in a private and a state primary school is investigated.

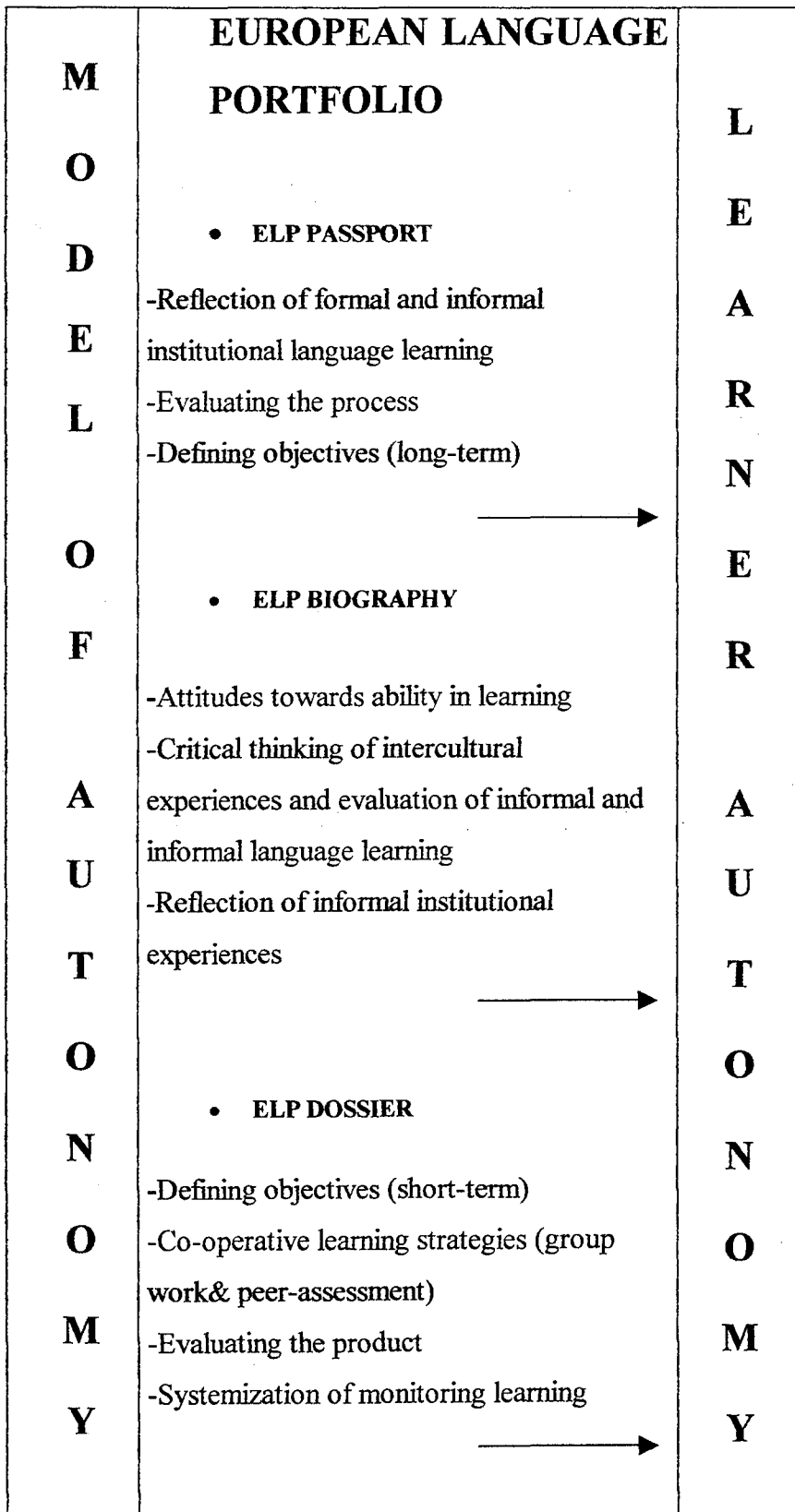


Figure 1.2 Model of Learner Autonomy Embedded in an ELP Model

1.4 Research Questions

After determining the purpose of the study, the arising research questions can be grouped as those relating to the pedagogical function of the ELP as an instrument for advancing student autonomy and the views of those who are in direct contact with the ELP.

The questions related to the pedagogical functions of the ELP are:

1. Does the ELP foster the learner autonomy of private primary school students learning English by teacher-centred approaches?
2. Does the ELP foster the learner autonomy of state primary school students learning English by teacher-centred approaches?
3. Is there a significant difference between the private and the state school students' learner autonomy after ELP implementation?

The question related to how the students perceive the implementation of the ELP is:

1. What are the perceptions of the primary school students towards the implementation of an ELP model within the Turkish primary school context?

Investigations into the research questions mentioned above are expected to provide a source of data necessary for the effect of the ELP on fostering learner autonomy as well as the overall evaluation process of implementing the ELP within the Turkish primary school context.

1.5 Limitations of the Study

The present study has the following aspects that could be defined as limitations:

Due to the time constraints based on the curriculum demands of the state primary school, ELP implementation was conducted over a period of twelve weeks. This period for ELP implementation is not ideal for such an instrument aiming to support lifelong language learning.

With a small population of only a Grade 4 and Grade 5 in two different schools for ELP experimentation, may cause limitations to the study.

The researcher correcting the homework of every student in the experimental groups, and giving feedback to all of these students in the form of notes, could be

questioned in terms of the feedback not being individualized for each learner's strengths and weaknesses.

Finally, although the present study aims to shed light on the impact of the ELP on the learner autonomy of Turkish primary school children, the study faces the potential pitfall of the measurement of autonomy being problematic as the measurement of other constructs in applied linguistic research has been proven difficult (see Benson, 2001). Also as it is claimed by Benson (2001, p. 54):

...any developmental model for the acquisition of autonomy, if such a model is possible, should take account of the need for phases of uncertainty or confusion and for reversals as well as sudden leaps forward. If this is the case, a snapshot of the learner's performance at any given moment in time may give a misleading picture of his true abilities.

Considering that the ELP is viewed as an innovating language-teaching instrument and that the impact of the ELP on learner autonomy is a contemporary debate this issue necessitates further coherent and empirical research.

1.6 Definitions of Key Terms Used in the Study

The Council of Europe-The Council of Europe (CoE) was founded on May 5, 1949. At the time, ten countries had signed the treaty constituting the Statute of the Council of Europe. This number has now increased to 45 Member States. Burnett (2000) explains that the CoE plays an important role in strengthening democracy, human rights, the rule of law and Europe's cultural heritage in its Member States. "In its first three decades, the CoE was primarily an international organization comprised of western European members and concerned with western European issues, but the 1980s and 1990s saw the CoE assume a new role in the democratisation of central and eastern Europe. With the accession of the Russian Federation in 1996, the CoE's important role in an enlarged Europe became even more evident" (Ibid).

The European Language Portfolio- The European Language Portfolio (ELP) is as a document whereby those who are learning or have learned a language, in a formal or

informal setting, are able to record and reflect on their language learning and cultural experiences.

The Common European Framework for References of Languages - *The Common European Framework for References of Languages* is a text providing as an instrument for setting clear standards to be attained at various stages of language learning. This text provides a framework for language evaluation in an internationally comparable manner. This Framework also provides “a basis for the mutual recognition of language qualifications, thus facilitating educational and occupational mobility. It is increasingly used in the reform of national curricula and by international consortia for the comparison of language certificates. A recent European Union Council Resolution (November 2001) recommended the use of this Council of Europe instrument in setting up systems of validation of language competences” (www.coe.int).

CHAPTER II

LITERATURE REVIEW

2.1 Introduction

This chapter is twofold.

- a) The first section presents the reader information that dwells upon the central features of the ELP, elaborates on the parts constituting the ELP, and addresses the aims underlying ELP implementation. This section concludes with a revision of the relevant studies conducted within the field of ELP.
- b) The second section provides the reader with background information relating to learner autonomy which is followed by various sub-headings introducing learner autonomy research relevant to the present study.

2.2 The European Language Portfolio

Kohonen (2001) points out that the process of developing the ELP as part of the CoE's Common European Framework for Language Teaching (CEF, 2001) dates back to the year 1971 when there was a symposium (on languages in adult education) in Ruschlikon, Switzerland. As highlighted by Kohonen (2001), in the 1970's attention was directed to the basic questions of learner-centred language learning: the identification of the learners communicative needs and learning objectives, the development of notional functional syllabuses (Wilkins, 1976), self-assessment, and the definition of the threshold level in foreign language learning (van Ek, 1976; van Ek and Trim, 1990).

In 1991, the CoE again held an intergovernmental symposium in Rüschtikon where a large number of language experts participated in elaborating, "further the goals, objectives and functions of the proposed common framework of reference and the idea of a European language portfolio was conceived" (Kohonen, 2001, p.78).

On the 17th of March 1998, the CoE Committee of Ministers came together at the 623rd meeting of the Ministers' Deputies. This committee, under the terms of Article 15.b of the Statute of the CoE passed Recommendation No. R (98) 6. In this Recommendation of the Committee of Ministers to Member States concerning Modern Languages, in section G under the sub-heading "*Specification of Objectives and Assessment*" it is recommended that, among other measures, learners develop and use a

personal document called the ELP. In this portfolio, Europeans are expected “to record their qualifications and other significant linguistic and cultural experiences in an internationally transparent manner as part of an effort to extend and diversify language learning at all levels in a lifelong perspective” (www.coe.int). The CoE, after considering Recommendation No. R (98) 6 of the Committee of Ministers to Member States Concerning Modern Languages developed and piloted the ELP.

Results of pilot projects conducted in 15 member States in an initial pilot phase (1998 to 2000) were encouraging and allowed for the exploration of the practical potential, feasibility and effects of the ELP.

2.2.1 What is the European Language Portfolio?

The CoE defines the ELP as a document in which those who are learning or have learned a language whether in a formal or informal situation are able to record and reflect on their language learning and cultural experiences. The ELP contains a language passport that is regularly updated by its owner. There is also a grid provided where language competences can be described according to common criteria accepted throughout Europe and which can serve as a complement to customary certificates. The ELP also contains a detailed language biography describing the owner's experiences in each language in order to guide the learner in planning and assessing progress. Finally, there is a dossier where examples of personal work can be kept to illustrate one's language competences (www.coe.int).

2.2.1.1 Aims of the European Language Portfolio

The ELP seeks to promote the aims of the CoE. These aims include the development of democratic citizenship in Europe through;

1. the deepening of mutual understanding and tolerance among citizens in Europe;
2. the protection and promotion of linguistic and cultural diversity;
3. the promotion of lifelong language and intercultural learning for plurilingualism through the development of learner responsibility and learner autonomy;
4. the clear and transparent description of competences and qualifications to facilitate coherence in language provision and mobility in Europe.

2.2.1.2 Principles and Guidelines of the European Language Portfolio

The ELP values all foreign language competence whether it was gained inside or outside of formal education. The CoE has set the following list of common principles and guidelines that have been agreed for all portfolios. Authorities, decision makers, ELP developers, teachers and learners are strongly encouraged to use their best endeavors to follow these principles and guidelines when creating, using and promoting the ELP:

1. The ELP reflects the Council of Europe's concern with:

- 1.1. the deepening of mutual understanding among citizens in Europe;
- 1.2. respect for diversity of cultures and ways of life;
- 1.3. the protection and promotion of linguistic and cultural diversity;
- 1.4. the development of plurilingualism as a life-long process;
- 1.5. the development of the language learner;
- 1.6. the development of the capacity for independent language learning;
- 1.7. transparency and coherence in language learning programs;
- 1.8. the clear description of language competence and qualifications in order to facilitate mobility.

2. The ELP:

- 2.1. is a tool to promote plurilingualism and pluriculturalism;
- 2.2. is the property of the learner;
- 2.3. values the full range of the learner's language and intercultural competence and experience regardless of whether acquired within or outside formal education;
- 2.4. is a tool to promote learner autonomy;
- 2.5. has both a pedagogic function to guide and support the learner in the process of language learning and a reporting function to record proficiency in languages;
- 2.6. is based on the Common European Framework of Reference with explicit reference to the common levels of competence;
- 2.7. encourages learner self-assessment (which is usually combined with teacher assessment) and assessment by educational authorities and examination bodies;

2.8. it incorporates a minimum of common features (outlined below), which make it recognizable and comprehensible across Europe;

2.9 may be one of a series of ELP models that the individual learner will possess in the course of life-long learning. ELP models can cater for the needs of learners according to age, learning purpose and context and background (cited in CoE website: www.coe.int)

2.2.2 The European Language Portfolio and the Common European Framework of Reference for Languages

In the last decade the CoE has searched for approaches promoting the teaching and learning of languages in a multilingual, multicultural and life-long perspective on the basis of equal opportunities for all members of society by taking into account the Recommendations of the CoE (Huber, 2002). As a result the CoE published the *Common European Framework of Reference for Languages* (CEF), in the year 2001, as a source for the development of rating scales to assess the attainment of a particular learning objective. In addition, there are also descriptors that may assist in the formulation of criteria for languages.

The CEF is intended to be a common basis for all kinds of products for planning, carrying through with and evaluating modern language teaching and learning (Shneider and Lenz, 2001). The CEF paved the way for the first pioneer applications of the ELP, which “have grown out of the work on the Council of Europe Modern Languages project during the 1990’s. The portfolio model uses the six level system from the CEF (A1, A2, B1, B2, C1, C2) and in particular the Passport section includes the overall grid of descriptors by level and skill from the CEF” (Hirtzel, 2001, p.16).

One of the aims of the CoE is to provide a reference document for the ELP, so as to help state members in their description of the levels of proficiency required by existing standards, tests and examinations. Before this procedure, there were comparisons between different systems of qualifications according to every member. The CoE, which has a distinguished record in promoting and supporting language learning, has recognized and addressed the need to define levels of competence in languages. Of the CoE, 24 member states have agreed upon and developed a reference framework which gives positive value to all language competence, from the most basic

to the most fluent. This framework is called the Common European Framework of Reference for Languages.

In the CEF (2001), a common basis is formed for the elaboration of language syllabuses, curriculum guidelines, examinations, textbooks, etc. across Europe. This framework describes in a comprehensive way what language learners have to learn to do in order to use a language for communication and what knowledge and skills they have to develop so as to be able to act effectively. The cultural context in which the language is set is also covered. Another important feature of this Framework is that it defines levels of proficiency, which allow learners' progress to be measured at each stage of learning and on a life-long basis.

The CEF is advantageous for European countries in respect to overcoming the barriers of communication due to their varying educational systems of teaching modern languages. This characteristic of the CEF is achieved: "By providing a common basis for the explicit description of objectives, content and methods, the Framework will enhance the transparency of courses, syllabuses and qualifications, thus promoting international co-operation in the field of modern languages. The provisions of objective criteria for describing language proficiency will facilitate the mutual recognition of qualifications gained in different learning contexts, and accordingly will aid European mobility" (CEF, 2001, p.1).

The taxonomic nature of the CEF can be described as "breaking language competence down into separate components" (Ibid). At this point, the CEF stress that since language communication calls upon the whole human being, these components interact in complex ways for each person. It is the responsibility of teachers and learners to reintegrate these many components in order to develop a healthy whole.

The 'Global Scale' of language proficiency guidelines originating in the CEF is based on six levels within three broad bands relating to specialist, functional and foundation language skills. These six levels are an interpretation of the classic division into basic, intermediate and advanced. A 'Hypertext' branching principle is adopted, starting from an initial division into three broad levels. Table 2.1 displays a synopsis of what a person can actually do in a language at each of the six levels. The CoE claims that such a simple global scale makes it easier to communicate the system to non-specialist users and will also provide teachers and curriculum planners with orientation

points. However, the CoE also notes that in order to orient learners, teachers and other users within the educational system for some practical purpose, a more detailed overview is necessary. Such an overview is presented in the form of a self-assessment grid showing major categories of language use at each of the six levels. It is intended to help learners to profile their main language skills, and decide at which level they might look for a checklist of more detailed descriptors in order to self-assess their level of proficiency (www.coe.int).

2.2.2.1 Methodology Adopted by the CEF of Reference for Languages

The CoE claims that a frame of reference for language learning, teaching and assessment must be comprehensive, transparent and coherent so that it can relate to a very general view of language learning. In line with this argument, the CoE has developed an action-oriented approach. Through this approach the framework “views users and learners of a language primarily as ‘social agents’, i.e. members of society who have tasks (not exclusively language-related) to accomplish in a given set of circumstances, in a specific environment and within a particular field of action” (CEF, 2001, p. 9).

This action-oriented approach gives importance to the social agents to develop a range of both general and communicative language competences. Since these social agents face various conditions under which they have to engage in language activities involving language processes, which they have to either produce or receive, they have to employ the most appropriate strategies in order to accomplish these tasks.

The framework views the general competence of language learners as consisting of the learner’s knowledge, skills, existential competence and also their ability to learn. It defines knowledge as declarative knowledge meaning that it is the knowledge resulting from experience (empirical knowledge) and from more formal learning (academic knowledge).

Table 2.1 Common European Framework Global Scale

Band 1-The Basic User
A1 Breakthrough level: Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.
A2 Waystage level: Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.
Band 2-The Independent User
B1 Threshold level: Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise while travelling in an area where the language is spoken. Can produce simple connected text topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes and ambitions, and briefly give reasons and explanations for opinions and plans.
B2 Vantage Level: Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
Band 3-The Proficient User
C1 Effective-proficiency level: Can understand a wide range of demanding, longer texts and recognise implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.
C2 Mastery level: Can understand with ease virtually everything heard or read. Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even more complex situations.

The CEF (2001, p.11) claims, “any new knowledge is not simply added onto the knowledge one had before but is conditioned by the nature, richness and structure of one’s previous knowledge and, furthermore, serves to modify and restructure the latter, however partially.” This definition of knowledge displays a similarity to the definition of ‘adaptation’, which was a functional invariant of Piaget’s theory of cognitive development that had an impact on the field of developmental psychology half a century ago.

According to Piaget’s theory, “adaptation is the organism’s tendency to adjust its structures to environmental demands. Piaget defined two aspects of adaptation: assimilation and accommodation. Basically, assimilation is the incorporation of new information into already existing schemes. Assimilation is not a passive process; it often requires that a child modify or distort environmental input so that it can be interpreted by the child’s current schemes. Assimilation is not the mere registration of a stimulus but the active construction of external data to fit the child’s existing schemes” (Bjorklund, 1995, p.59).

The skills of the language learner depend more on his/her ability to be able to “carry out procedures than on declarative knowledge, but this skill may be facilitated by the acquisition of ‘forgettable’ knowledge and be accompanied by forms of existential competence, for example relaxed attitude or tension in carrying out a task” (CEF, 2001, p.11).

The existential competence of language learners or users plays an important role in the CEF because it is considered “as the sum of the individual characteristics, personality traits and attitudes which concern, for example, self image and ones view of others and willingness to engage with other people in social interaction.... It includes factors which are the product of various kinds of acculturation and may be modified” (CEF, 2001, p.12).

The CEF declares that it is important for its approach to the methodological aspect of learning and teaching modern languages not to be dogmatic. Instead, it is to be comprehensive, presenting all options in an explicit and transparent way. In this respect, the CEF does not promote a particular language teaching methodology. Rather, it presents those options considered to be most effective in reaching the objectives needed by the learners for their social contexts. At this point, however it is necessary to state

“for many years the Council of Europe has promoted an approach based on the communicative needs of learners and the use of materials and methods that will enable learners to satisfy these needs and which are appropriate to their characteristics as learners” (CEF, 2002, p.142).

Investigation of the CEF scales of descriptors for language proficiency shows that they are mainly based on the learner’s performance and communicative competence. The language user is expected to fulfill the demands of a communicative task by utilizing communication strategies. As a result, it should be noted that the CEF approach to the methodology of teaching is a mixture of the theories relating to the communicative approach, the interactive strategies, learner styles, co-operative group working and reflective learning.

2.2.3 The European Language Portfolio and Learner Assessment

Research investigating the issues in assessing children’s language learning has generated many ramifications along with a series of assessment issues necessitating further work. Based on these issues Cameron (2001, p.214) stresses that the following factors might make the task of assessing young learners different from assessment practices in other FL situations:

- Age: children’s motor, linguistic, social and conceptual development must be taken into account in designing and implementing assessment.
- Content of language learning: a focus on oral skills, vocabulary development and language use at discourse level.
- Methods of teaching: interactive use of games, songs, rhymes, stories to carry language content and practice.
- Learning theories e.g. zone of proximal development; learning through social interaction, able to do more with helpful other.

According to Cameron (2001) a survey of the sparse information that is available on young learner assessment suggests that assessment practices, far from taking careful account of the factors above, may result in conflicting findings.

Because the CoE has clarified that it is possible for various ELP's to be designed according to differing age groups and other varying purposes it is possible for ELP junior models to take into account the above-mentioned factors as stated by Cameron.

2.2.3.1 The European Language Portfolio and Self-Assessment

Self-assessment, which plays a central role in the ELP, can be used for both formative and summative assessment. Little and Perclova (2001, p.55) have explained how self-assessment in the ELP can be used for these two different purposes. According to these researchers, when learners assess themselves in the passport component, they are engaging in a form of summative assessment: a statement of their proficiency at a particular point in their lives. On the other hand, the self-assessment that runs through the biography component and keeps the contents of the dossier under critical review has a formative function; and it is so thoroughly integrated with the pedagogical purpose of the ELP that it is as much a habit of mind as an activity. However, as Little and Perclova (2001, p.55) note:

These two kinds of self-assessment depend on the same complex of knowledge, self-knowledge and skills, which means that learners are likely to be more proficient in performing summative self-assessment if formative self assessment--what one might call reflective self-evaluation --has been an integral part of their learning experience.

The self-assessment in the ELP helps the student to become an active learner. As he becomes more aware of his strengths and attitudes towards the language, he becomes more capable of reaffirming his goals achieved. Through this awareness, the student is further motivated and enabled to set future goals in the language learning process.

The assessments incorporated into the ELP are based on the criteria of the proficiency levels determined by the CoE. Therefore, the CoE in the CEF (2001, p. 180) provides for languages:

A source for the development of rating scales for the assessment of the attainment of a particular learning objective and the descriptors may assist in the formulation of criteria.... The use of descriptors in this way has become more common in the last 10 years. Experience has shown that the consistency with which teachers and learners can interpret descriptors is enhanced if the descriptors describe not only WHAT the learner can do but also HOW WELL they do it.

As a result, the majority of the items inserted in the self-assessment checklists provided by the ELP start with the phrase 'I can...'. The following items (translated from French to English by the researcher) are examples from the validated French ELP junior model:

- I can write about what I did on the holidays.
- I can write letters to my friends.
- I can ask how the weather is.

2.2.4 Future Goals of the European Language Portfolio

It is claimed that different models are being or will be developed in CoE member states. These models will vary depending on the age of learners and the national contexts of the member states. "However, all models must conform to the agreed principles and be approved by the European Validation Committee in order to use the CoE logo" (Ibid).

The Validation Committee of the CoE is an organ appointed by the Education Committee of the Council. Its duty is to assure the conformation of the ELP models to the Common European Principles and Guidelines set down in document CC-ED (2000) 20, which states the rules for the accreditation of ELP models. This committee meets twice a year with the meeting dates fixed on:

-16 and 17 May

-10 and 11 October (cited from the CoE WebPages: www.culture2coe.int).

The ELP validation committee also has the duty of guiding the educational authorities or institutions attempting to produce an ELP model. The CoE has also been

organizing a series of seminars since 2001 to help those member states that have not participated in the pilot scheme.

2.2.5 The European Language Portfolio Pilot Project Phase 1998-2000

In, *A European Language Portfolio Pilot Project Phase 1998-2000 -- The Final Report* (2000), the ELP General Reporter, Rolf Scharer, notes that implementing an ELP widely throughout Europe is a far-reaching decision. Before the recommendation of such an action the ELP has to have withstood certain tests. As a result, in the years 1998-2000 the following 16 European countries and organizations (ONG's) participated in a number of pilot projects: Austria, Switzerland, Czech Rep., Germany NRW, France CAEN, France CIEP, Finland, UK CILT, Hungary, Italy UMBRIA, Ireland, Holland, Portugal, Russia, Sweden, Slovenia, CERCLES, EAQUALS, and the European Language Council.

The aim of these pilot projects was to gather relevant information on which to base the above-mentioned decision. Therefore, these pilot projects were conducted with the following main objectives:

1. to design and evaluate European Language Portfolio models;
2. to explore methods and procedures favourable for implementation and to clarify resources and conditions needed;
3. to explore the impact on the quality of the learning and teaching process as well as on the learners and teachers;
4. to verify the compatibility between common European objectives and national and institutional goals, traditions and requirements;
5. to clarify the common European core and to identify needs for flexibility and variations;
6. to test the acceptance of a European Language Portfolio by the learners, teachers, learning institutions, parents and employers;
7. to test the possible market value and political acceptance;
8. to lay a base for further development and wide implementation.

(Scharer, 2000, p. 7)

Although all of the pilot projects were carried out with different learner groups in varying educational settings, all of them were based on the following CoE documents:

- A European Language Portfolio, Proposals for Development, CC-Lang (97) 1
- Modern Languages: Learning, Teaching, and Assessment. A Common European Framework of Reference, CC-Lang (95) rev IV.

As reported by Scharer (2000, p.9) the feedback from the pilot projects, which included 30,000 learners and 1,800 teachers using an ELP, displayed that “the ELP, in a variety of forms, has proven itself a valid and innovative pedagogic tool. It helped improve both process and outcome of foreign language learning under widely differing pilot conditions.”

2.2.5.1 The Finnish European Language Portfolio Piloting Project (1998-2001)

The coordinators of the Finnish ELP piloting project are Kohonen and Pajukanta. In the Finnish ELP project report of July 2000 it is written that the key objectives of the project were:

1. To promote self-directed and socially responsible language learning
2. To develop reflective learning and self-assessment, emphasizing learning to learn in foreign language education
3. To develop the distinction between the pedagogic and reporting functions of the language portfolio
4. To promote language teachers' professional growth as an essential component of the language portfolio research and development work
5. To develop negotiated learning strategies and learner commitment
6. To examine the practicality and usability of the language portfolio, both for the students, teachers, further educational institutions and work life

A total of 11 schools (4 lower secondary, 4 upper secondary, and 3 vocational), 440 students, and 26 teachers participated in the Finnish project. The methods that were used to reach the key objectives were to promote reflective, independent learning of the

students through probing questions, action plans, negotiating learning with deadlines, feedback from peers and the teacher, self-assessment, peer assessment, and teacher assessment. In the piloting phase collegial collaboration among teachers through 22 intensive full-day workshops, independent work (reading of professional articles, observation and note taking of ongoing work, writing reports to national coordinators), collegial sharing and joint planning of the project was conducted. The qualitative data collection of this pilot project consisted of CoE questionnaires with open-ended learner/teacher answers to each question, student portfolios and reflection notebooks, interviews of 24 students, the teachers' field notes, piloting diaries, teacher reports (3 reports were given to the coordinators each year), collegial discussions and project evaluations.

Based on the findings of the Finnish ELP project, the most important conclusions reveal that if teachers know what they are doing with the ELP and are motivated for the project and committed to promoting the philosophy of the ELP then students are also motivated to learn. Students learn to reflect on their own learning process, set aims for the work and assess the learning process as well as the outcomes. These coordinators state that the opportunity for portfolio work should be offered to all students, Thus all language teachers should be encouraged to consider the use of the ELP in their classes. The ELP provides significant possibilities for making learning more visible, negotiable and assessable, in concrete terms and based on concrete evidence, among the students and between the students and the teachers. The ELP itself plays a central role in discussing, negotiating and evaluating the learning processes and outcomes.

The Finland ELP Model is not on the CoE ELP validated list as it is still under further development for accreditation.

2.2.5.2 The Swiss European Language Portfolio Piloting Project

It is stated in the ELP/ Swiss Version Final Report –August 2000, that more than 450 classes covering all educational sectors from the lower secondary level upward took part in the Swiss ELP piloting which started in mid-1999 and ended in July 2000. The pilot classes were based in 19 different cantons with around half of these pilot classes in the Ticino canton alone. In Ticino, the ELP was actually disseminated rather than piloted.

The data collection of this project consisted primarily of two sets of

questionnaires for learners, teachers and co-coordinators. The first questionnaire was conducted after a few weeks after the ELP was introduced into their classes, while the second was conducted at the end of the pilot phase. In between, telephone interviews, teacher coordinator meetings and personal contacts were used for evaluation purposes.

At the end of the Swiss piloting phase, it was found that nearly all of the teachers who participated still think that piloting the ELP was an enriching experience. Although their attitude towards the ELP became tendentially more critical, mainly to problems with the use of the ELP in class (compatibility with regular teaching, lack of time, negative learner reactions), the most central functions and features of the ELP were valued highly by the learners and teachers, particularly:

- The central role of self-assessment, and the self-assessment instruments provided;
- The reporting tools which facilitate a comprehensive overview of one's plurilingual language proficiency and which allow for transparency, transnational comparability and the recognition of in- and out-of-school learning.
- The usefulness of the ELP as a pedagogic instrument supporting reflective language learning and teaching.

The Swiss ELP piloting also revealed negative feedback concerning the physical appearance of their ELP model and the problems with its use under the given circumstances. Examples of the negative comments are:

- The ELP ring-binder is too big and heavy
- A lack of guidance and visual aids makes the file appear complex and hard to access by its users
- The usefulness of the ELP is doubtful because it is not known well enough in schools and among employers
- Working with the ELP takes more time than there is available
- There is not enough coherence with regular teaching (curricula, textbooks, exams; use of self-assessment)

- Teachers need more ideas and supporting materials to introduce the ELP into their courses and sustain its use.

In the report it is also noted that many of the learners and a number of teachers were poorly motivated to work with the ELP. As the authors from the outset had expected, the piloting showed that the Swiss ELP model was hardly suitable for learners below 15 years of age.

Twice a year the CoE sets up a committee to accredit new versions of the Language Portfolio. The committee consists of national delegates and invited experts. The Swiss "ELP for young people and adults" which was piloted has received accreditation number 1.2000 (www.coe.int). After the "European Language Portfolio for young people and adults" became accredited, Swiss cantonal ministers of education and other partners from the public and private sectors signed a declaration and the ELP was officially launched in Switzerland on March 1, 2001 (www.Sprachenportfolio.ch/esp_e/esp15_plus/main.htm). On January 16, 2002, a conference to launch work on the Swiss Language Portfolios for younger learners took place in Bern. It was decided that portfolios for two different age groups are to be developed. Along with this portfolio documentation for learners, class files and teacher handbooks are to be created (Ibid).

2.2.5.3 The Turkish European Language Portfolio Piloting Project

The Ministers of Education of all the member States of the CoE recommended that governments, in keeping with their education policy, support the introduction of a European Language Portfolio. As mentioned afore in Chapter 1, Turkey has been a member of the CoE since 1947. The M.NE is also interested in introducing the Portfolio to the Turkish National Education system. In the "2002 Yılı Başında Milli Eğitim" (National Education at the Beginning of the Year 2002) periodical dated December 2001 and published by the M.NE, it is stated that there are Special Expertise Commissions (Ozel Ihtisas Komisyonları) within this ministry and that one of them is the CoE European Language Portfolio Special Expertise Commission M.NE, 2001. This commission was formed after the European Ministers of Education met in Cracow, Poland, 15-17 October 2000. In this periodical it is also noted that in Turkey, the CoE Language Portfolio Special Expertise Commission was formed under the co-ordination

of Professor Dr. Ozcan Demirel from Hacettepe University. This commission presented a seminar in the year 2001 to 30 secondary school foreign language teachers chosen from Antalya and Ankara, the ELP pilot provinces of Turkey.

The piloting procedures of the ELP in the Turkish Educational system began with the M.NE's Board of National Education's acceptance of piloting the ELP project in 24 piloting schools at secondary education level appointed in the Ankara and Antalya provinces. A teacher from each piloting school took part in the project and they were all obliged to take part in an in-service training programme for the ELP seminar held in October 2001 by the Board of Education in Ankara. Demirel (2000b, p.4) provides the following table (see Table 2.2) displaying these participators:

Table 2.2 The Piloting Groups of the Turkish ELP Project

Cities	Schools	Teachers	Students
Ankara	14	20	286
Antalya	10	10	220
The Ministry	-	6	-
Total	24	36	506

Demirel (2003b) reports that before the implementation phase of the Turkish ELP project, a number of seminars were organized to support and train teachers in the use of the CEF of Reference for Languages and the ELP. An expert was invited from the CoE to give a lecture on the ELP and to check the Turkish ELP model that was not yet validated. A seminar was also held in June 2002 in Antalya. At the beginning of the 2002-2003 academic year the implementation process of the project started, later a feedback seminar was held in Ankara in March 2003. The aim of this seminar was to evaluate the teaching-learning process in the piloting schools and also to disseminate the idea of the ELP on a nationwide basis. In Ankara there was another seminar held in June 2003. Here, it was decided that each piloting school would prepare a test book for one band of the CEF language descriptors ranging from A1 to C2.

The Turkish ELP model, after being submitted for validation to the CoE Secretariat of the Language Policy Division on the 1st of May 2003, was approved by

the European Validation Committee (Demirel 2003b). After the approval of this Turkish ELP model, the Turkish ELP Special Expertise Commission started the necessary preparations for designing a junior ELP model suitable for Turkish primary school students.

According to Demirel's (2003b), research findings based on the Turkish ELP piloting project, the participating teachers implemented the ELP in the senior high school Preparation and Year 9 classes. These teachers selected only one class as an experimental group and one class as a control group at random. Photocopying was the manner of producing an ELP that was distributed to every participating student. The ELP was used in the piloting classes either once a week or once a month. Demirel's research revealed the point that the Language Biography section of the Turkish ELP facilitates the learner's involvement in planning, reflection upon and assessment in learning. It is stressed by Demirel (2003b) that the ELP movement in Turkey has reminded Turkish language teachers and students the point that the learning process belongs to the individual and that others can only guide and facilitate the learning process. Due to ELP implementation "most of the students achieved some learner autonomy, self-assessment and responsibility in the learning process" (Ibid). As a result, through ELP implementation in the language classes, the teachers have experienced the chance to motivate and foster the learner autonomy of their students.

2.3 Learner Autonomy

The literature review of learner autonomy presented in this section focuses on highlighting the main themes of learner autonomy that are addressed in the present study. These themes are based on the concepts of learner responsibility and independence, the importance of collaboration and assessment types, strategy training, motivation, learner attitudes and the ELP.

2.3.1 Language Education and Autonomy

The field of language education has been debating over the issue of learner autonomy for the last three decades, since it first entered the field through the Council of Europe's Modern Languages Project, established in 1971. Benson (2001) pinpoints one of the outcomes of this project as the establishment of the Centre de Reserches et

d'Applications en Langues (CRAPEL) at the University of Nancy, France, which rapidly became a focal point for research and practice in the field. Yves Chalon, the founder of CRAPEL, is considered by many to be the father of autonomy in language learning. After Chalon's early death in 1972, Henry Holec, still a prominent figure within the field of autonomy, was given the leadership of CRAPEL. Holec's (1981) project report to the CoE is considered a key early document on autonomy in language learning.

The project presented to CRAPEL aimed at providing adults with opportunities for life-long learning. Therefore, the approach developed at CRAPEL was "particularly influenced by proposals from the emerging field of adult self-directed learning, which insisted on the need to develop the individual's freedom by developing those abilities which will enable him to act more responsibly in running the affairs of the society in which he lives" (Benson, 2001, p.8). As a result, CRAPEL established self-access language learning centres that provided language learners with a rich collection of second language materials for experimentation with self-directed learning.

Autonomy, which can be simply identified as one's taking the responsibility for learning, is not as simple as it might seem. Benson (2001, p.47) argues that it is important to describe autonomy for the following two reasons. Firstly, construct validity is an important precondition for effective research. In order for a construct such as autonomy to be researchable, it must be describable in terms of observable behaviours. Secondly, programmes or innovations designed to foster autonomy are likely to be more effective if they are based on a clear understanding of the behavioural changes they aim to foster. Nevertheless autonomy does not have strict definitions, and as Benson (Ibid) states, autonomy may be recognised in a variety of forms. It is important, therefore, that we are able to identify the form in which we choose to recognise it in the contexts of our own research and practice.

On reviewing the literature of autonomy, it is noticeable that several researchers have attempted to describe the autonomous learner by referring to the general characteristics associated with autonomy. The profile of the autonomous language learner depicted by Breen and Mann (1997, pp.134-6) is stated below.

Autonomous learners:

- See their relationship to what is to be learned, to how they will learn and to the resources available as one in which they are in charge or in control;
- Are in an authentic relationship to the language they are learning and have a genuine desire to learn that particular language;
- Have a robust sense of self that is unlikely to be undermined by any actual or assumed negative assessments of themselves or their work;
- Are able to step back from what they are doing and reflect upon it in order to make decisions about what they next need to do and experience;
- Are alert to change and able to change in an adaptable, resourceful and opportunistic way;
- Have a capacity to learn that is independent of the educational processes in which they are engaged;
- Are able to make use of the environment they find themselves in strategically;
- Are able to negotiate between the strategic meeting of their own needs and responding to the needs and desires of other group members.

The list above displays that in the characteristics associated with learner autonomy, learning behaviours and the capacities of self-management, factors of personality and attitudes towards language learning are observable. These characteristics also overlap with Candy's (1991, pp.451-66) list of competencies that are grouped under the following thirteen headings associated with autonomy in learning:

1. Be methodical and disciplined
2. Be logical and analytical
3. Be reflective and self-aware
4. Demonstrate curiosity, openness and motivation
5. Be flexible
6. Be interdependent and interpersonally competent

7. Be persistent and responsible
8. Be venturesome and creative
9. Show confidence and have a positive self-concept
10. Be independent and self-sufficient
11. Have developed information seeking and retrieval skills
12. Have knowledge about, and skill at, learning processes
13. Develop and use criteria for evaluating.

It can be observed from the previously stated characteristics of an autonomous learner that autonomy is an issue necessitating explicit or conscious intention by the learner. "The learner must take at least some of the initiatives that give shape and direction to the learning process, and must share in monitoring progress and evaluating the extent to which learning targets are achieved" (Little and Dam, 1998).

The changing views of language learning from the traditional teacher-centred to the learner centred mode have combined and resulted in the provision of self-access language learning centres. These centres have the duty of providing language learners the language learning materials and the organizational systems that are designed for the direct access of the users.

Self-access centres (SAC) "have been in existence now for nearly three decades, and the issues of learner independence and autonomy have been widely discussed" (Sturtridge, 1997, p.68). The terms independent learning and autonomy are closely related to self-access because in these centres the teachers/advisers and self-access facilities affect the promotion or inhibition of the language learner's independency development.

Language learners go to a SAC in order to work on their own or with a group by making use of the wide range of self-access language learning material and equipment at their disposal. As Harmer (2001, p.341) asserts: "Although the materials and/or teacher may suggest pathways for users to follow, our eventual aim is that students should be able to design their own routes for maximum personal benefit". Similarly, Littlewood (1997) expresses that by its nature, self-access work can provide a context

for helping to nurture students gradually from a state of dependence on external support (e.g. the teacher) towards a greater capacity to act independently in their communication, in their learning and in other aspects of their behaviour.

2.3.2 Independent Learning and Autonomy

Learner independency and autonomy have been long recognised in the field of humanistic psychology dating back to Rogers (1961, p.277) who emphasised that “the only kind of learning which significantly affects behaviour is self-discovered self-appropriated learning.” Similarly contemporary researchers such as Benson (2000), Little (1991) and Wenden (1991) make the assumption that taking an active, independent attitude to learning, hence becoming an autonomous learner is beneficial to learning.

Over the last four decades the concept of autonomy has evolved, and consensus has been reached to define autonomy as “the capacity to take charge of, or responsibility for, one’s own learning” (Benson, 2001, p.47). In other words, learners are learning how to learn. Independent learning can be summarised as a process of the notion of learning how to learn, which involves learners taking the responsibility of their own learning and enhancing the raising of their awareness and development of effective learning strategies.

Chan (2001, p.506) states that an attitude towards language learning “ranges from dependent (i.e. teacher-directed) to independent (i.e. learner directed). It is believed that the learner could be functioning at any point on this learning continuum when s/he chooses to take part in class or work alone on the path of learner autonomy.” If we are to draw a learner’s position on this continuum then we could say that the learner who is closer to the end of ‘independent’ is more autonomous (see Figure 2.1).

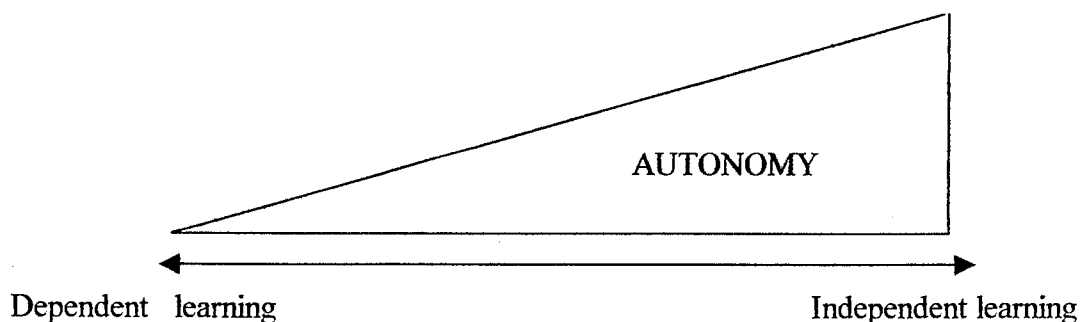


Figure 2.1 Autonomy in Relation to Dependent and Independent Learning

In the words of Sheerin (1997, p.57),“ Learner independence is a complex construct, a cluster of dispositions and abilities to undertake certain activities.” At this point Sheerin (1997) states the importance of distinguishing between disposition and ability. A learner may be disposed to be independent in an activity such as setting objectives, but at the same time lack the technical ability. This would mean that this learner could be characterized in respect to that activity as an independent learner in intention, but not in practice. According to Sheerin (1997), analysing needs, setting objectives, planning a programme of work, choosing materials and activities, working unsupervised and evaluating progress are the activities involved in independent learning, these activities are ordered on a cline ranging from teacher dependence to learner independence (see Figure 2.2).

On observing the cline in Figure 2.2, it can be seen that a learner could be at different points on the twelve clines ranging from teacher dependent on some to independent on others. “At the lowest level of independence a learner might be willing and able to work unsupervised but in every other respect be dependent on a teacher or advisor for direction” (Sheerin, 1997, p.58).

2.3.3 Prominent Themes in the Literature of Autonomy

Autonomy is not viewed as an absolute concept; therefore studies have been conducted to discover the processes and factors affecting autonomy. Language researchers have also attempted to unravel the levels of autonomy embraced by the learner. This section of the present study summarizes the major reliable and robust findings emerging from autonomy research.

DISPOSITION TO		
D E P E N D	1	← Analyse one's own strengths/weaknesses, language needs →
	2	← Set achievable targets and overall objectives →
	3	← Plan a programme of work to achieve the objectives set →
	4	← Exercise choice, select materials and activities →
	5	← Work without supervision →
	6	← Evaluate one's own progress →
ABILITY TO		
E N C E	7	← Analyse one's own strengths/weaknesses, language needs →
	8	← Set achievable targets and overall objectives →
	9	← Plan a programme of work to achieve the objectives set →
	10	← Exercise choice, select materials and activities →
	11	← Work without supervision →
	12	← Evaluate one's own progress →

Figure 2.2 Activities Involved in Independent Learning (Sheerin, 1997, p.57)

2.3.3.1 Fostering Autonomy

Over the past two decades, a growing interest in the study of autonomous learning processes has been evident. Researchers have suggested various models that presuppose means for fostering learner autonomy. For example, Nunan (1997) argues that most learners do not know what is best for them at the beginning of the learning process. He describes that it is the function of the materials augmentation to develop skills and knowledge in learners, which will ultimately leave the learners in a position in which they would know best. Nunan (1997) has outlined a programme for gradually

increasing the degree of autonomy of the learners by proposing five levels for encouraging learner autonomy (see Figure 2.3).

LEVEL	LEARNER	CONTENT	PROCESS
1	Awareness	Learners are made aware of the pedagogical goals and content of the materials they are using.	Learners identify strategy / implications of pedagogical tasks and identify their own preferred learning styles/strategies.
2	Involvement	Learners are involved in selecting their own goals from a range of alternatives on offer.	Learners make choices among a range of options.
3	Intervention	Learners are involved in modifying and adapting the goals and content of the learning program.	Learners' modify/adapt tasks.
4	Creation	Learners create their own goals and objectives.	Learners create their own tasks.
5	Transcendence	Learners go beyond the classroom and make links between the content of classroom learning and the world beyond.	Learners become teachers and researchers.

Figure 2.3 Model of the Levels of Implementing Autonomy (Nunan, 1997, p.195)

According to Nunan's (1997) model, some of the levels are more readily incorporated into teaching materials than others. In the first level, which is the first step, learners are made aware of goals, content and strategies underlying the materials they are using. Then, the learners move from awareness to active involvement by choosing from a range of content and procedural options. Later, the learners are encouraged to intervene in the learning by modifying and adapting goals, content and tasks. In the fourth level, learners set their own goals, develop their own content and create their own learning tasks. Finally, the autonomous learner moves beyond the formal learning arrangement and continues, without support, to create his own learning materials from the resources around him. Nunan (1997) points out that these are overlapping levels and that learners move up and down these levels.

2.3.3.2 The Classroom Context and Autonomy

In relevant literature, it can be observed that classroom-based approaches attempting to foster autonomy are based on providing the learners the opportunity to make decisions concerning the management of their own learning. As it is expressed by Benson (2001, p.161), positive results have been gained in accounts of experiments in which learners are encouraged to take a degree of control over the planning and assessment of classroom learning. These experiments have tended to show that learners are able to exercise control over these aspects of their learning given that they are provided the opportunity to do so aided with the appropriate support.

The results of these experiments address the importance of developing learner autonomy within the classroom through the support of the teachers and collaboration of the learners. Also, providing learners the opportunity to make decisions within the classroom makes it possible for the learners to develop the cognitive skills necessary for their learning and to develop the capacity to select the content of their learning.

Researchers have explored the meaning and experiences of autonomy in the language classroom. Prominent researchers Breen and Mann (1997) have attempted to relate the practical implementation of autonomous language learning and the principles that motivate it within the classroom. According to these researchers the evolution of autonomy in the classroom can be traced with reference to (i) the learner's own shift from one phase to the next, (ii) the classroom group's shift from one phase to the next, (iii) possible relationships between the learner and the group in each phase (see Figure 2.4).

THE LEARNER	CLASSROOM GROUP
<i>Phase 1</i>	<i>Phase 1</i>
Dependent or Counter dependent	Autocratic
<i>Phase 2</i>	<i>Phase 2</i>
Independent or Individualistic	Anarchic Uncertain and fragmented
<i>Phase 3</i>	<i>Phase 3</i>
Interdependent	Collaborative learning community

Figure 2.4 The Evolution of Autonomy in the Classroom (Breen & Mann, 1997, p.143)

According to Breen and Mann (1997), if it is assumed that many learners in a classroom situation have been socialized into a dependent relationship to the teacher and perhaps the classroom group, then a shift towards autonomy by the individual will open up two strategic pathways for the learner: either counter-dependency through “dropping out” or independence from the group. These researchers claim that this phase may be a necessary intervening step towards the fuller realization of autonomy in interdependent relations with the other learners in the classroom.

As stated in Figure 2.4, Breen and Mann (1997) describe the “autocratic” classroom as the situation in which the teacher is in control or the group including the teacher, has jointly conspired to maintain autocracy in its typical ways of working. When the teacher encourages autonomous learning a phase of relative anarchy typified by uncertainty of purposes and responsibilities arise. After these phases of evolution occur, relationships between the learner and the other people in the classroom may be anticipated.

Experimental research concerning the effects of teacher styles, where some teachers are autonomy supportive and others are oriented toward controlling student’s behaviour have displayed that teacher style effects learner motivation. In a study, Deci et al., (1981, as cited in Deci et al., 1991) used an instrument to assess teachers’ styles and discovered that students in classrooms with autonomy supportive teachers displayed more intrinsic motivation, perceived competence, and self-esteem than did the students in the classrooms with controlling teachers. Deci et al., (1991) state that similar results were reported in the Ryan and Grolnick (1986) study. This study revealed that students who perceived their teachers to be autonomy supportive reported higher levels of intrinsic motivation, perceived competence, and self-esteem than did students who perceived their teachers to be controlling (Ibid).

Deci et al., (1991) based on an experiment held by Jelsma (1982) who found that when students were somewhat fidgety and inattentive during a teaching session, the teacher became more controlling than when the same students were more attentive, claim that students who are highly motivated and autonomous in school may elicit more autonomy support from their teachers, whereas students who are more distracted and less motivated may elicit more controlling behaviours from the teachers.

Voller (1997) has also explored the teachers' roles in the development of autonomy. According to Voller (1997, p.113), teachers must have a clear view of the attitudes and beliefs underpinning their views of autonomous language learning. He also states that whether the teacher views learner autonomy as a right or as a distant goal, the teacher role-plays the facilitator, counsellor and resource. As stages along the road leading to autonomy, teachers must remain faithful to the following fundamental assumptions:

The first is that language learning is an interpretive process, and that an autonomous approach to learning requires a transfer of control to the learner. The second is to ensure that our teaching practices, within the external constraints imposed upon, reflect these assumptions, by ensuring that they are based on a process of negotiation with learners. The third is to self-monitor our teaching, to observe and reflect upon the teaching strategies we use and the nature of the interactions we set up and participate in.

From Voller's (1997) assumptions, it is possible to claim that within the context of a traditional classroom, the traditional role of the teacher will require radical changes if she is going to aim to promote the development of learner autonomy.

2.3.3.3 Culture and Autonomy

As mentioned at the beginning of this chapter, some researchers have claimed that the origins of autonomy are rooted in the European continent. Some critics have claimed that the very idea of autonomy is part of the Western cultural tradition and thus by definition alien to non-Western learners (e.g. Jones, 1995, as cited in Little and Dam, 1998). Benson (2001, p.55) points out that in a period when Europeans were discussing the concept of autonomy and investigating ways of associating it to their educational practices, concerns about the cultural appropriateness of the idea of autonomy in language learning were first raised by Riley (1988). Benson (2001) states that Riley's concerns were directed at the fate of non-European students in European educational institutions that adopted autonomy among their goals. Various studies related to these concerns were conducted, and the national culture was found to be an important factor in the provision of a cultural setting for enhancing autonomy.

Pennycook (1997) suggests that the notions of student centred education, individualism and autonomy derive from a particular cultural context and that these concepts will be structured and valued differently across cultural contexts. For example Littlewood (1999, as cited in Benson, 2001), expresses that doubts about the cultural appropriateness of the goal of autonomy for Asian students may have been mainly based on the view that Asian cultures are collectivist and accepting of relations of power and authority.

On the contrary to Littlewood's assertion, Pierson (1996) has claimed that autonomy has deep historical roots in Eastern philosophies. This researcher has shown that ideas of autonomy and self-education have roots in Chinese thought dating back to the Sung Dynasty. Pierson (1996, cited by Benson, 2001, p.56), points out that research has painted a picture of the typical Hong Kong learner as one who is "passive, reticent and reluctant to openly challenge authority." He argues that this is a much product of:

...the structure of the present colonial education system with its excessive workloads, centralized curricula, didactic and expository teaching styles, concentration on knowledge acquisition, examinations emphasizing reproductive knowledge over genuine thinking, overcrowded classrooms, and inadequately trained teachers (Ibid).

The notion that fostering autonomy is difficult in Asian cultures has been investigated. Programs such as the program run by Yang (1998, as cited Benson, 2001) designed for promoting autonomy within the Asian learning cultures have been successful. This program was designed to promote the autonomy of Taiwanese university students in four years. Yang reports that at the end of the program the students' awareness of language learning-strategies was raised, the students' use of strategies was improved. They were taught how to assess their own language proficiency; they set goals, evaluated progress, and were enabled to experience greater overall autonomy in language learning.

The literature also shows that there are opposing studies to the ones previously mentioned. It cannot be assumed that the Western style of autonomy based language teaching suits the learning style of each student. For example, Rees-Miller (1993, p. 683) gives evidence of the dangers of this assumption, citing a study of Asian

learners taught Western learning strategies. These learners actually performed more poorly than the control group, since they tried not to use their own well-developed strategies for rote memorization. In line with this issue, Pennycook (1997, p.44) states that encouraging learner autonomy universally without becoming aware of the social, cultural and political context, may lead to inappropriate pedagogies and cultural impositions.

2.3.3.4 Motivation, Self-Determination and Autonomy

Motivation is considered to be a crucial element for success in learning. At its most basic level, motivation is some kind of internal drive, which pushes someone to do things in order to achieve something (Harmer, 2001, p.51). Discussions of motivation have distinguished between motivation coming from external factors, extrinsic motivation, and that coming from internal factors, intrinsic motivation. While extrinsic motivation is caused by outside factors such as “the need to pass an exam, the hope of financial reward” (Harmer, 2001, p.51), intrinsic motivation comes from within the individual. Intrinsic motivation “deals with behaviour performed for its own sake in order to experience pleasure and satisfaction” (Dörnyei, 2001, p.27). There is also ‘amotivation’ which is a term referring to the lack of any motivation, whether extrinsic or intrinsic. Dörnyei (2001) explains that it is characterised by a ‘there is no point...’ feeling.

Deci and Ryan (1985) add to the dichotomy of motivation with their theory of self-determination. According to Deci et al. (1991, p.325) this theory:

When applied to the realm of education, is concerned primarily with promoting in students an interest in learning, a valuing of education, and a confidence in their own capacities and attributes. These outcomes are manifestations of being intrinsically motivated and internalising values and regulatory processes.

Dörnyei (2001, p.58) asserts that mainstream psychology has been widely influenced by Deci and Ryan’s (1985) theory of intrinsic/extrinsic motivation and self-determination. Several attempts have been made in L2 research to incorporate some of the elements of this theory in L2-specific models.

According to the literature review on self-determination theory, this theory has been applied to the L2 field emphasizing the aspect that it fosters learner autonomy in L2 classrooms in order to increase student motivation. However, as pointed out by Dörnyei (2001) although this emphasis is relatively new, a number of recent reviews and discussions have provided evidence that L2 motivation and learner autonomy go hand in hand. Dörnyei (2001, p.59) supports this claim by providing a quote from Ushioda (1996) who, in a monograph on motivation and learner autonomy contends, “autonomous language learners are by definition motivated learners.”

One of the factors supporting self-determination is valuing. It is explained by Deci et al. (1991, p.338) that when students value learning, achievement and accomplishment, they become actively engaged in the educational endeavour. Valuing then comes from internalisation and integration. These researchers state that an initial laboratory experiment and an initial field study have shown that “internalisation will proceed most effectively toward self-determined forms of regulation if (a) children understand the personal utility of the activity, (b) they are provided choices about the activity with a minimum of pressure, and (c) their feelings and perspective are acknowledged” (Ibid). When the child’s valuing of a learning activity is internalised, the child will be more willing, and more “able to feel competent, related, and autonomous while doing the activities” (Ibid).

2.3.3.5 Language Learning Strategies and Autonomy

The shift in focus of language instruction from the teacher-centred to the learner-centred has given students the responsibility for their own language development. Language programs that invite their learners to become more autonomous have adapted this focus. In other words, these learners are expected to diagnose some of their own learning strengths and weaknesses so that they can self-direct the process of language development. Due to the consideration of autonomy, Weaver & Cohen (1994) express that in a variety of instructional programs around the world, learners are encouraged to ‘learn how to learn’ and ‘learn how to use’ a foreign language. These researchers also stress that language learners should not be left to their own devices. Instead, they should be explicitly trained to become aware of and proficient in the use of a broad range of strategies that can be utilized throughout the learning process.

Oxford (1990) shortly defines foreign or second language learning strategies as the specific actions, behaviours, steps or techniques which students use, often consciously, to improve their progress in the apprehension, internalisation, and use of the language. According to Weaver & Cohen (1994), the language learning strategy repertoire includes cognitive strategies for memorizing and manipulating target language structures, metacognitive strategies for managing and supervising their strategy use, affective strategies for gauging their emotional reactions to learning and lower anxieties, and social strategies for enhancing learning such as through cooperating with other learners and seeking opportunities to interact with native speakers. As claimed by these researchers, if learners have a well functioning repertoire, then these strategies will facilitate the language learning process. These strategies will promote successful and efficient completion of language learning tasks, as well, by allowing the learners to develop their own individualized approaches to learning.

Weaver & Cohen (1994) state that the goal of strategy training is to explicitly teach students how, when, and why strategies can be used to facilitate their efforts at learning and using a foreign language. Explicit teaching of strategies to learners helps them explore the ways in which they can learn the target language effectively. Learners are also encouraged to self-evaluate and self-direct their learning. It is argued by Weaver & Cohen (1994) that a further goal of strategy training is to promote learner autonomy and self-direction by allowing students to choose their own strategies and to do so spontaneously, without continued prompting from the language teacher. Learners should be able to reach a position where they will be able to monitor and evaluate the relative effectiveness of their learning strategies.

2.3.3.6 Collaborative Learning and Autonomy

In the literature review of learner autonomy, it is possible to find research claiming that having students work collaboratively is conducive to learner autonomy. Accordingly, Little (1997, p.230) says that it is important to emphasize that all learning proceeds via interaction, so that the means by which we recognize learner autonomy are always constrained by the learner's dependence on the support and cooperation of others. He adds that, not surprisingly, the mode of interaction most apt to promote learner autonomy is collaboration.

While the terms “autonomy” or “independence” are most often related to the concept of one’s working alone, “autonomous” or “independent” learner means “having the ability to metacognitively and critically make decisions as to the means that one uses to learn and develop (Murphey and Jacobs, 2000, p. 228).” Autonomous learning therefore requires collaboration. As Little and Dam (1998) have asserted in their plenary talk at JALT 98:

We are social creatures, and as such we depend on one another in an infinity of ways. Without the stimulus and comfort of social interaction, for example, child development is disastrously impaired: it is our condition that we learn from one another. Thus, the independence that we exercise through our developed capacity for autonomous behaviour is always conditioned and constrained by our inescapable interdependence. In contexts of formal learning elsewhere, we necessarily depend on others even as we exercise our independence.

The issues of fostering autonomy through collaboration within a classroom setting have led to influential investigations within this area. A notable study is that conducted by Leni Dam and her colleagues in Danish secondary schools where they had implemented a model of autonomy based on classroom and curriculum negotiation (Dam, 1995). According to the results of the study, it is possible for learners to become autonomous, even if they did come from backgrounds of traditional classroom experiences. Research has shown that environmental factors influence the teacher’s methodology and the student’s approach to learning (Little, 1995; Voller, 1997). Within the classroom environment, one factor showing the degree of authority is whether the students address their teachers by their first names or not. Little (1995) admits that there is no doubt that in many cases this practice quickly fossilizes into meaningless routine, but that its very existence implies a cultural readiness to share authority between the teachers and learners.

The language teacher can make use of collaborative learning in the classroom by giving the students project work and having the students do pair or group work. One of the items in Harmer’s (2001 p.117) list of the advantages of using group work in the language classroom is “it promotes learner autonomy by allowing students to make their own decisions in the group without being told what to do by the teacher.”

2.3.3.7 The European Language Portfolio and Autonomy

The ELP has a reporting and a pedagogical function. While the reporting function aims at providing concrete evidence of the owner's language learning achievement, the pedagogical function aims to serve as a tool for promoting learner autonomy by aiding the learner in the development of their capacity for reflection and self-assessment. However, Kohonen (2000b, p.11) notes, "the use of both the pedagogic and reporting functions of the ELP is crucial for developing the potential of the ELP towards increasingly autonomous and socially responsible language learning."

ELP oriented pedagogy makes it possible for teachers to enable their students to become more aware of their learning goals and to take more responsibility in their language learning processes. "Through such an awareness teachers can direct their students' attention to the desirable aspects of the language learning processes and thus make learning more accessible for negotiation, guidance and feedback" (Kohonen, 2000, p.11). This collaboration of learners and teachers within the conventional classroom setting is vital for the sound development of learner autonomy.

The Final Report of the ELP pilot project phase 1998-2000 has provided valuable feedback summary regarding the point that the self-assessment nature of the ELP promotes a shift towards increasing learner responsibility. Scharer (2000), the reporter of this project expresses that language learners need guidance and support to develop into confident, responsible and self-reliant citizens. He also adds that developing learner autonomy and competence in self-assessment is a long and complex process, and though teacher guidance and support seems essential, it ought to diminish over time (see Figure 2.5).

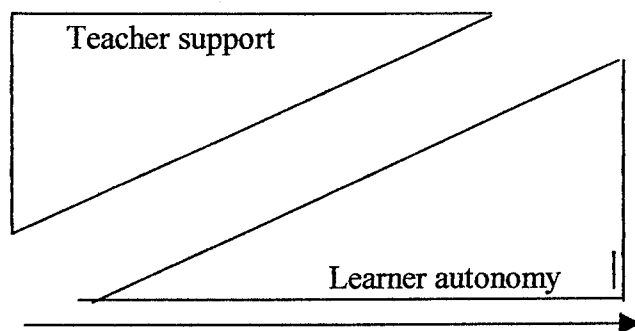


Figure 2.5 Time: Life-long Learning Process (Scharer, 2000, p. 29)

The principle that “the ELP is a tool to stimulate and support a learning process through school and beyond –from child to adult hood (Scharer, 2000, p.28)” is another aspect aiding the development of learner autonomy. As indicated by Demirel (2002b), learner autonomy is regarded as the key concept in the ELP because the ELP promotes in and out of school learning, so learning becomes independent in the process of determining the learning objectives.

2.3.4 Assessment and Autonomy

The assessment of student progress is an important issue related to language teaching along the dimensions of learner autonomy and language testing. When teaching children a foreign language, the assessment of their performance is a concept that deserves much research. The abuses and misuses of language tests employed for assessing children can not only provide non-valid and unreliable information on the child’s progress of learning but also hinder the child’s own critical awareness of the language learning process.

2.3.4.1 Self- Assessment and Autonomy

The insufficiency of teacher prepared traditional language tests and the teacher’s reliance on standardized tests that have not been approved to be efficient and appropriate for assessing the language development of children, have triggered researchers and the teachers themselves to focus on advocating alternative methods of assessment for young learners. A number of these recent alternative approaches including “self-assessment” focus on involving the student in the assessment and evaluation process.

The trend of involving the learner in self-assessment is viewed as an essential part of balanced assessment. “When students become partners in the learning process, they gain a better sense of themselves as readers, writers, and thinkers. As students reflect on what they have learned and how they learn, they develop the tools to become more effective learners” ([www. eduplace.com/rdg/](http://www.eduplace.com/rdg/)). As a student becomes a more effective learner, he becomes more aware of his strengths and attitudes towards the

language and is therefore more capable of reaffirming his goals achieved. Through this awareness, the student is further motivated and will be better able to set future goals in the language learning process. In the literature, it is possible to find that in a number of studies, self-assessment is seen to increase learners' motivation (Blanche, 1988).

In the literature of autonomy, it is expressed that self-assessment is highly important for successful language learning. Self-assessment activities can facilitate autonomy in language learning. However, at this point, Oscarson (1989) claims that there is a need to make a distinction between self-assessment as an internal self-directed activity and the learner's self-assessment as an ability to match other directed external assessments of their proficiency. According to Oscarson, from an autonomous perspective, the formative aspects of internal assessment are of greater significance than learners' abilities to match their own assessments with external assessments of their proficiency. In self-directed learning, the distinction between self-assessment of learning outcomes and self-monitoring of the learning process is also blurred, since self-assessment is ongoing and influences planning. In this sense, as Benson (2001) states, self-assessment includes reflection on goals, learning activities and appropriate assessment criteria.

The main benefits that formal self-assessment provides for learners are identified by Oscarson (1989) as:

- Self-assessment trains learners to evaluate the effectiveness of their communication, which is beneficial to learning in itself.
- It raises learners' awareness of the learning process and stimulates them to consider course content and assessment critically.
- It enhances their knowledge of the variety of possible goals in language learning, which leaves them in a better position to exercise control over their own learning and to influence the direction of classroom activities.
- It expands the range of assessment criteria to include areas in which learners have special competence, such as the evaluation of their own needs and affective dimensions of the learning process.

Several studies have also shown that the correlation between learners' judgements in relation to the teachers' judgements can be high, especially when students have been given training (Bachman and Palmer, 1989; Oscarson, 1989; Rolfe, 1990; as cited in Benson, 2001, p.156).

A major factor affecting a student's success in self-assessment is their level of self-reflection. Along the lines of this argument, Kohonen (2000a) stresses the point that it is difficult for young students to become self-reflective about their language learning because they are still at a stage where they have little experience and knowledge about learning in general. In asking young learners to assess themselves, problems may arise due to their lack of skills necessary for this process. Therefore, it is the duty of the language teacher to provide guidance and support facilitate the process of developing the necessary self-assessment skills during formal instruction.

2.3.4.2 Portfolio Assessment and Autonomy

A portfolio can be described as a record of the student's progress and activities. In a portfolio, the student keeps a collection of selected work that shows his progress within the language lesson or course. Brown (1988, p.11) stresses that language portfolios are much more than a folder containing a student's work because students carefully select, revise, and reflect on the pieces (e.g., compositions, homework exercises). This process increases their understanding of their own language development.

Educational settings have benefited from portfolio assessment by using it as a means to examine and measure progress. Genesee and Upshur (1996) claim that if teachers and students in conference review portfolios routinely together, then portfolios can provide information about student's views of their own learning and the strategies that they apply. This in turn can enhance student involvement in and ownership of their own learning. Genesee and Upshur (1996, p.99) have summarized the benefits of using a portfolio (see Table 2.3).

Considering the items in Table 2.1 the items under the heading "Portfolios promote" overlap with the factors promoting learner autonomy. For example portfolio assessment increases the student's level of responsibility, provides for teacher and peer

collaboration, it motivates the student, and encourages the student to reflect by critically thinking about his own learning.

Table 2.3 Benefits of Portfolios

<p>Portfolios provide:</p> <ul style="list-style-type: none"> • A continuous, cumulative record of language development • A holistic view of student learning • Insights about progress of individual students • Opportunities for collaborative assessment and goal-setting with students • Tangible evidence of student learning to be shared with parents, other educators, and other students • Opportunities to use metalanguage to talk about language
<p>Portfolios promote:</p> <ul style="list-style-type: none"> • Student involvement in assessment • Responsibility for self-assessment • Interaction with teachers, parents, and students about learning • Student ownership of and responsibility for their own learning • Excitement about learning • Students' ability to think critically about schoolwork • Collaborative, sharing classrooms

2.3.4.3 Learning Logs and Autonomy

Learning logs can be described as structured student journals because learning logs include prompts that the student has to complete and as a result the student is directed towards critical thinking about his learning process. "Keeping a language learning log provides students with a concrete record of their activities and progress during the course" (Brown, 1998, p.38).

By filling in a learning log after each language lesson, the student becomes aware of what he has or has not learned, and explores the reasons underlying this situation. In this type of self-assessment it is important for the teacher to read the logs and provide suitable feedback.

For the teacher, learning logs are a means of monitoring the student's progress and therefore as Genesee and Upshur (1996, p.123) express "such information can help teachers plan instruction that incorporates the language skills their students need in

other academic domains and/or the actual content from these domains into their language teaching.”

As it is indicated by Genesee and Upshur (1996, p.123) students themselves can use learning logs for self-assessment, to monitor their progress toward achieving their personal goals or the objectives of other content areas, and to identify areas of difficulty linguistic or non-linguistic, which may be interfering with their language or general academic progress. The reflective skills, which the student develops when keeping a log, will aid the student’s development of learner autonomy.

2.3.5 Measuring Learner Autonomy

The measurement of autonomy is still a matter of debate because prominent language researchers such as Nunan (1997) and Little (1991) claim that autonomy is a multidimensional construct due to the fact that there are various behaviours which can take place in numerous forms depending on age, language progress and perception etc. demonstrating control over learning, however there is “little evidence to suggest that autonomy consists of any particular combination of these behaviours” (Nunan, as cited in Benson, 2001, p.51).

Despite the issue that the measurement of autonomy is problematic, Benson (2001, p.51) claims that it possible to measure autonomy by observing whether learners display a greater degree of control in particular aspects of their learning. For example the learner’s ability to self-assess, to reflect upon the value of the learning activities or to design his own learning programmes. Upon this view, it possible to state that since autonomy can be measured through self-assessment, self-reflection, and learner independence then it is possible to enhance learner autonomy through the development of these skills.

2.4 Conclusion

The first section of this chapter outlined the background information concerning the developmental process of the ELP and also provided the reader with examples of ELP piloting projects.

The literature review of learner autonomy presented in the second section of this chapter has highlighted the main themes on learner autonomy that are addressed in the

present study. These themes are based on the concepts of learner responsibility and independence from the teacher, the importance of collaboration and assessment types, strategy training, motivation, learner attitudes and the ELP.

CHAPTER III METHODOLOGY AND DATA COLLECTION

3.1 Introduction

The present chapter reports on the overall research design of the study. Firstly, the research questions of the study are presented in order to remind the overall purpose. Then, the ELP model aiming to foster learner autonomy (displayed in Chapter 1) and treatment procedures based on this model are discussed. The data sources, as well as the instruments for data collection and implementation are also presented in this section. Finally, data analysis procedures are described.*

3.2 Research and Evaluation Questions

It is assumed that the ELP model adapted and designed for Turkish primary school students will make the English language learning process transparent to the students. In return, this will guide them to develop a capacity for self-assessment, self-reflection, determining objectives and thus enhance their learner autonomy. The study also attempts to display the feasibility of the ELP within the Turkish primary school system. The questions to be addressed in the study, as mentioned in Chapter I, are twofold.

The first group of questions address the pedagogical functions of the ELP:

1. -Does ELP-oriented instruction enhance the learner autonomy of private primary school students learning EFL in a teacher-centred approach?
2. -Does ELP-oriented instruction enhance the learner autonomy of state primary school students learning EFL in a teacher-centred approach?
3. Will there be a significant difference between the private and the state school students' learner autonomy after ELP implementation?

The second area addresses the students' perceptions of the ELP:

1. -What are the perceptions of the primary school students towards the implementation of an ELP model within the Turkish primary school context?

* In order to enhance the reliability of the study, the researcher has been participating as a cordial member in the ELP commission meetings since May 2002 held in Ankara by the Board of Education (one of the two major advisory bodies of the Turkish Ministry of National Education). Participation is in the status of a commission member since December 2002 by the permission of Prof. Ozcan Demirel the coordinator of the ELP commission for the Turkish ELP project (see *National Education at the Beginning of 2001*: p. 314).

3.3 Research Design

The goal of the study is to investigate whether ELP-oriented language instruction has an impact on learner autonomy. The nature of the study involves an experimental design because the focus of exploration is to determine whether there will be differences in the levels of learner autonomy between the experimental and control groups as a result of implementing the ELP. (See Figure 3.1 for a visual display of the research design). The impact of the ELP on learner autonomy was measured through administering the Autonomy Learner Questionnaire before and after experimental treatment. The same questionnaire was administered in both the control and experimental groups.

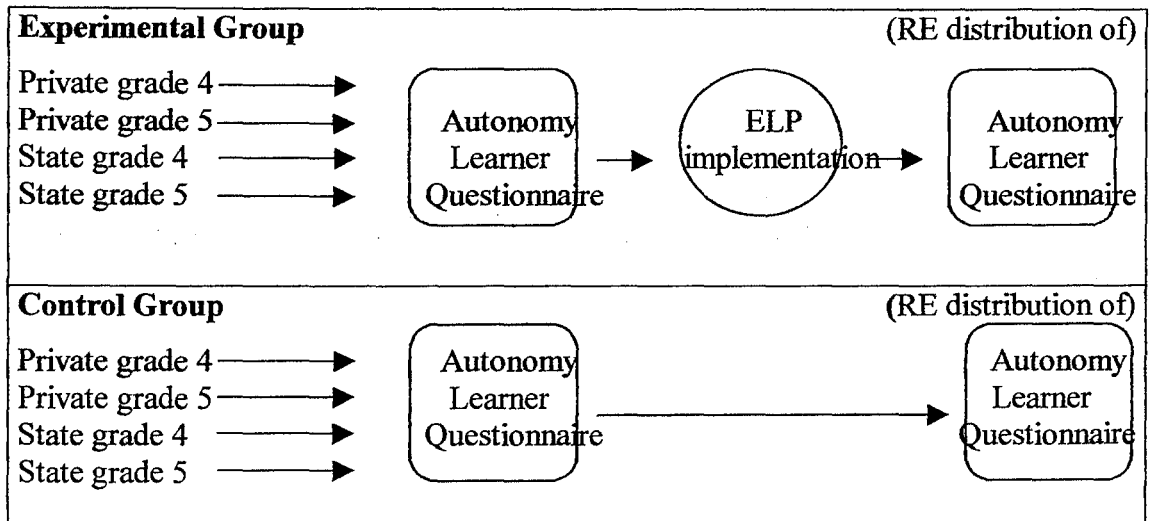


Figure 3.1 Research Design of the Present Study

3.3.1 Method of Experimental Treatment

In the following, the participants of the present study, the materials for experimental treatment, and experimental treatment procedures constitute the sub-headings for the methodology of the experimental treatment.

3.3.2 The Participants

Primary school EFL teachers and students in primary school Grades 4 and 5 are the participant groups who have contributed to the present study.

3.3.2.1 The Teachers

Due to the fact that it is possible for EFL teachers to be working over hours, one of the most important facets of the study was to find teachers and schools willing to co-operate and share the responsibility of the experimentation. In order to obtain reliable results, the teacher in the experimental group also had to be the teacher in the control group. In this way, it would be possible to claim that the results of the study were due to treatment rather than the effectiveness of the teacher. Two EFL teachers personally acquainted with the researcher were teaching in at least two Grade 4 classes and two Grade 5 classes at Ilkbahar Private Primary School. Both of these teachers agreed to participate in this study and permission was gained from the school principal. At this school, the Grade 4 EFL teacher is a female with four years of teaching experience (referred to as T1); the Grade 5 EFL teacher is a male who has been teaching for fourteen years (referred to as T2). Both teachers graduated from a Faculty of Education ELT Department.

The state school used for experimentation is a school located within a district where people are of average socio-economic status. In this way, the present study reflects a sample of a larger population. Dilek Ozer Primary State School was found suitable for conducting the research. The participation of this school was achieved by first asking for permission from the school's principal. After the school principal kindly expressed that it would be a pleasurable experience for his school to co-operate in this research, a meeting was held with the English teacher of Grades 4 and 5.

The female EFL teacher at the state school had formerly been retired, but she re-entered the workforce due to a national shortage of EFL teachers in the primary and secondary state school educational sector, she is also a graduate from a Faculty of Education ELT Department. This teacher (referred to as T3) stated that she would participate in the study, but she would not do the things that would require extraneous effort since she was already teaching in all of the Grades 4 and 5 English classes at this school (she was teaching 24 hours a week). This behaviour of the teacher showed that the present research was a disturbance to her teaching and that the researcher's help was a desirable factor on her behalf. Having settled this issue, it was decided that the researcher would also participate in the assessment of the students' portfolio work with

the EFL teacher in each experimental class, so as not to make the study a burden for the teacher. This arrangement also allowed the researcher to have supervised and make necessary adjustments.

Before the experimentation began, in order to confirm that the teachers participating in the study had adopted a teacher centred approach in their language teaching, all of the teachers were asked the same question, "Who determines the content and methods of learning in your classroom?" All of the teachers replied that within the framework of the M.NE EFL program, they decided the content and method because they knew what was best for their students.

In order to overcome any potential misunderstandings due to a lack of professional preparation to co-operate in the research, the researcher conducted two seminars. The first seminar was held in the state school and the second at the private school. The school principle and colleagues of the participating teachers were also invited to this seminar. Here, the ELP was introduced in detail, validated ELP samples were investigated, and the importance and details of the present study were discussed.

3.3.2.2 The Students

This study can be described as quasi-experimental because the experiment has been carried out with intact participant groups who are students that had already been grouped together in classes by their school administration. Selecting students with the same foreign language proficiency levels as the recipients of both the experimental materials and the control group for data analysis attempted to overcome any threat to the internal validity of the study. Any differences in the results would then be due to the experimental treatment rather than the varying foreign language proficiency levels.

In both of the primary state school contexts, the grade 4 and grade 5 students are potential threats to the internal validity of the study because it is not their first encounter with a foreign language in a formal setting. At Dilek Ozer Public Primary School the grade 4 students began learning English in the previous semester, and the grade 5 students had been learning English during their last three semesters of education at this state primary school. At Ilkbahar Private Primary School, most of the students in both grades had been learning English approximately four lessons per school week, as a

foreign language since the first grade. (See Table 3.1 for the number of student and teacher participants of the study).

Table 3.1 Numbers of Student and Teacher Participants in Experimental and Control Groups

SCHOOL TYPE and GRADE	No. of CLASSES	Experimental STUDENT		Control STUDENT		TEACHER	
		n	%	n	%		
Private Sch.	Grade 4	1	19	14	20	15	T1
	Grade 5	1	18	13	19	14	T2
State Sch.	Grade 4	1	54	39	49	36	T3
	Grade 5	1	48	34	48	35	T3
Total		4	139	100	136	100	3

3.3.3 Materials for Experimental Treatment

In the present study, the materials included for experimental treatment consist of:

1- ELP Junior Model. This ELP was designed under the supervision of the Turkish ELP commission and a total of 139 copies were prepared and presented to each subject participant of the study. Three additional copies were made and presented to the teachers participating in the experimental groups (see Appendix C).

2- ELP Teacher's Guide. This guide is designed for the EFL teachers participating in the experimentation of ELP-oriented instruction (see Appendix D).

3.3.3.1 The Turkish European Language Portfolio Junior Model

Schneider and Lenz, the authors of *European Language Portfolio: Guide for Developers*, state that ELP models for young learners have been developed for the

piloting in France, Germany, UK, Hungary, the Czech Republic and Portugal. Based on these ELP models, Schneider and Lenz (2001, p.19) inform:

All of these ELP's are adapted to younger learners with regard to the pedagogic approach (design, complexity, expected background, etc.). Some ELP's were created for use in various contexts, others were customized for specific school systems and curricula. It certainly makes sense to tailor Language Portfolios for young learners closely to the needs and restrictions of the environment. For this category of ELP the *Principles and Guidelines* need to be interpreted more flexibly than in the case of Portfolios intended for the generally more mobile older learners.

In the words of Schneider and Lenz (2001), since it is possible to 'tailor Language Portfolios for young learners' and to flexibly interpret the *Principles and Guidelines*, an ELP functioning as a major instrument for fostering autonomy was designed for the present study. This ELP model is mainly an adapted version of the French junior ELP titled 'Mon Premier Portfolio'. This French model was developed by CIEP (Centre International d' Etudes Pedagogiques) in Sevres, France, and was accredited No. 2-2000 by the European ELP Validation Committee (see Appendix E for the French Junior ELP model).

The French junior ELP "presents its equivalent of checklists in a rather original format: a board-game consisting of a colourful square chart with four parts corresponding to the four basic skills.... When using these checklists, learners start in the corners (level A1) and move up towards the middle of the board as they progress. Whenever these young learners are able to do one of the tasks described, they receive a coloured sticker which they can place on to a pre-printed circle. Four circles are available next to each descriptor, accommodating four different languages (Schneider and Lenz, 2001, p.34). According to Schneider and Lenz (2001), the descriptors used in the French junior ELP were adapted from the CEF in a transparent manner and they cover a range from A1 to A2/B1. "The authors of this ELP model decided to limit the range of levels provided – no doubt for practical reasons" (Ibid).

The adapted Turkish ELP junior model is named 'Benim İlk Dil Gelişim Dosyam' (My First Language Portfolio). This ELP model is composed of three sections: Passport, Biography, and Dossier.

The checklists supplied in the ELP are based on the CEF level A1. In addition the course objectives described by the M.NE in the national EFL curricula for primary school grades 4 and 5 were restated and developed as descriptors in the form of functional "can do" statements to enhance the self-assessment skills of the students in experimental groups. The course objectives of the EFL grade 4 and 5 programs described by the private primary school were also restated in the form of functional descriptors. At this point, Little's (2002, p.5) warning that "using the ELP should not mean working against the curriculum because all communicative curriculum goals can be restated in terms of the CoE's common reference levels which underpin the ELP" was taken into consideration.

The descriptors in the ELP, stated in the linguistic tasks, were adapted in order for compatibility with the present curricula designed by the M.NE. The language of these was also simplified according to the age of the Turkish students involved in the study. As a result, in the ELP there is one-self assessment list for each descriptor. In addition to the CEF A1 descriptors, an extra 'A Zero' checklist was prepared since the state school participants were far from meeting the demands of the CEF A1 descriptor checklist.

The language, presentation and design of the ELP junior model were specifically adapted to young learners in order to be easily comprehended and fun to use. For the reliability of the ELP, the expertise views of the Turkish ELP Special Expertise Commission were consistently sought throughout the various stages of the preparation of the ELP. Also, the opinions of the voluntary students at Ibni Sina State Primary School were taken into consideration when designing the ELP junior model.

The ELP model used in this study differs from the French version 'Mon Premier Portfolio', mainly in the dossier section, as extra components were added to the Turkish version of this section. These components consist of the following: a learning log for each week, a checklist designed to keep track of the language work put into the portfolio, a list of the short-term goals to be achieved during the period of experimentation. This list was also enlarged in the form of a poster with the goals restated in the form of functional 'can do' statements and pinned on the classroom wall of each experimental classroom.

The underlying reason for employing the poster technique in the present study is

due to the experience of a Czech primary school teacher (Jana Hindlsova), described by Little and Perclova (2001, p.38). The Czech teacher had written the entire A1 descriptors on five posters, one for each skill, and displayed them on the classroom wall. She had encouraged the class to consider which descriptors were difficult and why, and had discussed what they would need to do in their lessons in order to achieve them. When her learners thought they had achieved a particular descriptor they wrote their name next to it on the poster. The students were then required to show that their self-assessment was accurate, for example by engaging in appropriate pair work. Reflecting on her experience, Jana had explained that she realized her learners would need help in understanding how to work with the ELP. According to Jana, the posters in particular helped her learners to orient themselves and she also estimated that that it took six months for her learners to become really independent.

Self-assessment, as Little (2002) puts it, is fundamental to effective use of the ELP and is also fundamental to the processes of planning, monitoring and evaluating learning, which means that it lies at the heart of learner reflection and autonomy. Little (2002) also notes that self-assessment is based on the learners' developed capacity to reflect on their own knowledge, skills and achievement, whereas assessment by others provides an external, objective measure of the same knowledge, skills and achievement. Based on this issue, Little (2002) asserts that self-assessment and assessment by others should support one another because achieving complementarities and balance between them is one of the aims of the ELP. Therefore, the ELP designed for the present study, when using the Dossier section for the weekly homework, embeds opportunities for activities based on both peer-assessment and teacher assessment,

In the biography section of the ELP there was also a learning style preference listing which the students' had to fill in according to his or her own learning styles. Through this list it was aimed to help enhance the student's self-reflection in language learning.

The content validity of the ELP greatly sustains, as it was an adapted version of the French ELP Junior Model, which was validated by the CoE. Also as reported earlier, the researcher constantly sought expertise views throughout the preparation and designing of the ELP.

3.3.3.2 The European Language Portfolio Teacher's Guide

The *ELP Teacher's Guide* prepared by the researcher intends to familiarize the teachers who are participating in the study with the ELP. It is designed in the form of a leaflet for the individual teachers who are using the ELP in the experimental groups. In the preparation of this guide the teacher's book 'Mon Premier Portfolio Livret d' Utilisation' designed for the French junior ELP model was utilised as a supporting resource (see Appendix F for Mon Premier Portfolio Livret d' Utilisation).

As stated by Little and Perclova (2001), one of the central implications of the ELP is that the best learning comes from discussion with others who are informed of the ELP. This then leads back to individual reflection. In order to support the *ELP Teachers' Guide* there were meetings held with the teachers before and after each experimental ELP oriented lesson. In this manner not only what is to be done in the experimental groups but also what has been done in the control groups were kept under the control of the researcher.

3.3.4 Experimental Treatment Procedures

This section focuses on the way the ELP was implemented in the present study. The period of the ELP treatment and a twelve-week program for the ELP treatment is also discussed.

3.3.4.1 Way of Implementing the European Language Portfolio Junior Model

Over the past few years, different versions of the ELP have been piloted in various ways among the member states of the CoE. Figures 3.1 and 3.2 display Little and Perclova's (2001, p.16) suggestions for implementing the ELP in pedagogical practice.

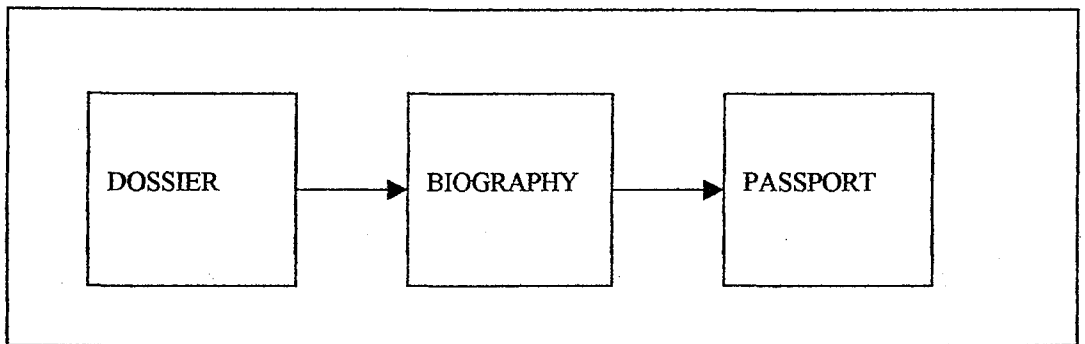


Figure 3.2 Dossier-Biography-Passport Implementation of ELP
(Little & Perclova, 2001, p.16)

According to Little and Perclova (2001) the implementation in Figure 3.2 has worked well with learners at primary and secondary level. In this procedure the language teacher begins to implement the ELP by introducing the ‘dossier’ and encouraging the learners to keep the best examples of their work here. Later, the ‘biography’ section is introduced in order to help the students to start setting their own learning targets and to review their learning progress. Finally, the ‘passport’ is introduced. This allows learners to come to terms with their linguistic identity by engaging in self-assessment based on the CoE’s common reference levels.

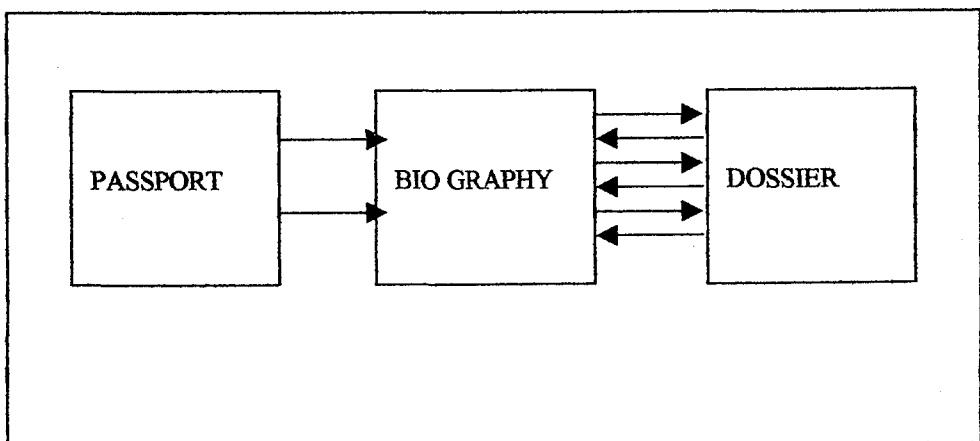


Figure 3.3 Passport -Biography- Dossier Implementation of ELP
(Little & Perclova, 2001, p.16)

In Figure 3.3, Little and Perclova (2001) suggest a reversed form of the previous process. They add that this approach has proved successful with adult refugees taking an intensive five-month English course in Ireland. Here, the 'passport' is introduced from the start so as to challenge the learners to reflect on their linguistic identity and the degree of language proficiency achieved in their target language(s). At the second stage the 'biography' section of the ELP is presented so that the learners set their own individual learning targets. Finally, the learner outcomes are collected in the 'dossier' and evaluated in the biography so that a base is formed for setting new goals. This process is repeated until the end of the course, when learners update their self-assessment checklists in the passport section of their portfolios.

In the present study, the implementation described in Figure 3.3 was employed. Initially, after the students filled in the passport section of their ELP's, it was important for the subjects' to be able to learn how to self-assess their English language proficiency in the biography section. After filling in the self-assessment checklists, the subjects were made aware of the short-term goals that they were to achieve during the span of treatment. They were informed that they were going to keep track of this process themselves through the work that they were asked to put into the dossier section of their portfolios. The subjects of this study were engaged in the process of attending to the biography for updating goals achieved after each task fulfilment of the dossier.

3.3.4.2 Span of Implementing European Language Portfolio Junior Model

The second semester of the 2002-2003 academic year of education consists of 16 weeks, while the maximum period suitable for conducting the experiment for this study was 12 weeks. The experimental groups in the state primary school had two lessons of English per week, which was a limitation for the study because the EFL teacher at this school stated that she had to meet the demands of the national curricula and that it was impossible to conduct, one lesson of ELP-oriented treatment per week within these lessons. However, this problem was solved through the assurance of the EFL teacher that there would be no alterations made to the national curricula and that the ELP oriented language instruction would cover the topics that are presented in the M.NE's Grade 4 and Grade 5 English language course book. The private primary school did not present time constraints for the experimentation. At this school the Grades 4 and 5 had

six lessons of English per week, which made it possible for the EFL teacher to use one of these lessons for experimentation.

In this research, all the experimental and control groups learnt English in the traditional teacher-centred approach. In addition to this approach the experimental groups were exposed to ELP oriented instructional treatment one lesson per week. In the experimental groups, the ELP is expected to function as a catalyst for enhancing the autonomy of the learners. Meanwhile, the language learners in the control groups were only exposed to traditional teacher-centred foreign language instruction (see Table 3.2 for hours of teacher-centred and ELP oriented EFL instruction per week during the span of experimentation).

Table 3.2 Number of EFL Lessons Per Week

School Type	Private		State	
	Experimental	Control	Experimental	Control
No. of grade 4 EFL lessons per week and EFL teaching approaches employed.	5 teacher-centred + 1 ELP oriented	6 teacher-centred	1 teacher-centred + 1 ELP oriented	2 teacher-centred
Total no. of EFL instruction per week.	6	6	2	2
No. of grade 5 EFL lessons per week and EFL teaching approaches employed.	5 teacher-centred + 1 ELP oriented	2 teacher-centred	1 teacher-centred + 1 ELP oriented	2 teacher-centred
Total no. of EFL instruction per week.	6	6	2	2

3.3.4.3 Program of European Language Portfolio Junior Model Implementation

The experimental treatment course program is designed to be an ELP-oriented language course with the underlying logic being that autonomy can be developed best through learning tasks based on management skills and meta-cognitive awareness of the learner. In primary school, one lesson is a session of 40 minutes. The participants in the experimental groups had a total of 12 lessons of treatment devoted to using the ELP and autonomy developing tasks embedded within the ELP. The questionnaires were also distributed during the twelve lessons (see Appendix G for the twelve-week program).

Before every English lesson the researcher and the EFL teacher spent at least 30 minutes discussing the strategies to be followed in that lesson and the researcher also gave the teacher feedback relating to the students' language progress based on ELP

implementation. The weekly homework turned in by the students from both the state and primary school was collected by the researcher and then returned in the following week's English lesson. The researcher corrected all of the homework and projects, and gave feedback relating to the student's work in the form of notes.

3.4 Instruments for Data Collection

For investigation of the effectiveness of the ELP on the autonomy of the learners' the material for collection of data includes a learner questionnaire based on autonomy and field notes as data obtained from the open observations made by the researcher. In order to determine the learners' feelings towards the ELP as a language-learning instrument, three sets of questionnaires consisting of anchor questions prepared by the CoE and administered to the ELP piloting countries were also distributed to the participants in the present study. All materials were written and presented in Turkish with their English translations underneath.

3.4.1 Autonomy Learner Questionnaire

Despite the issue that the measurement of autonomy is problematic this study adheres to Benson's view for measuring autonomy. Benson (2001, p.51) claims that we may well be able to observe whether learners display a greater degree of control in particular aspects of their learning. For example, we may be able to say that they are more able to self-assess their own learning, to reflect upon the value of their learning activities or to design their own learning programmes.

The effect of the ELP on learner autonomy was measured by an autonomy learner questionnaire (ALQ) comprised of 44 statements based on the 9 dimensions related to language learning. (See Table 3.3 for a display of the dimensions that the ALQ dwells upon). The statements relating to these dimensions were designed and adapted according to the language comprehensibility of children. Resources, which were influential in the writing of the statements for the questionnaire, were items Dickinson's (1987, p.14) scale of degree of autonomy, Broady's (1996) questionnaire in which Broady had also selected a number of items from Guglielmo's (1977) Self-Directed Readiness questionnaire, and the questionnaire designed by Sancar (2001) for her MA thesis. Two instructors teaching of the translation courses at the ELT

Table 3.3 Areas for Investigation in the Autonomy Learner Questionnaire

Section	No. of Items	Focus	Questions
Dimension 1	6 items	Readiness for Self-direction	What are the learners' beliefs relating to self-directed learning in general?
Dimension 2	7 items	Independent Work in Lang. Learning	What are the learners' beliefs relating to independent work in language learning?
Dimension 3	8 items	Importance of Class/Teacher	How important do learners see the class/the teacher in their lang. learning?
Dimension 4	5 items	Role of Teacher: Explanation/Supervision	What importance do learners give to teacher explanation and supervision?
Dimension 5	4 items	Language Learning Activities	In relation to particular lang. learning activities, what are the learners' attitudes?
Dimension 6	3 items	Selection of Content	What are the learners' attitudes relating to the selection of content for lang. learning?
Dimension 7	2 items	Objectives/Evaluation	How confident do learners feel about defining objectives?
Dimension 8	5 items	Assessment/Motivation	How important is external assessment in motivating the learners' work?
Dimension 9	4 items	Other Cultures	What are the learners' attitudes relating to the culture of other countries?

Cronbach's alpha which is an alpha coefficient ranging in value from 0-1 was used to describe the internal reliability coefficient of the ALQ. While Nunally (1978) has indicated 0.70 to be an acceptable reliability coefficient, lower thresholds can also be cited in the literature. However in the UCLA Academic Technology Services SPSS FAQ (as cited in www.ats.ucla.edu/stat/spss/faq/alpha.html) it is noted that a reliability coefficient of 0.80 or higher is considered as "acceptable" in most Social Science applications.

After piloting the ALQ on the twenty voluntary students, the Cronbach Alpha reliability of this questionnaire was measured using the STATISTICA program. The total internal reliability coefficient of this questionnaire was found as:

Cronbach Alpha: 0.807023. Based on the literature of internal reliability, the Cronbach Alpha coefficient of the learner autonomy questionnaire employed in this study can be considered acceptable.

3.4.2 The Council of Europe Learner Anchor Questions Based on the European Language Portfolio

The CoE has produced learner and teacher anchor questions for the subjects of the pilot projects conducted in the 1998-2000 phase. As noted in the *Final Report* of this pilot project phase, Rolf Scharer (2000) states that these anchor questions have been prepared in the form of three different sets for both the learners and the teachers. These questionnaires aim to gain feedback on; the ELP as a product, the pedagogical functions of the ELP, the strategy of self-assessment, organizational needs and the feasibility of the ELP. In the pilot project phase of the CoE the first set of questionnaires was ideally distributed within a few weeks after the introduction and the first self-assessment, the second set towards the end of the school year and the third set towards the end of the pilot project, in the first part of the year 2000.

For the present study, only the sets of anchor questions prepared by the CoE for learners were used (see Appendix I). The three sets of the learner questions (CoE LQ1, CoE LQ2, and CoE LQ3) are in the form of survey statements requiring YES or NO answers. However, in addition to these survey statements, in the second and third sets of questions there are two identical open-ended questions. These questions are:

- 1-What do you like best about your ELP?
- 2-What do you like least about your ELP?

3.4.3 Observation

In language research observations are mainly used to examine behaviours within a certain context. "The main advantage of using observations for collecting data are that they allow the study of a phenomenon at close range with many of the contextual variables at present, a feature which is very important in studying language behaviours (Seliger and Shohamy, 1989, p.162)."

Due to the nature that observations can be made by "insiders who are part of the group observed, by participant observers, or by outsiders" (Ibid). The researcher of the

present study gathered observational data by participating at each session of the ELP treatment within every experimental group.

The observational procedure was of an open nature because there was a low level of explicitness in the unexpected behaviour of the students towards their involvement in using the ELP. The data obtained from these open observations were in the form of field notes so as to provide records for the researcher.

3.5 Piloting of Data Collection Instruments

This section concentrates on how the ALQ and CoE LQ were administered to the primary school students.

3.5.1 Administering of ALQ

In the present study, the autonomy ALQ functions as both test and re-test. Due to the fact that this study focuses on children and takes into account the fact that the autonomy learner questionnaire is composed of 44 items, a number which risks the students lose concentration, it was decided that the questionnaire be administered in two separate sections in two sittings. Each section of the questionnaire consists of 22 items, and the students participating in all groups received the first section of the questionnaire during the first week of their English lessons. Later in the second week of their English lessons, they received the second section. Prior to administering the tests to both experimental and control groups, the students were verbally informed of the purpose of the study. The students were also notified that permission was gained from the Bursa Local Authority of National Education, the head principal of their school and also their EFL teacher to administer the questionnaires. The introductory comments took about 10 minutes and the completion of each section of the test took about 20 minutes. The procedure listed above was repeated when administering the questionnaires as a re-test during the 11th and 12th weeks of experimentation.

3.5.2 Administering of CoE LQ

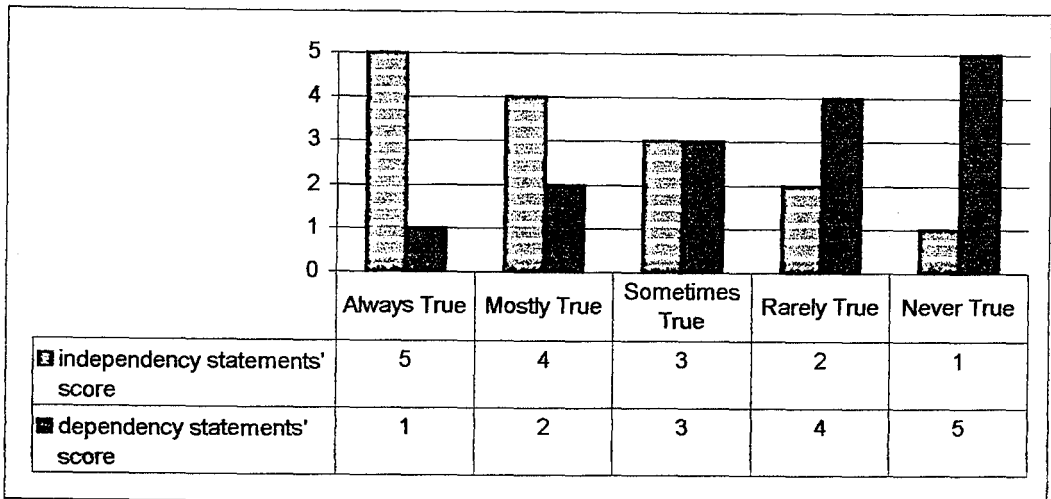
The CoE LQ was translated from English into Turkish and administered to the experimental groups only. The first set of questions was distributed in the third week of the ELP experimental treatment. The second set was presented in the seventh week of using the ELP, while the third set was given in the final week (12th week) of the experimental treatment.

3.6 Data Analysis Procedures

The scoring procedures of the ALQ, how the student's learner independency was calculated on the ALQ, how the data of the ALQ was statistically analysed, and the procedures for analysis of the CoE LQ are presented in the following sections.

3.6.1 Scoring of ALQ

The ALQ is a structured questionnaire eliciting data in the form of rankings. In the ALQ the Likert scale (Likert 1932) was employed asking the subjects to respond to a total of 44 statements by indicating whether each statement is; "always true" (AT), "mostly true" (MT), "sometimes true" (ST), "rarely true" (RT), and "never true" (NT) of themselves. "Always true" was assigned a weight of five points, "mostly true" weighed four points, "sometimes true" weighed three points, "rarely true" weighed two points, and "never true" got a score of one. The items in the ALQ were based on independency and dependency; therefore, a reverse scoring system was necessary for the independent items in order to discriminate between attitudes of autonomous learners and those of non-autonomous learners. (See Graph 3.1 for the score-value that each option was given based on the reverse scoring of dependency statements in order to become independency statements).



Graph 3.1 Reverse Scoring of Independency and Dependency Statements

3.6.2. ALQ Calculation of Learner Independency

In order to determine the level of the independency of a group, a dependency – independency chart where there is a minimum score lower and upper limit, an average score of an upper limit, and a maximum score of a lower and upper limit was computed (see Table 3.4). The minimum score interval was calculated by the multiplication of the number of all items, 44 in all, with the minimum points (1 and 2) given to a choice on the Likert scale. Meanwhile, the maximum score interval calculation was determined by the multiplication of the maximum points (4 and 5) given to a choice on the Likert scale. The limits of the average score interval were calculated by using the score of 3 as both the minimum and maximum score of choice.

Table 3.4 Chart of ALQ Scores Determining the Degrees of Learner Independency

Level of Scores		Calculation	Interval	Degree
Minimum score	-Lower limit	$44 \times 1 = 44$	0-44	More Dependent
	-Upper limit	$44 \times 2 = 88$	45-88	Dependent
Average score	-Upper limit	$44 \times 3 = 132$	89-132	Neutral
Maximum score	-Lower limit	$44 \times 4 = 176$	133-176	Independent
	-Upper limit	$44 \times 5 = 220$	177-220	More Independent

3.6.3 Statistical Data Analysis of ALQ

In order to preserve the internal validity of the study, all of the subjects in both the experimental and control groups were classified according to their Turkish language and English as a foreign language course grades as stated in their official school reports of the previous semester, Fall semester of the 2002-2003 academic year. The Turkish national primary school course achievement rating scale is from 1 to 5 (1 being the lowest and 5 the highest rating). Subjects with an average of 4.5 to 5.0 were classified as high language learners and the ALQ's filled in by these subjects were used for statistical data analysis. Through this procedure, each experimental and control group consisted of 15 participants with high English and Turkish language scores. For data analysis of the ALQ, the Statistical Package for the Social Sciences (SPSS Version 10.0) was used.

The ALQ was administered to all of the experimental and control groups before and after the treatment span. Based on this within-subjects design, in order to find out whether the ELP had an impact on the learner autonomy of the subjects within the groups, a two-sample correlated t-test was run so that the mean value of the test distributed before experimental treatment could be compared to the mean value of the re-test distributed after experimental treatment. As a result, eight pairs of t-test were calculated. (See Figure 3.3 for visual display of the ALQ pairing for t-tests within the groups).

The second stage of analysing the data of the ALQ consists of comparing on a linear graph the scores that each subject in every group gained before and after the treatment span. This phase aimed to determine, by referring to the scores on the dependency – independency chart, whether there were differences in the level of the independency of a subject due to experimental treatment.

The third stage of the ALQ analysis is the one-way ANOVA calculations. Here, the aim is to observe whether the variances of the four groups are different—if the ELP treatments had an effect. (See Figure 3.4 for a visual display of the data for one-way ANOVA).

Since the ALQ is not an achievement or language proficiency test, the Kruskal-Wallis test, a non-parametric alternative to the one-way ANOVA, was employed in order for the confirmation of the ANOVA findings.

Finally, the nine dimensional sections of the ALQ are examined. The total scores gained in every dimension by each group before and after the treatment span are calculated and displayed in the form of bar graphs.

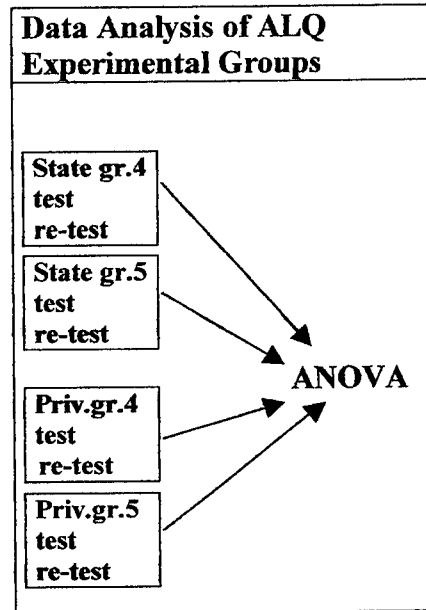


Figure 3.4 The Data for One-Way ANOVA

3.6.4 Analysis of CoE ELP Learner Anchor Questions

The quantitative feedback related to the learners' employment of the ELP was gained by administering the CoE learner anchor questions (CoE LQ). In the analysis of the CoE LQ (set 1, set 2, and set 3) aiming to gain feedback on the feasibility of the ELP, the questionnaires returned by all of the subjects were taken into consideration.

The answers to the questions were analysed through the calculation of the frequencies of the yes and no responses. The frequencies were quoted as percentages and presented in a table. The responses to the open ended questions were grouped in categories, and the frequencies were also calculated and presented in a table format.

CHAPTER IV

FINDINGS

4.1 Introduction

The findings presented in this chapter have been divided into two sections. The first section deals with the findings of the ALQ data analysis. These findings will be addressed in the light of the research questions; was the ELP junior model conducive to fostering the learner autonomy of Grade 4 and Grade 5 students at a state and private primary school? If so, after ELP implementation, were there any significant differences in the levels of learner autonomy among the students attending a state or private school?

The findings in the second section deal with the results of the three sets of the CoE LQ. This section intends to investigate the primary school students' perceptions towards the implementation of the ELP.

Primarily, paired samples t-test statistical findings of the ALQ test and re-tests are displayed. This is followed by a graphical representation of the ALQ test and re-test scores of every subject in the experimental and control groups. The third stage in this section is the one-way ANOVA calculations of the ALQ, followed by the multiple comparisons post-hoc tests. Then, the Kruskal-Wallis test of the ALQ is displayed for confirmation of the ANOVA findings. Finally, in this section, the total group scores gained in each dimension of the ALQ before and after experimentation are presented with their corresponding graphs.

In the second section of this chapter the findings of the analysis of the COE LQ are presented in the form of two tables.

4.2 Paired Samples T-Test

As mentioned in Chapter IV, all of the experimental and control groups, were given the ALQ before and after the treatment span. Based on this within-subjects design, a paired samples T-Test was conducted for the scores of each group in order to investigate whether the two mean values of the ALQ results differ significantly due to the treatment. See Table 4.1 for the descriptive statistics of the test, Table 4.2 for paired samples correlations, and

Table 3 for inferential statistics of the test. In all of the ALQ statistical data analyses, $p < 0.05$ was accepted as the value for the mean difference to be significant.

Since all of the groups were given the same questionnaire (ALQ) before and after the treatment, each group was assigned a pair number for the statistical analyses. The experimental group Grade 4 private school was named Pair 1, experimental group Grade 5 private school was named Pair 2, experimental group Grade 4 state school was named Pair 3, experimental group Grade 5 state school was named Pair 4, control group Grade 4 private school was named Pair 5, control group Grade 5 private school was named Pair 6, control group Grade 4 state school was named Pair 7, and control group Grade 5 state school was named Pair 8.

For statistical data analyses, the following abbreviations were used:

EX = experimental group, CO = control group, 4 = Grade 4, 5 = Grade 5, P = private school, S = state school, TES = ALQ test, and RTE = ALQ re-test.

Table 4.1 Paired Samples Descriptive Statistics

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	EX_4PTES	133,6000	15	10,1404	2,6183
	EX_4PRTE	145,8000	15	13,2837	3,4298
Pair 2	EX_5PTES	138,1333	15	16,2958	4,2076
	EX_5PRTE	147,5333	15	17,8840	4,6176
Pair 3	EX_4STES	134,0667	15	9,7429	2,5156
	EX_4SRTE	157,6667	15	12,4938	3,2259
Pair 4	EX_5STES	140,4000	15	13,4153	3,4638
	EX_5SRTE	161,8667	15	10,3570	2,6742
Pair 5	CO_4PTES	130,1333	15	7,5580	1,9515
	CO_4PRTE	133,1333	15	6,7068	1,7317
Pair 6	CO_5PTES	132,0667	15	13,4932	3,4839
	CO_5PRTE	132,3333	15	9,9475	2,5684
Pair 7	CO_4STES	146,7333	15	10,9900	2,8376
	CO_4SRTE	150,1333	15	13,2604	3,4238
Pair 8	CO_5STES	137,3333	15	13,1891	3,4054
	CO_5SRTE	144,4000	15	9,9125	2,5594

As can be seen in Table 4.1, the differences between the mean values of the test and re-test ALQ scores of the control groups have shown trivial increases ranging from 0 to 8. For example, in Pair 6, the mean score of the 'test' was 132,0667 points, the 're-test' score showed hardly any difference at 132,3333 points. In the control groups, Pair 8 was the one to display the highest increase of scores. While Pair 8 gained 137,3333 points on the 'test', on the 're-test' they gained 144,4000 points.

The differences between the mean values of the 'test' and 're-test' scores of the experimental groups, Pairs 1, 2, 3, and 4, contrasted sharply with the scores of the control groups. The experimental groups displayed notable increases ranging from 8 to 24 points. For example, before experimental treatment Pair 3 had gained 134,0667 points on the 'test', however, after the treatment they gained 157,6667 points on the 're-test'.

Table 4.2 Paired Samples Correlations

Paired Samples Correlations

	N	Correlation	Sig.
Pair 1 EX_4PTES & EX_4PRTE	15	,167	,552
Pair 2 EX_5PTES & EX_5PRTE	15	,220	,430
Pair 3 EX_4STES & EX_4SRTE	15	,682	,005
Pair 4 EX_5STES & EX_5SRTE	15	,175	,532
Pair 5 CO_4PTES & CO_4PRTE	15	-,764	,001
Pair 6 CO_5PTES & CO_5PRTE	15	-,161	,565
Pair 7 CO_4STES & CO_4SRTE	15	-,062	,825
Pair 8 CO_5STES & CO_5SRTE	15	,281	,311

For statistical analyses, correlations were taken in order to see whether there was a connection or link between the 'test' and 're-test' scores. As can be seen in Table 4.2, while all of the paired samples correlations of the experimental groups are positive, the experimental group Grade 4 state school correlation has shown a distinctive result, with a marked significance of $p=0.005$. The paired samples correlations of the control groups' show that there are negative correlations for the Grades 4 and 5 private school, and Grade 4 of the state school. However, of these negative correlations, the control group Grade 4

private school has resulted in a significant difference of $p=0.001$ due to a high score in the negative correlation of $-.764$.

Table 4.3 Inferential Statistics of Paired Samples

		Paired Differences							
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
					Lower	Upper			
Pair 1	EX_4PTES - EX_4PRTE	-12,2000	15,3073	3,9523	-20,6769	-3,7231	-3,087	14	,008
Pair 2	EX_5PTES - EX_5PRTE	-9,4000	21,3769	5,5195	-21,2381	2,4381	-1,703	14	,111
Pair 3	EX_4STES - EX_4SRTE	-23,6000	9,2180	2,3801	-28,7048	-18,4952	-9,916	14	,000
Pair 4	EX_5STES - EX_5SRTE	-21,4667	15,4451	3,9879	-30,0199	-12,9134	-5,383	14	,000
Pair 5	CO_4PTES - CO_4PRTE	-3,0000	13,4004	3,4600	-10,4209	4,4209	-.867	14	,401
Pair 6	CO_5PTES - CO_5PRTE	-.2667	18,0098	4,6501	-10,2402	9,7068	-.057	14	,955
Pair 7	CO_4STES - CO_4SRTE	-3,4000	17,7434	4,5813	-13,2260	6,4260	-.742	14	,470
Pair 8	CO_5STES - CO_5SRTE	-7,0667	14,0990	3,6403	-14,8744	,7411	-1,941	14	,073

In Table 4.3 the p-value is presented in the column labelled 'Sig. (2-tailed)'. Considering the p-values in this column, it is possible to observe that in the cases of pair 1, pair 3, and pair 4, the mean score of the ALQ, prior to the intervention of the ELP was lower, and as a result of ELP intervention the p-values of these pairs have shown significance.

4.3 ALQ Test and Re-Test Results of Each Subject

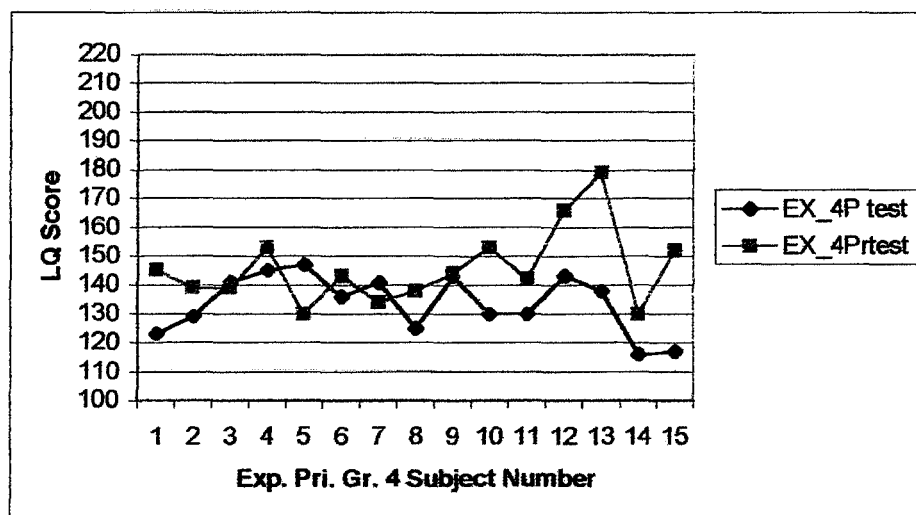
The ALQ used in this study aims to investigate to what extent the subjects' behaviours are autonomous. Therefore, not in the ALQ test but in the ALQ re-test findings it was favourable for the subjects to display greater scores indicating a stronger orientation toward autonomy after ELP implementation. As was calculated in the previous chapter the maximum possible score a subject can gain from the ALQ is 220, while the lowest possible score is 44.

In this part of the analysis, the independency level of each subject will be considered in relation to the chart of the ALQ scores determining the degrees of learner

independency (see Table 3.5). These degrees were classified as: 0-44 = more dependent, 45-88 = dependent, 89-132 = neutral, 133-176 = independent, and 177-220 = more independent.

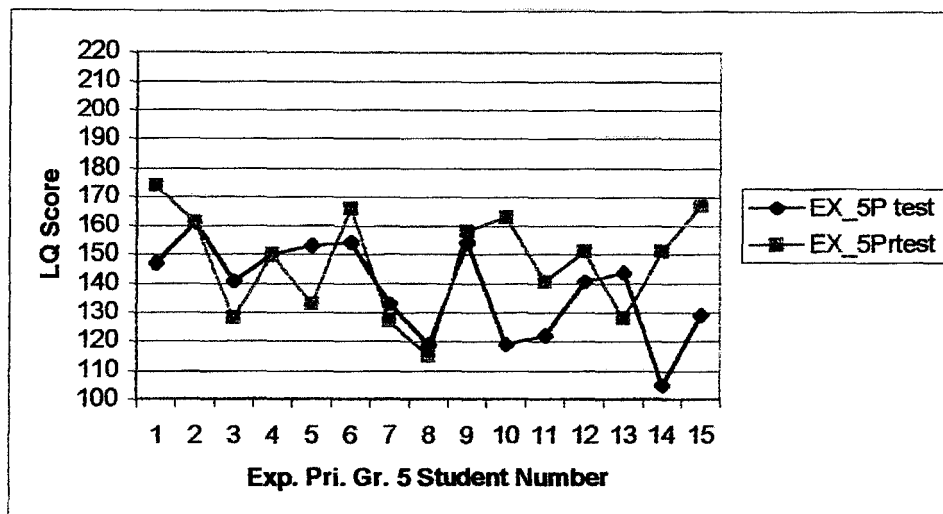
In this research, all of the subjects scored more than 100 points from the ALQ. Therefore, in the 2-dimensional line plots visually displaying the scores gained by each subject in each group, the Y scale value begins at 100 points (the least) and ends at 220 points (the maximum), while the X scale value shows the number of the subject in the group.

The following abbreviations were used in the line-plots: EX = experimental group, CO = control group, 4 = Grade 4, 5 = Grade 5, P = private school, S = state school, test = ALQ test, and rtest = ALQ re-test.



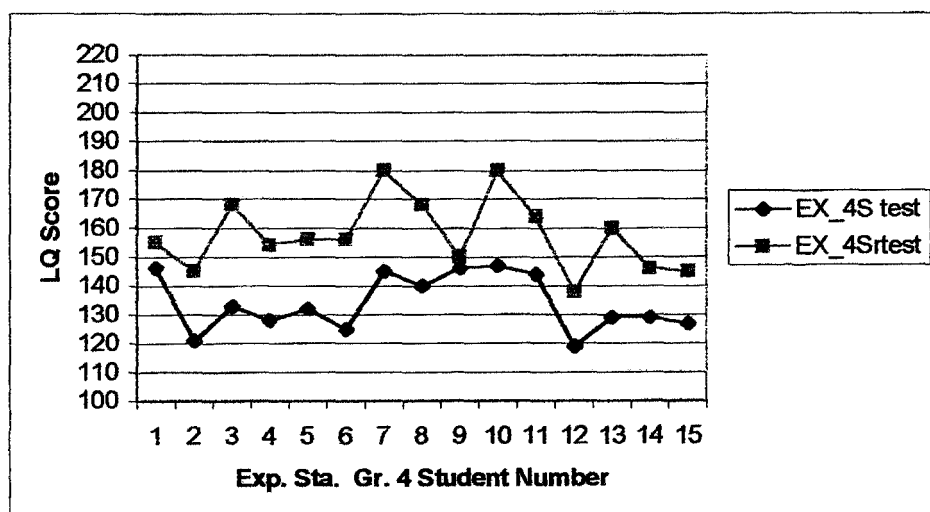
Graph 4.1 ALQ Subject Scores of Private School Grade 4 Experimental Group

According to Graph 4.1, in this group there were eight “independent” learners before the experiment. While one of these learners dropped to the “neutral” level, the remaining seven maintained their position as “independent”. Of the seven participants classified as “neutral”, one of them gained 14 points. Yet this was not enough for this participant to skip to the next level of “independent” like the other six subjects.



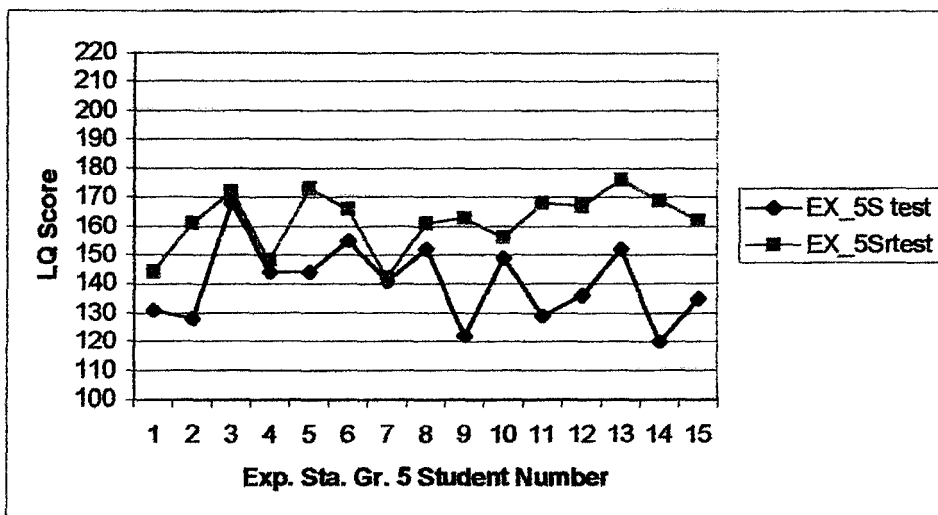
Graph 4.2 ALQ Subject Scores of Private School Grade 5 Experimental Group

As can be seen in Graph 4.2, after ELP experimentation, while seven of the subjects remained at the same level of “independent”, three subjects showed a decrease from “independent” to “neutral”. There were five “neutral” subjects; one of them remained at that level and the other four progressed to “independent”.



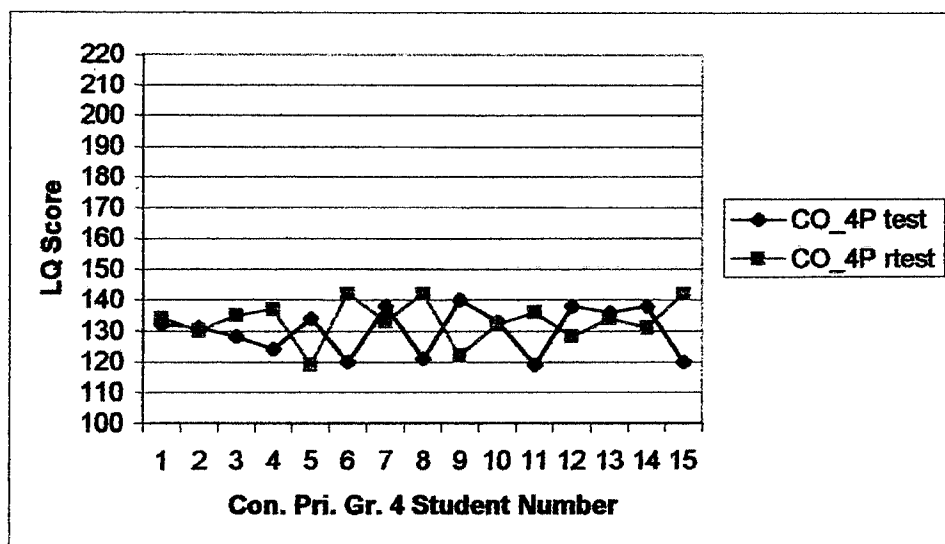
Graph 4.3 ALQ Subject Scores of State School Grade 4 Experimental Group

In Graph 4.3, it can be seen that the state school grade 4 shows the highest number of subject transference from the “neutral” to the “independent” level by a number of eight. The five subjects scattered around the lower borderline of the “independent” level still remained in the same level but at a higher rating. Also, in this group, there were two “independent” subjects who became “more independent”.



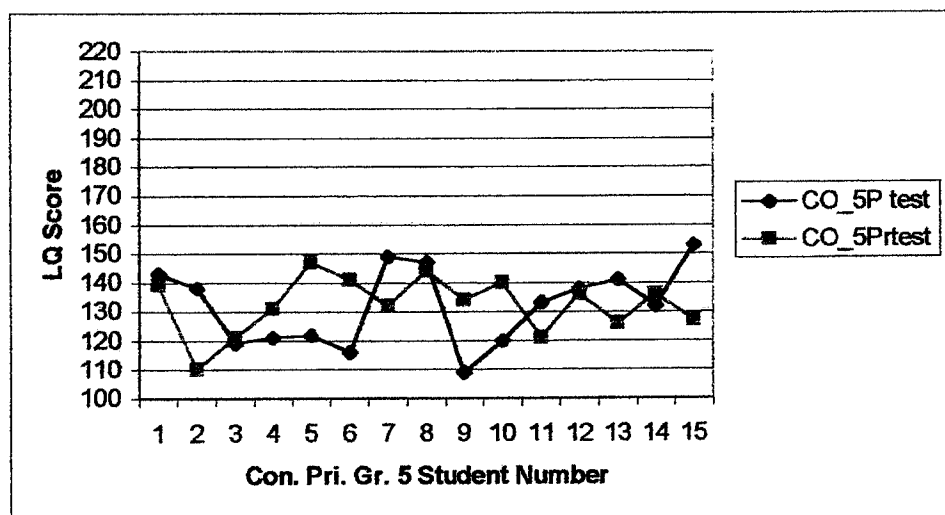
Graph 4.4 ALQ Subject Scores of State School Grade 5 Experimental Group

Graph 4.4 shows that five of the “neutral” subjects became “independent” and that there were ten “independent” subjects in this group who, although they remained in the same level, gained higher scores on the ALQ re-test.



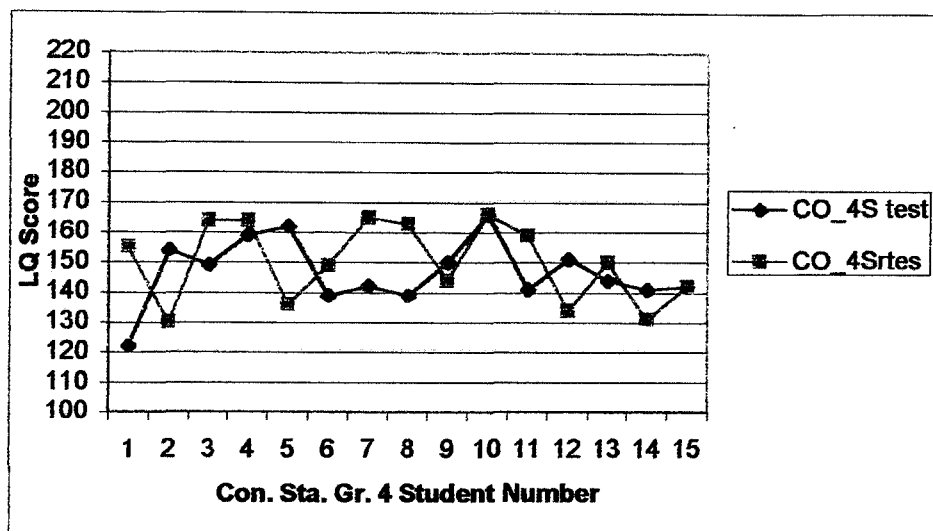
Graph 4.5 ALQ Subject Scores of Private School Grade 4 Control Group

From the nearly overlapping line plots in Graph 4.5, it can be observed that there were eight “neutral” level subjects all of whom were in the upper limit of the level. Of these subjects, one remained at the same level, seven skipped to “independent” level, although they were in the lower ranges of the “independent” level, from 133 to 144 at the most. Four of the already seven “independent” subjects dropped to the “neutral” level, and the other three remained the same.



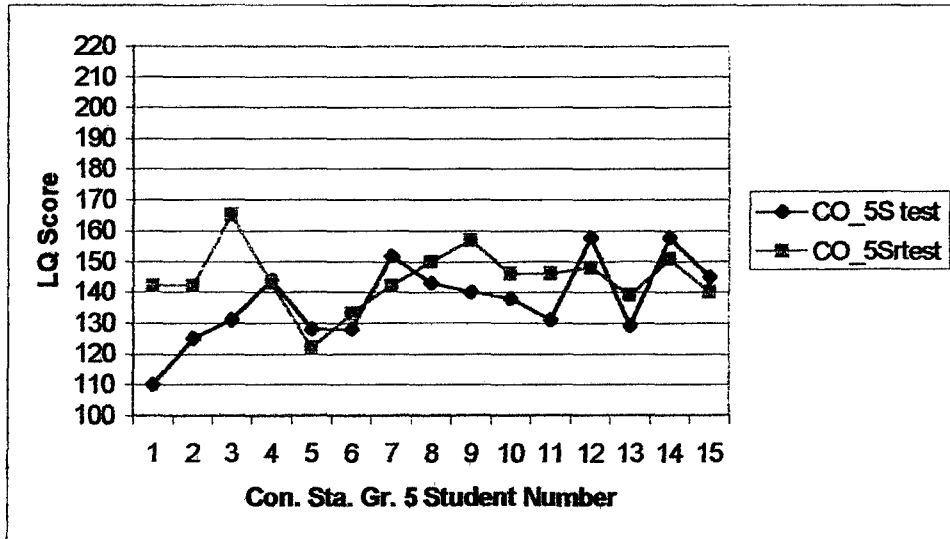
Graph 4.6 ALQ Subject Scores of Private School Grade 5 Control Group

The findings in Graph 4.6 indicate that two participants remained as “neutral”, five participants progressed from “neutral” to “independent”, three participants remained as “independent”, and five of them have decreased from their former level “independent” to “neutral”.



Graph 4.7 ALQ Subject Scores of State School Grade 4 Control Group

As indicated in graph 4.7, there were twelve subjects who were rated as “independent”, according to the ALQ test scores. After the re-test, these subjects preserved their positions at this level. Two “independent” subjects decreased to the “neutral” level, and one subject at “neutral” level reached the “independent” level.



Graph 4.8 ALQ Subject Scores of State School Grade 5 Control Group

It is observable from Graph 4.8 that while there were seven subjects at “neutral” level, one remained at the same level and six reached the “independent” level. The eight subjects at the “independent” level maintained their status after the ALQ re-test.

4.4 ALQ One-Way ANOVA Calculations

In this stage of ALQ statistical data analysis, the one-way ANOVA was used in order to compare the four unmatched experimental groups. The one-way ANOVA test was conducted to answer the question: Is there a significant difference between the mean values, given that the means are calculated before and after experimental treatment that is based on ELP implementation? (See Table 4.4 for the ANOVA descriptives of the ALQ and Table 4.5 for the findings of the ANOVA test).

The Multiple Comparisons from the ANOVA table show all of the possible comparisons between the ALQ test scores compared to the ALQ re-test scores. In the multiple comparisons table for the ALQ, the Least Significant Difference (LSD) was applied to perform pair-wise comparisons of the means from the experimental groups.

Table 4.4 Descriptives of ALQ Oneway

		Descriptives							
		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
						Lower Bound	Upper Bound		
EX_TEST	Private grade 4	15	133,6000	10,1404	2,6183	127,9844	139,2156	116,00	147,00
	Private grade 5	15	138,1333	16,2958	4,2076	129,1090	147,1576	105,00	161,00
	State grade 4	15	134,0667	9,7429	2,5156	128,6712	139,4621	119,00	147,00
	State grade 5	15	140,4000	13,4153	3,4638	132,9708	147,8292	120,00	168,00
	Total	60	136,5500	12,6818	1,6372	133,2739	139,8261	105,00	168,00
EX_RTEST	Private grade 4	15	145,8000	13,2837	3,4298	138,4437	153,1563	130,00	179,00
	Private grade 5	15	147,5333	17,8840	4,6176	137,6295	157,4372	115,00	174,00
	State grade 4	15	157,6667	12,4938	3,2259	150,7478	164,5855	138,00	180,00
	State grade 5	15	161,8667	10,3570	2,6742	156,1312	167,6022	142,00	176,00
	Total	60	153,2167	15,0503	1,9430	149,3288	157,1046	115,00	180,00

Analysis of Table 4.4, shows that the spread between the mean values between the Grade 4 private school and state school experimental groups, and the Grade 5 private school and state school experimental groups were almost identical before experimentation.

As can be observed from Table 4.4, after experimentation there was an increase in all of the group mean values. However, there is a highly significant difference between the mean values of the ALQ re-test of the Grades 4 and 5 state school experimental groups.

Table 4.5 ANOVA Findings of ALQ

		ANOVA				
		Sum of Squares	df	Mean Square	F	Sig.
EX_TEST	Between Groups	482,983	3	160,994	1,001	,399
	Within Groups	9005,867	56	160,819		
	Total	9488,850	59			
EX_RTEST	Between Groups	2728,983	3	909,661	4,790	,005
	Within Groups	10635,200	56	189,914		
	Total	13364,183	59			

Displayed in Table 4.5, the ANOVA calculations, reveal that when the experimental groups ALQ test results are compared and expressed as the p value, and considering that there is a marked difference when the result is $p < 0.05$, it is possible to claim that there is no significant difference between the experimental groups because the p value is $p = 0.399$.

However, when the same calculation is conducted for the ALQ re-test, it is observed that the p value is smaller $p=0.005$, illustrating that there is a significant difference. One possible interpretation is that the experimental treatment was appropriate and that the treatment effects, in fact, do exist in the sample population. The findings of the one-way ANOVA were significant; therefore, post-hoc tests by using the Multiple Comparison Table were also examined to determine between which experimental groups significant differences have occurred.

Table 4.6 Multiple Comparisons of ALQ

Multiple Comparisons

LSD

Dependent Variable	(I) Grade	(J) Grade	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
EX_TEST	Private grade 4	Private grade 5	-4,5333	4,6306	,332	-13,8096	4,7429
		State grade 4	-,4667	4,6306	,920	-9,7429	8,8096
		State grade 5	-6,8000	4,6306	,148	-16,0762	2,4762
	Private grade 5	Private grade 4	4,5333	4,6306	,332	-4,7429	13,8096
		State grade 4	4,0667	4,6306	,384	-5,2096	13,3429
		State grade 5	-2,2667	4,6306	,626	-11,5429	7,0096
	State grade 4	Private grade 4	,4667	4,6306	,920	-8,8096	9,7429
		Private grade 5	-4,0667	4,6306	,384	-13,3429	5,2096
		State grade 5	-6,3333	4,6306	,177	-15,6096	2,9429
	State grade 5	Private grade 4	6,8000	4,6306	,148	-2,4762	16,0762
		Private grade 5	2,2667	4,6306	,626	-7,0096	11,5429
		State grade 4	6,3333	4,6306	,177	-2,9429	15,6096
EX_RTEST	Private grade 4	Private grade 5	-1,7333	5,0321	,732	-11,8138	8,3471
		State grade 4	-11,8667*	5,0321	,022	-21,9471	-1,7862
		State grade 5	-16,0667*	5,0321	,002	-26,1471	-5,9862
	Private grade 5	Private grade 4	1,7333	5,0321	,732	-8,3471	11,8138
		State grade 4	-10,1333*	5,0321	,049	-20,2138	-5,29E-02
		State grade 5	-14,3333*	5,0321	,006	-24,4138	-4,2529
	State grade 4	Private grade 4	11,8667*	5,0321	,022	1,7862	21,9471
		Private grade 5	10,1333*	5,0321	,049	5,285E-02	20,2138
		State grade 5	-4,2000	5,0321	,407	-14,2805	5,8805
	State grade 5	Private grade 4	16,0667*	5,0321	,002	5,9862	26,1471
		Private grade 5	14,3333*	5,0321	,006	4,2529	24,4138
		State grade 4	4,2000	5,0321	,407	-5,8805	14,2805

*. The mean difference is significant at the .05 level.

Table 4.6 shows all of the possible comparisons of the mean differences of the ALQ tests and ALQ re-tests of the experimental groups. Analysis of the "Sig. Column" which represents the p value, displays that all of the p-values in the ALQ test section are $p > 0.05$. This suggests that the total scores of the groups are not significantly different from each other.

Again in Table 4.6, examination of the "Sig. Column" for the ALQ re-test section shows that the ELP treatment has had scientifically reliable effects on the state school experimental groups. A comparison of the private school Grade 4 and Grade 5 ALQ scores shows a trivial decrease in the mean difference ($MD = -1.7333$), and the p-value is not significant ($p = 0.732$). Comparing the state school Grade 4 and 5 ALQ scores also shows a trivial decrease in the mean difference ($MD = -4.2000$), and the p-value is not significant ($p = 0.407$). However, comparing the private school experimental groups to the state school experimental groups shows that the differences are highly relevant. For the private school Grade 4 and state school Grade 4 group comparison, the mean difference, which is $MD = -11,8667$, shows a large decrease and a statistically significant difference at $p = 0.022$. The private school Grade 5 and state school Grade 5 comparison displays a larger decrease in the mean difference, $MD = -14,3333$, and smaller p value at $p = 0.006$. This finding can be interpreted that the ELP treatment was more effective on the state school Grade 5 experimental group.

Table 4.7 Kruskal-Wallis Test of ALQ

Ranks			
	Grade	N	Mean Rank
EX_TEST	Private grade 4	15	26,23
	Private grade 5	15	33,70
	State grade 4	15	26,97
	State grade 5	15	35,10
	Total	60	
EX_RTEST	Private grade 4	15	20,70
	Private grade 5	15	25,03
	State grade 4	15	35,27
	State grade 5	15	41,00
	Total	60	

Test Statistics ^a		
	EX_TEST	EX_RTES
Chi-Squa	3,059	12,744
df	3	3
Asymp. S	,383	,005

a. Kruskal Wallis Test

b. Grouping Variable: Grade

The Kruskal-Wallis test, a non-parametric alternative to the one-way ANOVA, produced results consistent with the one-way ANOVA findings, thereby confirming the ANOVA findings. Table 4.7 displays the results of the non-parametric Kruskal-Wallis Test. As can be observed, the results of this non-parametric test confirm the findings of the one-way ANOVA. The mean ranks support the findings that the state school experimental groups have gained higher scores on the ALQ re-test, thereby indicating the highest effect of ELP treatment.

4.5 ALQ Dimensional Findings

The nine dimensions constituting the ALQ are individually examined so as to shed light on which dimensions showed marginal or marked differences in the total of the group scores.

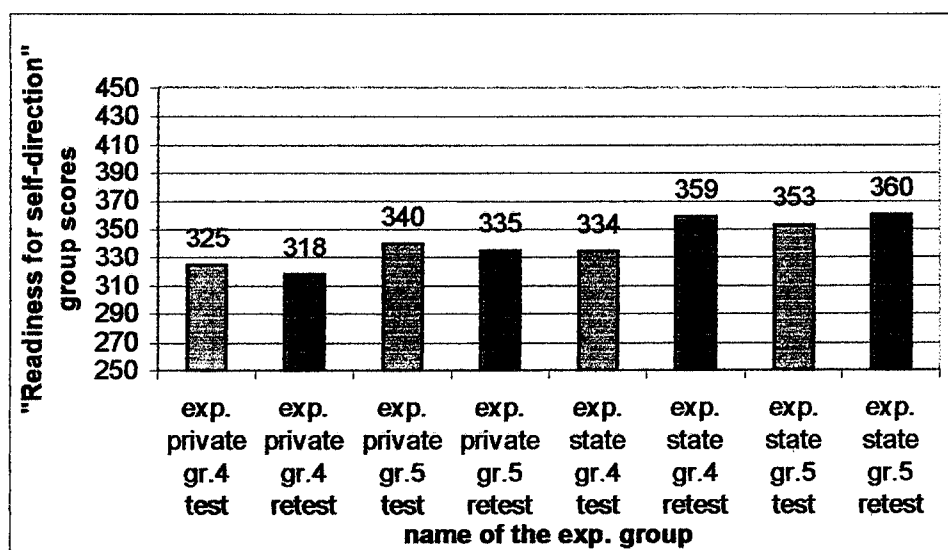
4.5.1 ALQ Dimension 1- Readiness for Self-Direction

Dimension One of the LQ concerns statements based on the attitudes that are associated with the learner's attitudes towards readiness to engage in self-directed learning in general. This dimension has the following six items that are assumed to be the most representative in aiming to investigate to what extent the primary school students are ready to participate in self-directed activities of English foreign language learning. All of the items in this section are based on learner independency, and in this section the possible maximum score for a group is 450 while the minimum score is 90. The items in this dimension are:

Q-1	When I am learning English I try to relate the new things I have learned to my former knowledge. <i>INDEPENDENT</i>
Q-3	When I hear someone talking in English, I listen very carefully. <i>INDEPENDENT</i>
Q-4	I want to talk in English with my family or friends. <i>INDEPENDENT</i>
Q-16	In the future, I would like to continue learning English on my own/without a teacher. <i>INDEPENDENT</i>

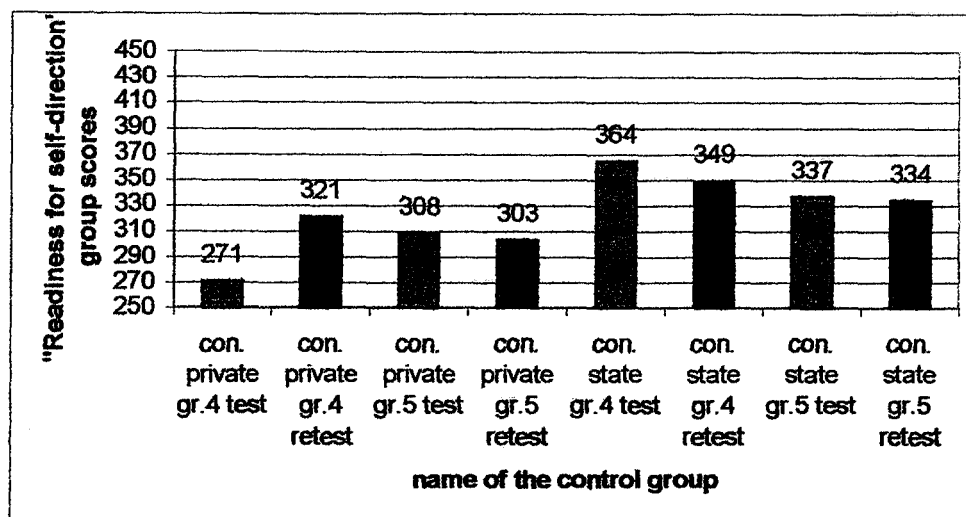
Q-28	If I haven't learnt something in my English lesson, I am responsible for it. <i>INDEPENDENT</i>
Q-32	I hesitate on the matter of compensating what I have missed in English lessons. <i>INDEPENDENT</i>

Graph 4.9 highlights the general view of the experimental groups' total scores in this dimension before and after they were exposed to ELP oriented language instruction. Graph 4.10 shows the general view of the control groups' scores in dimension one before and after they had continued with teacher-centred foreign language instruction.



Graph 4.9 "Readiness for Self-Direction" Experimental Group Total Scores

As can be seen in Graph 4.9, after ELP treatment the experimental state school Grade 4 group, with an addition of 25 points, shows a notable increase in this dimension. Contrary to the state school groups, the private school experimental groups show small decreases in their scores for this dimension.



Graph 4.10 "Readiness for Self-Direction" Control Group Total Scores

While the two control groups of the state school and the Grade 5 of the private school show trivial decreases in their scores, the private school Grade 4 control group has displayed a notable increase of 50 points (see Graph 4.10).

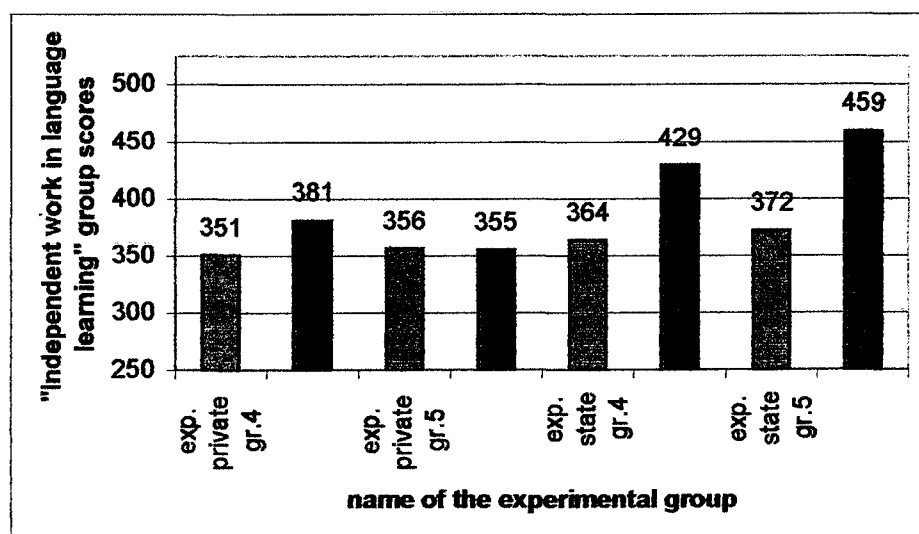
4.5.2 ALQ Dimension 2- Independent Work in Language Learning

The second dimension of the LQ consists of the following seven items that the subjects were asked to apply to their own styles and preferred ways of studying English. These items cover the students' general attitudes to independent learning. In other words, the students are asked if they are able to learn English on their own without the presence of a teacher. In this section, the maximum possible score for a group is 450, while the minimum possible score is 90. These items are:

Q-5	It is my own preference to read English books written in basic English. <i>INDEPENDENT</i>
Q-6	While learning English, I like activities in which I can learn on my own. <i>INDEPENDENT</i>
Q-7	I like trying new things while I am learning English. <i>INDEPENDENT</i>
Q-10	If I cannot learn English in the classroom, I can learn working on my own. <i>INDEPENDENT</i>

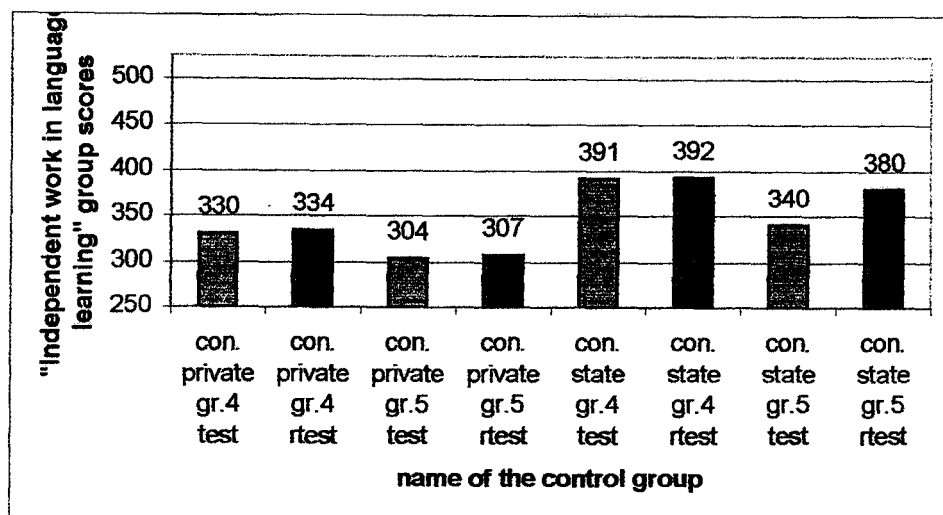
Q-20	I like learning English words by looking them up in a dictionary. <i>INDEPENDENT</i>
Q-35	I think that I learn English better when I work on my own. <i>INDEPENDENT</i>
Q-2	I use other English books and resources on my own will. <i>INDEPENDENT</i>

Graphs 4.11 and 4.12 display the ALQ test and ALQ re-test results of all of the groups' tendencies towards the aspect of independency in their language learning processes.



Graph 4.11 "Independent Work in Language Learning" Experimental Group Total Scores

Graph 4.11 displays that in the second dimension of the ALQ re-test, although the private school Grade 4 experimental group gained thirty additional scores, the state school Grade 4 and 5 experimental groups increased the amount of their scores by over 25 %.



Graph 4.12 “Independent Work in Language Learning” Control Group Total Scores

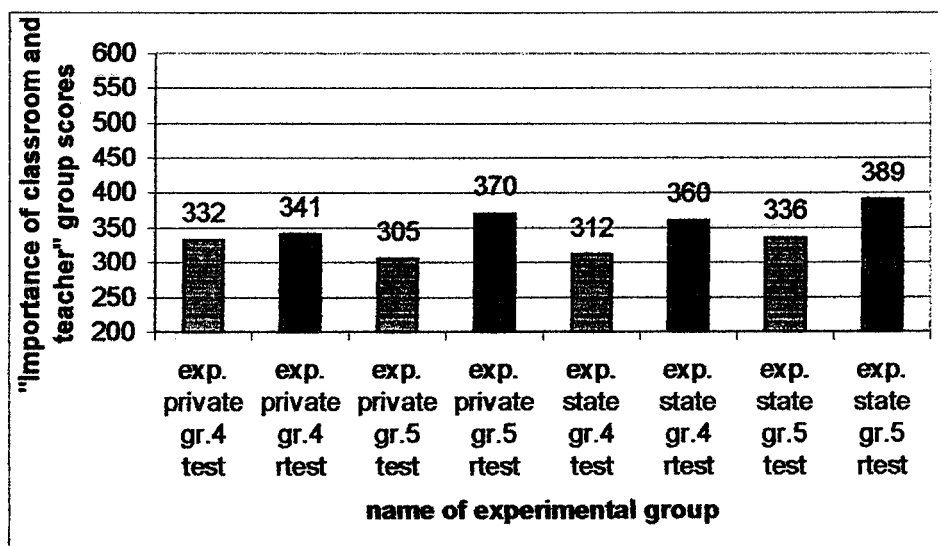
In the second dimension of the ALQ, graph 4.12 points out that the state school Grade 4 group gained the highest scores in the ALQ test, preserving this score in the ALQ re-test. Here, it can also be seen that the state school grade 5 group gained a notable increase in their scores.

4.5.3 ALQ Dimension 3- Importance of Class/Teacher

The items written in dimensions 3 and 4 of the ALQ, focus on gaining information about the student’s evaluation of the importance of the EFL classroom and the EFL teacher’s role. Dimension 3 consists of eight items, five of which are based on the attitudes of non-autonomous learners’ feelings that the teacher plays a very important role in the teaching of the foreign language. However, in the calculation of the group scores reversion was necessary for the scoring of the five dependent statements. The maximum possible score a subject can gain from the third dimension is 40. Therefore, the maximum possible score that can be gained by a group in this section is 600 (see Graph 4.13 for the total scores of the experimental and Graph 4.14 for the total scores of the control groups gained in dimension 3).

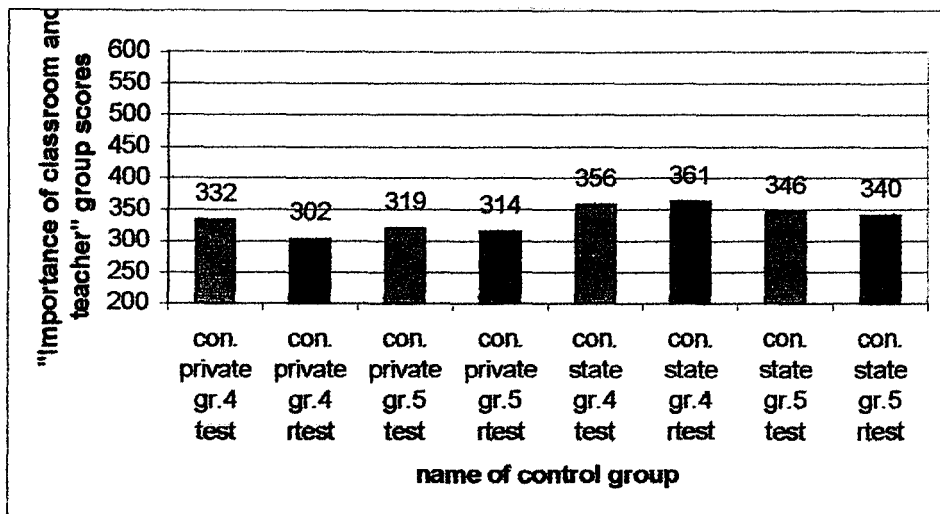
Q-8	I am afraid that I won’t learn a topic if the teacher doesn’t explain it in the English class. <i>DEPENDENT</i>
------------	-----------------------------------------------------------------------------------------------------------------

Q-11	I feel confident when the teacher is beside me while I am learning English. <i>DEPENDENT</i>
Q-36	I only study for the English lesson when the teacher gives homework. <i>DEPENDENT</i>
Q-13	My teacher always has to guide me in learning English. <i>DEPENDENT</i>
Q-12	I can learn English only with the help of my teacher. <i>DEPENDENT</i>
Q-18	I can learn the English grammar on my own/without needing a teacher. <i>INDEPENDENT</i>
Q-27	I know how I can learn English the best. <i>INDEPENDENT</i>
Q-19	I use my own methods to learn vocabulary in English. <i>INDEPENDENT</i>



Graph 4.13 "Importance of Class/Teacher" Experimental Group Total Scores

In this dimension there is reverse scoring, so the higher the score, the less important the classroom and teacher. As can be seen in Graph 4.13, after ELP treatment all of the groups showed an increase in their scores.



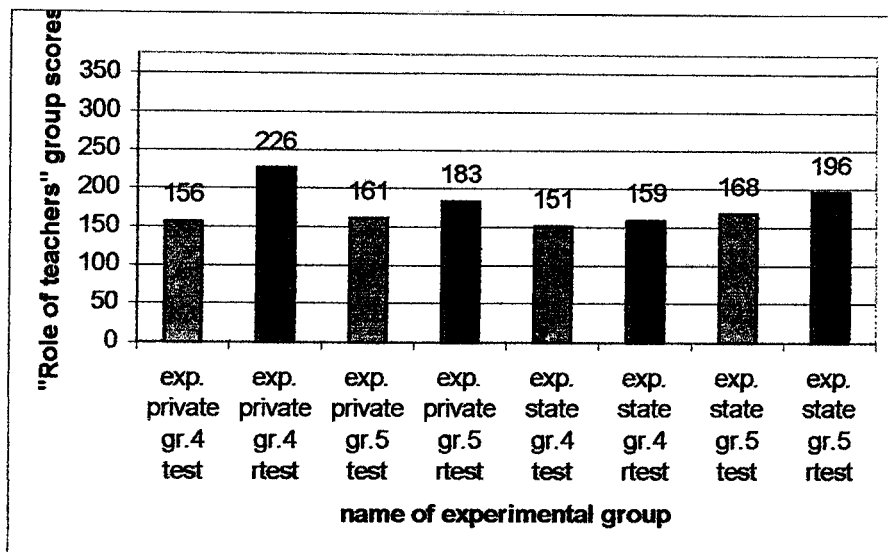
Graph 4.14 “Importance of Class/Teacher” Control Group Total Scores

Graph 4.14 displays that with the exception of the state school Grade 4 group, the scores across the other groups decrease. This shows that these groups have become more dependent on the classroom and teacher.

4.5.4 Dimension 4-Role of Teachers

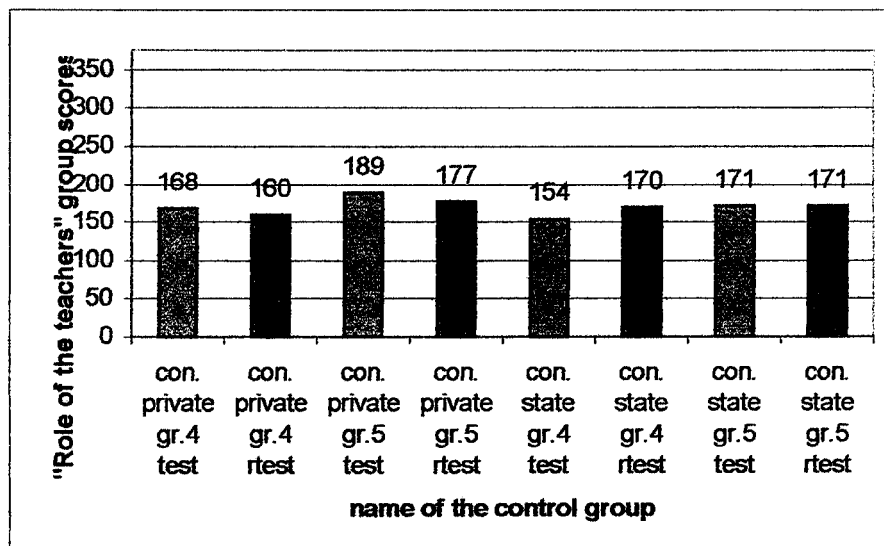
All of the following five items in dimension 4 are based on the learner’s dependency on the teacher. Therefore, all of the points for these items were reversed in the calculation of the scoring of the groups. The highest score that a participant can get on this section is 25, and the highest score that a group can gain is 375. (See Graph 4.15 and Graph 4.16 for the total group scores gained by the groups before and after the treatment span).

Q-15	I feel happy when my teacher explains every detail of English. <i>DEPENDENT</i>
Q-14	While learning English I would like my teacher to repeat grammatical rules. <i>DEPENDENT</i>
Q-22	I want the teacher to give us the words that we are to learn. <i>DEPENDENT</i>
Q-21	Only my teacher can teach me the English grammar. I cannot learn on my own. <i>DEPENDENT</i>
Q-9	I don’t like learning English on my own. <i>DEPENDENT</i>



Graph 4.15 "Role of Teachers" Experimental Group Total Scores

Again, there is reverse scoring, so the results in Graph 4.15 show that all of the experimental groups have gained additional scores and this means that they have become less dependent on the teacher.



Graph 4.16 "Role of Teachers" Control Group Total Scores

Besides the marginally significant changes in the scores of the three groups, Graph 4.16 shows that the state school Grade 4 control group, by gaining an extra 16 points has become more independent from the teacher.

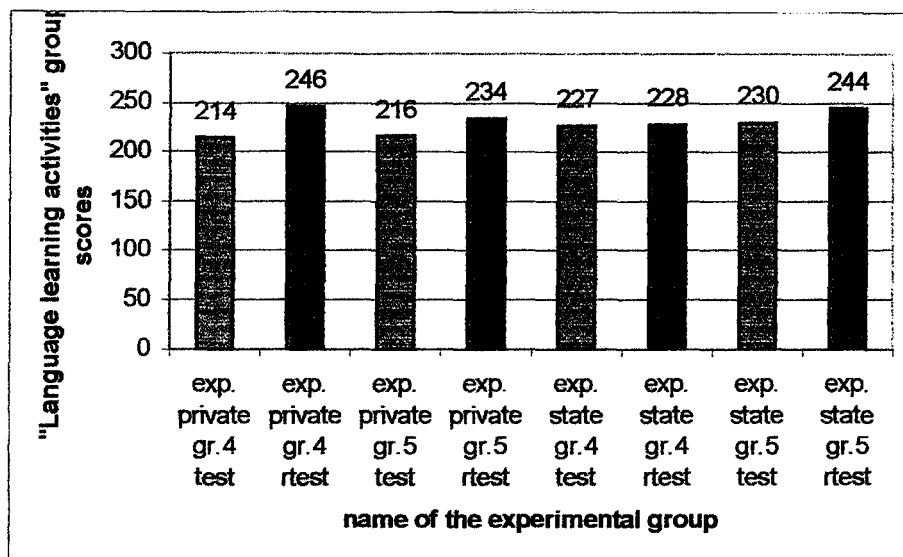
4.5.5 ALQ Dimension 5- Language Learning Activities

This section of the questionnaire surveys beliefs on working co-operatively, working outside of the classroom, and independent learning in specific areas such as the receptive skills. All the items are independent statements. Although the first two items seem like dependent statements, they are based on group work and collaboration reflecting Boud's (1988) group-centred model. This model is one of Boud's (1988) three different models of autonomous learning: the individual model, the group-centred model and the project-based model. Voller (1997, p.110) states that it is possible to identify each of these models as being the prime determinant of the learning process in various reported experiments of autonomous language learning. Therefore, the first two items are accepted as having independent qualities.

In order to support greater autonomy in language learning, it is "important to help students become aware of the value of independent learning outside the classroom, so that they acquire the habit of learning consciously, and maintain it after they have completed their formal studies " (Lee, 1998, p.287). Therefore, the third and fourth items in this dimension refer to the language activities conducted outside of the classroom.

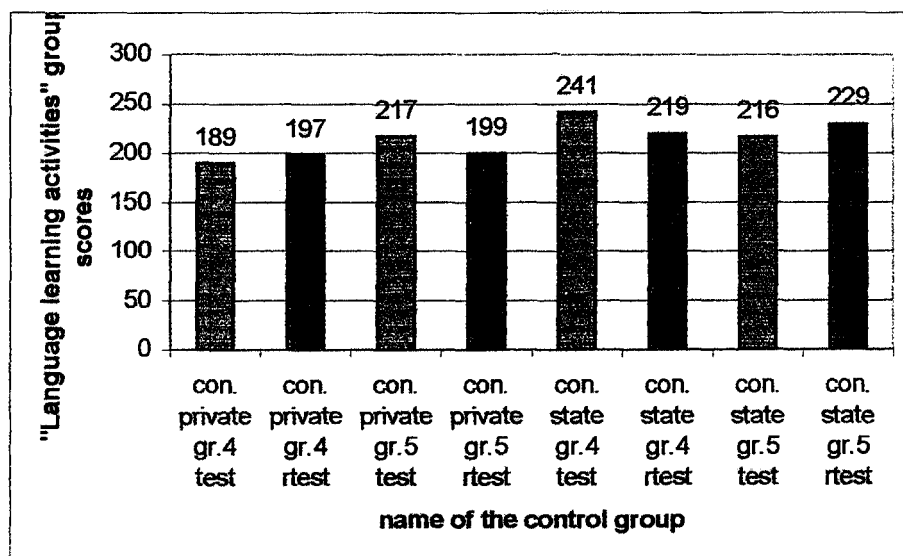
The highest score that a group can gain from this dimension is 300. (See Graph 4.17 and Graph 4.18 for the total group scores gained by the groups in this section).

Q-17	In the English lesson, I like projects where I can work with other students. <i>INDEPENDENT</i>
Q-37	I find it more useful to work with my friends than working on my own for the English lesson. <i>INDEPENDENT</i>
Q-23	I would like to use cassettes/ video/CD's in the foreign language, outside of the classroom. <i>INDEPENDENT</i>
Q-24	In fact I like to listen and read in English outside of the classroom. <i>INDEPENDENT</i>



Graph 4.17 "Language Learning Activities" Experimental Group Total Scores

Graph 4.17 illustrates that in this dimension the private school groups have gained more scores than the state school groups.



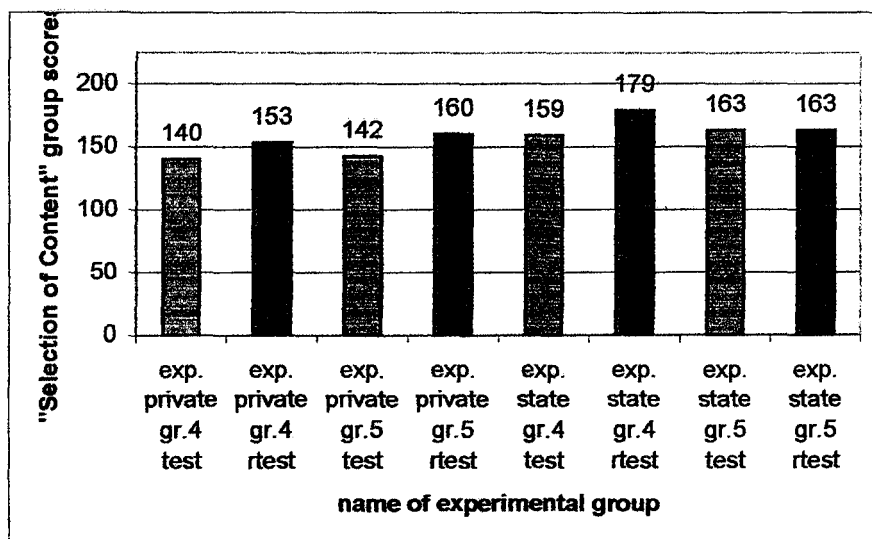
Graph 4.18 "Language Learning Activities" Control Group Total Scores

Graph 4.18 displays small increases in the scores of the private school Grade 4 and state school Grade 5. However, the private school Grade 5 and state school Grade 4 show decreases ranging of 18 to 22 points.

4.5.6 ALQ Dimension 6- Selection of Content

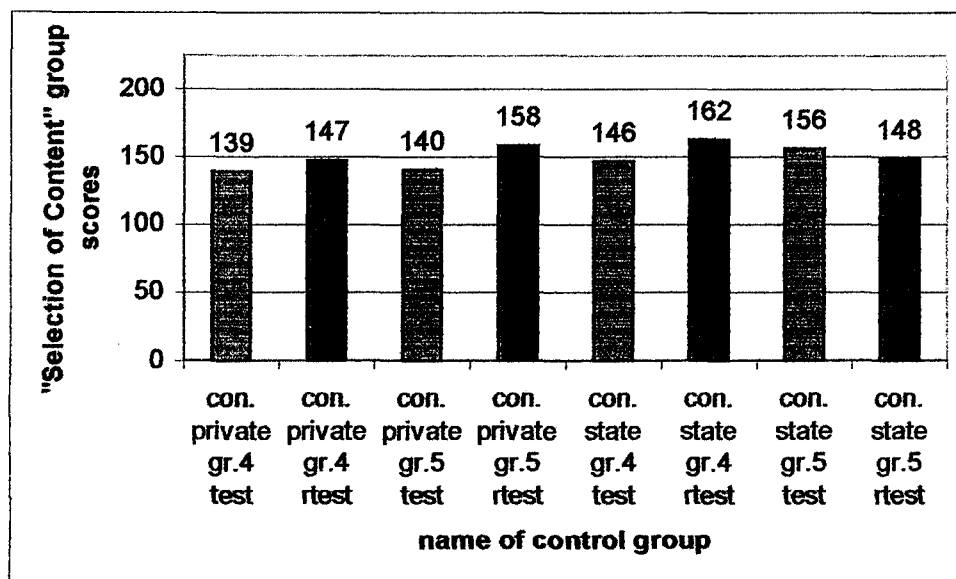
This section of the questionnaire attempts to discover the students' views of sharing the responsibility for selecting the content and materials for the English lesson. In this section, the maximum possible score for a group is 225. The items constituting dimension 6 are:

Q-25	I would like to select the materials for my foreign language lessons. <i>INDEPENDENT</i>
Q-26	I would like to share the responsibility of deciding what to do in the English lesson. <i>INDEPENDENT</i>
Q-29	I would like to choose the content of what is to be taught in the English lesson. <i>INDEPENDENT</i>



Graph 4.19 "Selection of Content" Experimental Group Total Scores

Graph 4.19 reveals that after ELT treatment, both the Grade 4 private school and state school, show more interest in the selection of the content for their language learning.



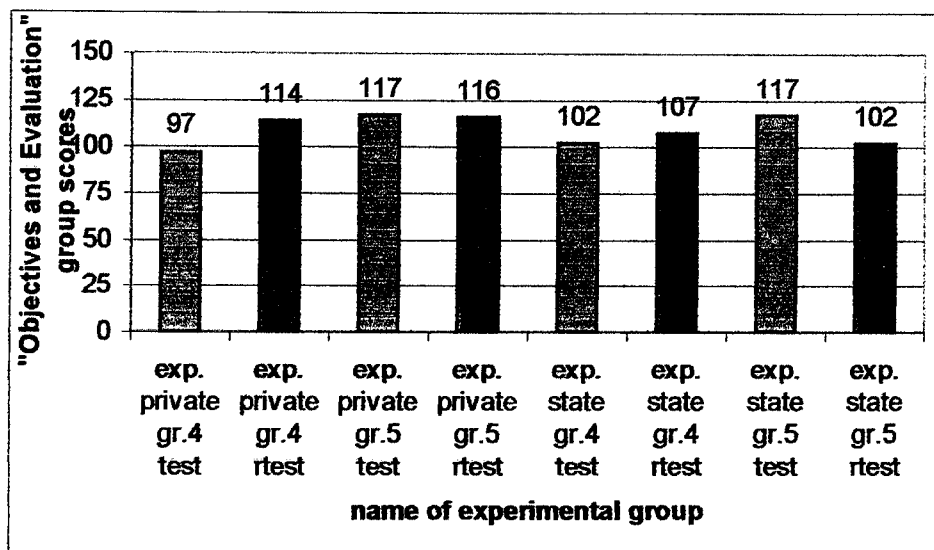
Graph 4.20 "Selection of Content" Control Group Total Scores

Similar to Graph 4.19, Graph 4.20 illustrates that in the ALQ re-test both of the private school and the state school Grade 4 showed more interest in the selection of the content for their language learning.

4.5.6 ALQ Dimension 7- Objectives/Evaluation

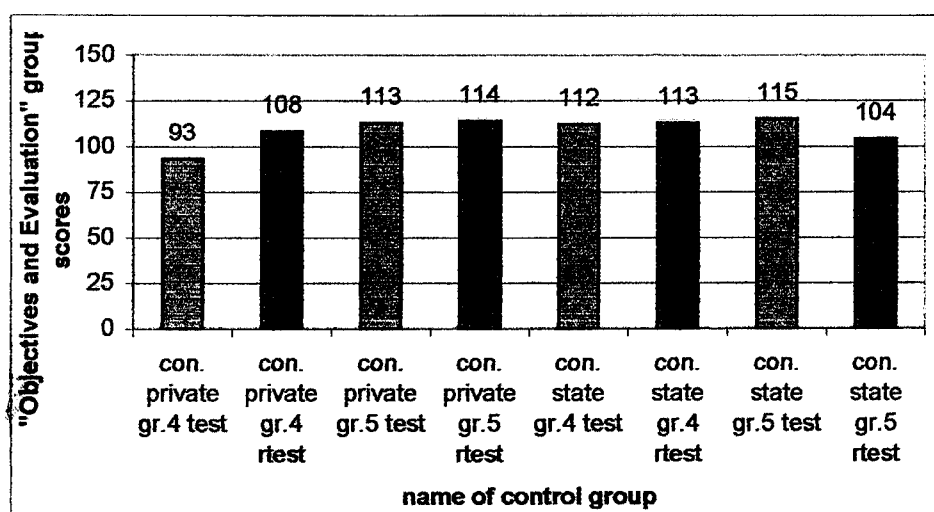
This section has only two items aiming to investigate the students' intrinsic motivation for language learning. A group can gain a maximum of 150 points from this section. (See Graph 4.21 for experimental group results and Graph 4.22 for control group results).

Q-31	I think my friends are better than me in the foreign language. I want to reach their level of English. <i>INDEPENDENT</i>
Q-33	I believe that I will reach a good level in the English language. <i>INDEPENDENT</i>



Graph 4.21 "Objectives and Evaluation" Experimental Group Total Scores

The notable differences, which highlighted in Graph 4.21, are the 17 point increase in the score of the private school Grade 4 experimental group and the 12 point decrease in the state school Grade 5 experimental group.



Graph 4.22 "Objectives and Evaluation" Control Group Total Scores

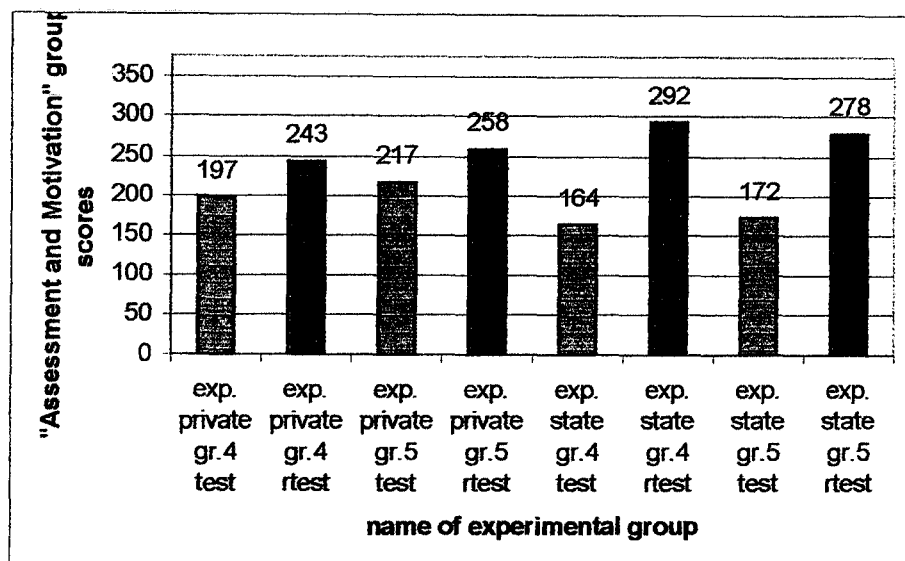
Besides the differences in the scores ranging from a decrease of 11 points in one group to an increase of 10 points in another group, highly significant differences cannot be observed in the seventh dimension, as displayed in Graph 4.22.

4.5.8 ALQ Dimension 8- Assessment/Motivation

This section of the questionnaire focuses on the related area of the students' attitudes towards external assessment and its importance for motivating the students' work. There are five items in this section, four of which are related to dependency and one item that is related to independency. The dependency item points were reversed to independency. The experimental and control groups can gain a maximum of 375 points from this dimension of the questionnaire. (See Graph 5.23 for the pre-and post-test results of the experimental groups and Graph 5.24 for the results of the control groups).

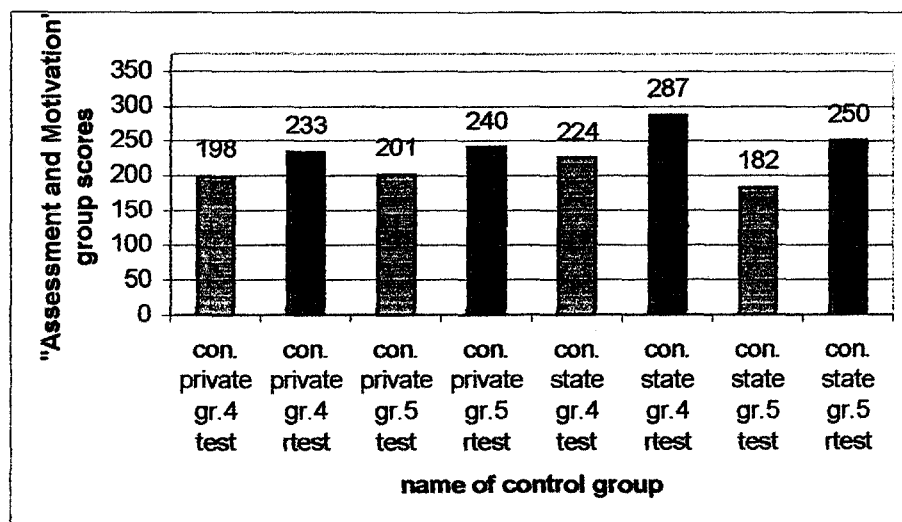
Q-30	I don't study the topics after I get a good grade from my test. <i>DEPENDENT</i>
Q-34	I study English when we are going to have a test. <i>DEPENDENT</i>
Q-40	I like it when my teacher gives a lot of tests in our English lesson. <i>DEPENDENT</i>
Q-38	I do the English lesson activities only when my teacher is going to grade me. <i>DEPENDENT</i>
Q-39	I like it when my teacher gives us different test types, other than written tests. <i>INDEPENDENT</i>

Although it can be seen in Graph 4.23 that all of the experimental groups gain many extra points in this dimension of the questionnaire, the differences in scores gained by the state school groups are large enough to support the conclusion that the ELP had a positive effect. Of the state school groups, Grade 4 nearly doubles the scores of the ALQ test with an addition of 128 points in the ALQ re-test. This finding is also applicable to the state school grade 5 group, because they too increase the scores in this section by 106 points.



Graph 4.23 "Assessment and Motivation" Experimental Group Total Scores

Across all of the dimensions, Graph 4.24 shows the most interesting results of the ALQ re-test. Although the control groups do not receive ELP treatment, they all gain notable scores on "Assessment and Motivation". As this graph illustrates, the additional differences are especially in the state school Grade 4 by 63 points and the Grade 5 by 68 points.

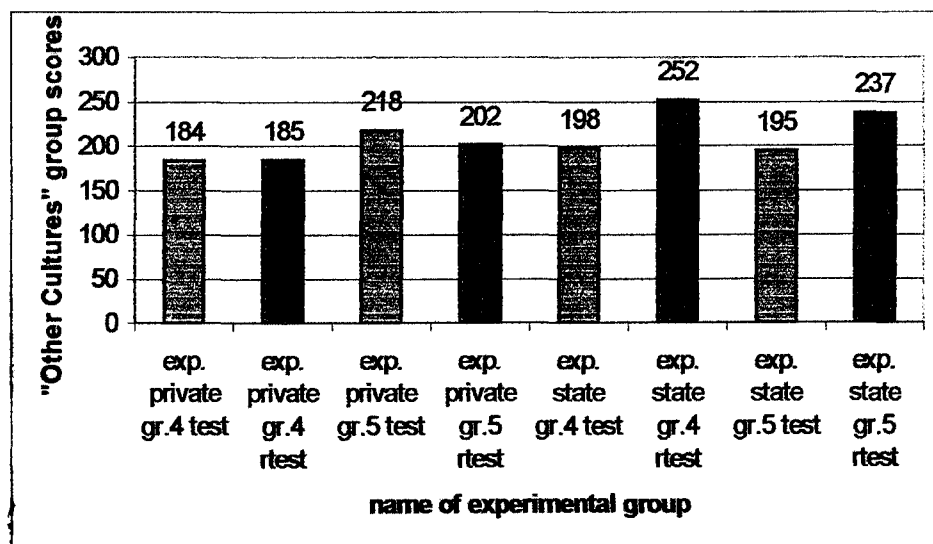


Graph 4.24 "Assessment and Motivation" Control Group Total Scores

4.5.9 ALQ Dimension 9-Other Cultures

The cluster of independent statements constituting dimension 9 surveys the students' efforts in trying to understand the culture of the foreign language they are learning. Since all of the items are based on the interest for other cultures, reversion of scores is not necessary. Like dimension 5, the highest score that a group can gain from this dimension is 300. (See Graph 4.25 and Graph 4.26 for the total group scores gained by the groups in this section of the questionnaire).

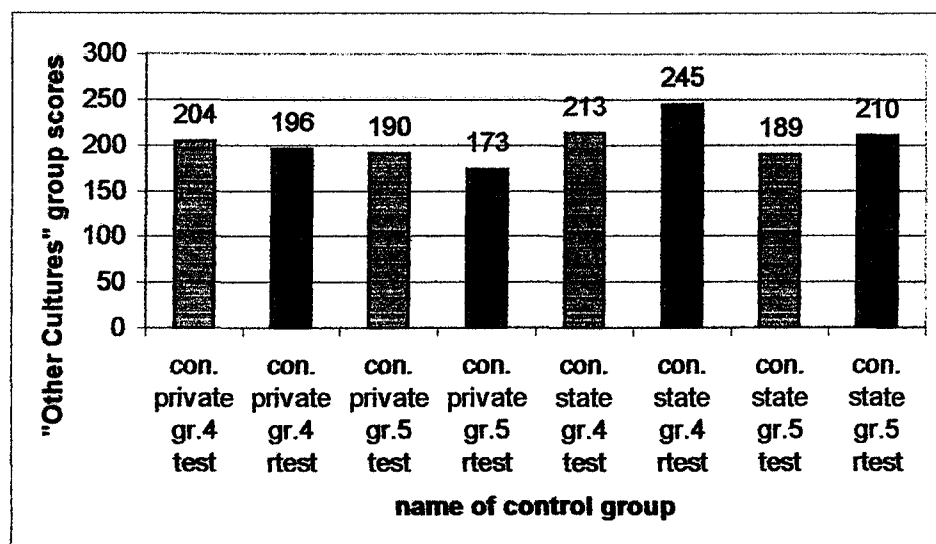
Q-41	I try to understand the jokes and riddles of the foreign language. <i>INDEPENDENT</i>
Q-42	I also investigate the culture of the foreign language I am learning. <i>INDEPENDENT</i>
Q-43	I also investigate the idioms and sayings of the foreign language I am learning. <i>INDEPENDENT</i>
Q-44	I ask people who have lived abroad about the lifestyles of the people living there. <i>INDEPENDENT</i>



Graph 4.25 "Other Cultures" Experimental Group Total Scores

Graph 4.25 shows that in this dimension there are hardly any changes in the scores of the private school experimental groups. However, the scores of state school groups

resulted in relevant differences ranging from an addition of 54 points for the grade 4 and 42 points for the grade 5 experimental groups.



Graph 4.26 "Other Cultures" Control Group Total Scores

As observed in Graph 4.26, while the private school control groups show marginal decreases in the scores of dimension 9, the state school control groups show slightly higher increases.

4.6 CoE LQ Findings

The quantitative feedback relating to the validity of the ELP as a pedagogic tool is gathered through the CoE LQ's distributed to all of the subjects who received and worked with an ELP. In this study, all of the 139 subjects filled in the three sets of the CoE LQ's. The results from these questionnaires are displayed in the same format as the table that was used by Scharer (2000) in the Final Report for the results of learner anchor questions filled in by the learners in the ELP pilot project phase of 1998-2000. (See Table 4.8 for the CoE LQ results). The answers for the two open-ended question questions found in the CoE LQ are also presented in the form of a table (see Table 4.9).

Table 4.8 Results of the ELP CoE Learner Anchor Questions

Set 1: in the third week after introducing the ELP		Set 2: in the seventh week of using the ELP		Set 3: in the twelfth week (final week) of using the ELP	
139 questionnaires returned	Yes%	139 questionnaires returned	Yes%	139 questionnaires returned	Yes%
A. 1L Does the ELP allow you to show what you can do in foreign languages?	67	A. 2L Does the ELP allow you to show what you can do in foreign languages?	72	A. 3L Does the ELP allow you to show what you can do in foreign languages?	84
B. 1L Does the ELP help you understand the learning objectives?	53	B. 2L Has the ELP helped you to see progress in learning?	77	B. 3L Does the ELP help you see progress in learning?	94
C. 1L Does the ELP help you assess your language skills?	89	C. 2L Did the ELP help you to self-assess your competence?	91	C. 3L Does the ELP help you assess your competence?	92
D. 1L Do you find it useful to compare the teacher's assessment of your language competence with your own assessment?	93	D. 2L Did your teacher(s) agree with your self-assessment?	76	D. 3L Does the ELP stimulate you to participate more fully in the language learning process?	81
E. 1L Should building up an ELP be part of regular class work?	89	E. 2L Should the ELP be part of regular class work?	97	E. 3L Do you feel that the ELP puts more responsibility on you as learner?	97
F. 1L Do you like having an ELP?	98	F. 2L Do you like your ELP?	98	F. 3L Do you like added responsibility for your own learning?	67
		G. 2L Has the portfolio helped you to learn better?	93	G. 3L Do you think the time spent on keeping your ELP was time well spent?	92
				H. 3L Do you think all learners should be encouraged to keep an ELP?	98

Table 4.9 CoE LQ Open-ended Question Responses

H. 2L What do you like best about your ELP?		I.2L What do you like least about your ELP?	
Responses	Percentage	Responses	Percentage
1- The homework	18	1- Nothing	96
2- Filling it /Answering the questions	10	2- I couldn't understand everything in it.	2
3- Everything	29	3- Too many questions	2
4- The questions	7		
5- Group work	17		
6- Self-Assessment	10		
7- Peer Assessment	4		
8- It helped me learn English	5		
I. 3L What do you like best about your ELP?		J.3L What do you like least about your ELP?	
Responses	Percentage	Responses	Percentage
1- The homework	25	1- Nothing	97
2- Filling it /Answering the questions	13	2- Bringing it to school every week	1
3- Everything	31	3- Too many questions	2
5- Group work	7		
6- Self-Assessment	11		
7- Peer Assessment	2		
8- It directed my learning	4		
8- The symbols in it	7		

From Table 4.8, it can be seen that besides the questions A1L, B1L, and F3L, nearly all of the subjects answer the remaining questions affirmatively. Question B1L shows the highest controversial perception of the ELP among the subjects.

It is clear from Table 4.9 that while there are varying aspects of the ELP, which

makes the ELP attractive to a participant, there are hardly any aspects which make the subjects discontent.

4.7 Conclusion

In the present chapter, the descriptive and inferential statistics of the ALQ are displayed. Also, the ALQ scores that each subject has gained before and after experimental treatment are compared, and the effect of the treatment on the groups are investigated across the nine differing dimensions of the ALQ. Tables and graphs accompany the presentation of these findings.

The CoE LQ responses are presented in the form of two tables so as to provide a view on the subjects' attitudes towards the feasibility of the ELP within the context of primary school education.

CHAPTER V

DISCUSSION

5.1 Introduction

The aims of the present study were to investigate whether the implementation of the ELP has an impact on learner autonomy and to reveal the perceptions of the students in the experimental groups towards ELP implementation. The following discussion revisits the research questions and address the findings displayed in the previous chapter. These research questions are:

The questions related to the pedagogical functions of the ELP are:

1. Does the ELP foster the learner autonomy of private primary school students learning English by teacher-centred approaches?
2. Does the ELP foster the learner autonomy of state primary school students learning English by teacher-centred approaches?
3. Is there a significant difference between the private and the state school students' learner autonomy after ELP implementation?

The question related to how the students perceive the implementation of the ELP is:

What are the perceptions of the primary school students towards the implementation of an ELP model within the Turkish primary school context?

The descriptive statistics, inferential statistics and graphs located in the former chapter indicate that the ELP has been effective in fostering the autonomy of primary school students and that these students have found it a worthwhile experience to use the ELP.

5.2 Discussion of the Findings

The discussions based on the findings presented in the previous chapter are addressed in accordance to the order of the research questions.

5.2.1 The Impact of the European Language Portfolio on the Learner Autonomy of Private Primary School Students

The private school Grade 5 experimental group did not show significant differences in the mean values of their ALQ test and retest scores. The reason for this situation can be explained in the following words of Riley (1988, p. 13):

Now while it is certainly true that in every group there are *individuals* who are in varying degrees for or against self-direction, it is equally a matter of experience that there are *groups* who are more or less in favour.

By consulting the researcher observation field notes recorded during experimentation, it is possible to find statements regarding the negative behaviour of the private school Grade 5 experimental group towards learning English and using the ELP, such as:

Week 2: In a class of 18 students present, except for one student, the whole class did not bring their ELP's to the English lesson.

Week 4: Although 17 students attended the lesson; 14 students did not bring their homework. This situation hindered the lesson plan consisting of peer-correction and collaborative working.

The above situation was repeated for weeks 6,7,9, and 10 because most of the students in this group did not care to do their homework. This attitude of the students can be described as *negative class participation*, a term used by Wadden and McGovern (1991, p.123) who in an article discuss seven types of negative class participation. According to these researchers, failure to complete homework is one of the types of negative class participation because:

...even though it takes place outside the classroom, its repercussions are felt in the class itself. Homework, when thoughtfully assigned, prepares the student for the next class, either indirectly by consolidating the student's

understanding of the aspect of language just studied, or directly by getting the student ready for the next day's lesson. Failure to do homework affects not only the student at fault, but his or her classmates as well, for they are saddled with a badly prepared partner in interactive exercises (Ibid).

As a result, the negative class participation of the private school Grade 5 experimental group has illustrated that ELP implementation as a pedagogical function, necessitates not only responsible teachers but more importantly motivated learners who are willing to devote their time and effort in the process of language learning.

In the second dimension of the ALQ, "independent work in language learning", the private school Grade 5 experimental group maintained their scores after using the ELP. The reason for this may be that these students had been learning English for six hours a week since their first grade in primary school. These students had the chance to experience many language-learning techniques during this time. For example, they learned English through group work, pair work, project work, songs and games etc. Using the ELP did not result in a distinctive change for them and therefore they did not become more independent. However, the ALQ re-test findings do indicate that although few in number, the private school experimental groups did show certain increases in their ALQ dimensional scores after ELP implementation. For example, while the students in the control groups did not show distinctive differences in their relatively high scores for giving importance to their EFL teachers, all of the private school experimental groups showed that they gave less importance after using the ELP. The students in the experimental groups had shown signs of becoming less dependent on their teachers; they had realized that they too play an important role in their own learning.

Murphey and Jacobs (2000) claim that students learn autonomy (become more metacognitively aware and take more control) more quickly through guided co-operative learning in which they collaborate with peers to find and create their autonomous and critical voices. The ALQ re-test findings have illustrated that in the dimension of 'language learning activities', in which there are two questions based on co-operative learning, after ELP implementation both of the private school experimental groups have gained more autonomy than the state school experimental groups. The reason underlying this finding may be the point that owing to the physical environment

of their class, in which there were twenty two students the most, the private school experimental groups were able to work on their portfolios in collaboration with their peers, more comfortably in respect of classroom space. Another important point was that due to the low number of students in the class, the teacher was able to attend to and guide every individual group participating in the activity.

Benson (2001, p.154) notifies that the results of experiments in which learners are asked to set their own goals and plan activities within the classroom, have shown that increasing learner control is beneficial to language learning in the short term. Apparently in the present study there were no contradictory results among any of the experimental groups for the ALQ dimension, "selection of content". While the scores of the control groups ranged from a drop of 8 points to a rise of 18 points, the experimental groups displayed a range from 0 to 22 additional points. This finding is similar to that of Broady (1996) who found that the significant feature of the results in this section of her study showed a high level of neutral response. According to Broady (1996, p. 222), the reason for the finding stated above may be due to the point that her students had very little experience in making any content choices and that alternatively many may never have been able to choose. This may be the same reason in the present study because both the private and state school experimental group students had limited opportunities to select the content of their learning. The only opportunity these students had was selecting the topics for their weekly homework. As a result, both the private and state school experimental groups displayed trivial increases of about 9% in their ALQ scores after ELP implementation.

In the ALQ dimension of 'Assessment/Motivation', the private school Grades 4 and 5 experimental groups experienced less increase in scores than the state school experimental groups. It is possible for such a finding in the private school because an investigation of their English course book revealed that within this educational setting the students were assessing themselves at the end of each lesson unit in the course book.

Once again, in the ALQ 'Other Cultures' dimension, it can also be observed that the private school experimental groups did not display stronger instrumental motivation than the state school experimental groups in the sense of being interested in the culture of the foreign language they are learning. The students in the private school, since the first grade of primary school had been using English course books and teaching

materials that are culturally rich. Investigation of these books has revealed that most of these course books and instructional material were produced in native English speaking countries. Over time, the implementation of these materials might have diminished the private school students' interest in the foreign culture.

5.2.2 The Impact of the European Language Portfolio on the Learner Autonomy of State Primary School Students

In both cases of the state school experimental groups, the paired samples test findings indicate that the implementation of the ELP results in positive effects. Student development of learner autonomy can be seen when the ALQ tests and re-tests are statistically compared to one another.

The findings of the paired t-tests convincingly demonstrate that ELP implementation in the state school experimental classes has been successful in fostering learner autonomy. These results compare favourably with the findings of the control groups, because the state school control groups do not display significant differences in the ALQ test and retest scores concerning the promotion of autonomy.

The ALQ dimensional findings are more specific in revealing the areas in which ELP implementation was most influential regarding the enhancement of autonomy.

Based on the dimensional findings of the ALQ, it is possible to observe marginal differences in the state school experimental groups ALQ test and re-test scores (see Graph 4.9) relating to readiness for self-direction. One interpretation of this finding is that ELP treatment is not very influential in preparing the students for self-direction. For the young learners in the present study, ELP implementation results in necessitating further teacher support. However, at this point it must be noted that "learner self-direction is not an 'all or nothing' concept; it is often a gradually increasing phenomenon, growing as learners become more comfortable with the idea of their own responsibility. Self-directed students gradually gain greater confidence, involvement, and proficiency" (Oxford, 1990, p.10).

Both of the state school experimental groups were composed of crowded classes; as a result, the students in these groups were learning English by following the teacher's directions and lectures. The state primary school teacher had stated that she does not give homework because she does not have the time to correct them. However, when

piloting the ELP, these students were assigned one homework per week. Although the researcher corrected the homework and provided feedback in the form of notes relating to the students' work, this technique was a new experience for the learners, as they were also preparing projects and selecting the topics themselves. The product of applying such an alternative way of learning for these children is observable in the second dimension, "independent work in language learning", of the ALQ. Graph 4.11, by illustrating a rise in scores ranging from 65 points for the Grade 4, and 87 points for the Grade 5, shows that using the ELP in this way enabled both of the state school experimental groups to become more independent in their learning.

According to Thanasoulas (2003), if language learners labor under the misconception that learning is successful only within the context of the "traditional classroom," where the teacher is the director, instructor, and manager of the learning activity, and that the students must follow in the teacher's footsteps, these learners are likely to be impervious or resistant to learner-centered strategies aiming at autonomy, and in this situation success is likely to be undermined. Although it may be too simplistic to assume that this was the misconception that the students in state school experimental group were laboring under, the ALQ re-test findings in the dimension of "the classroom and the teacher" show a decrease for these students. These students have shown that after the ELP treatment, their views related to the point that learning is successful only within the context of the traditional classroom have become more negative.

Assinder (1991, as cited in Murphey and Jacobs, 2000) has reported that participating in group activities has increased her second language students' autonomy as well as their accuracy, motivation, participation, and confidence. However, in dimension five which investigates group work and studying out of the class, the trivial differences in the results of the state school experimental groups show that using the ELP for a period of twelve weeks has not been enough for the students to greatly enhance their autonomy in the aspect of collaboration.

Holec (1981, as cited in Lee 1998) states that learner choice; making decisions in learning is essential to learner autonomy. These decisions include factors such as setting objectives, defining contents and progressions, as well as selecting methods and techniques. Lee (1998, p. 283) claims that learner choice implies that students can work

at their own pace, deciding on questions of what, when, how, and how often. Although, employing the term 'learner choice' within the a school setting where foreign language learning is teacher-centered may seem unrealistic, ELP implementation makes it possible for the learner to experience such learning. In the ALQ 'Selection of Content' dimension, while the state school Grade 5 experimental group preserved their scores the Grade 4 showed a twenty-point gain after ELP implementation. Therefore, based on this finding, it is possible to assert that ELP implementation in primary school is an effective means for teaching children to slowly become aware of the importance of their development of 'learner choice'.

For the experimental groups, in the dimension 'Objectives/Evaluation', there was an apparently contradictory result. While the state school Grade 4 experimental group showed trivial differences, the state school grade 5 group demonstrated a decrease of 15 points in their group total scores (see Graph 4.21). This was interesting because it is the only dimension where the Grade 5 students experienced a decrease in the ALQ re-test findings. Given that there were only two items in this dimension, further investigation may be warranted.

It is possible to claim that all of the experimental groups, due to using the ELP, have acquired a considerable degree of autonomy in terms of motivation that is not based on the pressure of traditional testing methods of language proficiency. Especially the state school experimental groups have experienced self-assessment and peer assessment as alternative assessment procedures, which in return has resulted in their language learning autonomy being more effective in the ALQ dimension of 'Assessment/Motivation'. This result illustrates that the ELP posits an effective place for alternative assessment which fosters autonomy because "if learners are only extrinsically motivated by exams and marked exercises, then they are less likely to develop the motivation needed to sustain greater autonomy" (Broady, 1997, p.217).

Despite the point that after ELP implementation, the state school experimental groups gained higher scores on the 'Assessment/Motivation' dimension, the field notes recordings notify the problems that the state school students faced at the beginning of their practice in self-assessment and peer-assessment. Even when the children were asked to fill in 'The Languages Which I Can Speak' section on the second page of their ELP's, it was observed that most of the students in both the state and private schools,

wrote Arabic for other languages. When the students were asked why they had stated Arabic, the answer was that they had recited prayers. This was an interesting encounter because all of the students were Moslems and as a result they were all taught to recite prayers at a very young age. These prayers are from the Qur'an, which is written in Arabic. Even though these students do not know the meanings of the Arabic words that they speak, they claim that they are able to speak Arabic. Therefore, the teacher and researcher agreed upon no interference for such type of exclamations.

The following observations were recorded when the state school EFL teacher asked her students to fill in the ELP self-assessment checklists for the first time:

Week 3: The Grade 4 students over-estimated their language competencies. Nearly half of the students drew smiling faces next to a majority of the descriptors. Due to time constraints the teacher could not examine each student's portfolio; therefore, she warned the class that they had not yet learned everything that was stated in the checklist. She asked the students to be honest and to make sad faces for what they had not yet learned.

The difficulty in asking primary state school students to assess each other's work is illustrated in the following recordings:

Week 4: The Grade 5 state school students were asked to assess one another's homework in pairs. While most of the girls are giving the highest marks to each other, the boys tend to give low marks to their peers. A pair of students gave each other low marks, after asking the other students for the reason; it was discovered that these two students did not like each other.

Week 4: The Grade 4 state school students were asked to assess one another's homework in pairs. In this group a girl and a boy cried. When they were asked the reason for crying, they both complained that although they had worked hard to prepare their homework, their friends had given them low marks. When the teacher asked their friends the reasons for giving low marks to the homework, the answers were that the pictures on the homework were not very good. This crisis brought up the issue of

making the students aware of the point that this was not an 'art' lesson, and that it was the English language which was of importance.

The previous examples on self-assessment and peer assessment illustrate the point that it is essential for the EFL primary school teacher to be sufficiently equipped with the knowledge to be able to tutor the students in alternative assessment procedures. Additionally, it is also important for the EFL teacher to be able to clearly define a variety of criteria that will be used in the judgment of the range of work belonging to the students.

It is claimed that teacher support is needed in self-assessment because "self-assessment means more than students grading their own work; it means involving them in the processes of determining what is good work in any given situation" (Boud, 1995, p.12). This need for the extraneous effort of the teacher is also addressed by Little and Perclova (2001, p.25) who warn that teachers who participated in the pilot projects often expressed their concern that working with the ELP made additional demands on their time. These researchers provide the following example illustrating the teaching of self-assessment:

I lack the time to devote to the Portfolio. I have a feeling that I am staying on the surface of the whole project. It takes a lot of time to teach children to assess themselves. (Czech teacher of English to secondary pupils of 12-15)

However, an important finding that the present study revealed is that both of the state school experimental groups, which consisted of very crowded classroom populations, were the groups to show very notable gains in the ALQ re-test 'Assessment/Motivation' dimension. The point that the state school Grade 4 experimental group has gained 128 and the Grade 5 experimental group has gained 106 additional scores illustrates a significant difference and it is this dimension of autonomy which has been most affected by ELP treatment. According to this finding, it is possible to claim that over the course of ELP oriented instruction; students in the state school experimental groups were acquainted with and influenced by different assessment procedures.

The ELP has principles based on plurilingualism and multiculturalism. Therefore, the ELP designed for the present study also embedded checklists concerning

the learner's experiences with other languages and cultures. As a result of ELP implementation, learning a new language and its culture might have been an exciting endeavour for the state school students. Again, in the ALQ 'Other Cultures' dimension, while the private school experimental group scores showed stability, the state school experimental group scores increased.

5.2.3 Comparing the Learner Autonomy of Private and State School Students After European Language Portfolio Implementation

After ELP implementation, statistical analysis was needed in order to compare the learner autonomy of the private and state school students. As a result the one-way Analysis of Variance (ANOVA) was conducted. The broad conclusion that can be drawn from the one-way ANOVA findings are that it is possible to claim that ELP oriented language instruction designed to enhance autonomy does not necessarily affect all of the students equally. In the case of the present study, the experimental group constituted by the Grade 5 students in the private primary school was the group that displayed the least affect of ELP treatment on the development of learner autonomy (see Table 4.6).

Contrary to the private school experimental group ANOVA findings, it is possible to claim that the majority of the students in the state school experimental groups showed increased autonomy as a result of ELP implementation.

According to the ANOVA results, the larger increases in the mean differences of the ALQ test and re-test results of the experimental groups of Grade 4 and Grade 5 state school make it possible to conclude that the ELP was most influential in both of the state school experimental groups.

5.2.4 Student's Perceptions Regarding European Language Portfolio Implementation

At the end of the experimental treatment, nearly all of the students who participated in the CoE LQ questionnaires showed a highly positive attitude towards using the ELP. Even though the intervals between the three questionnaires were relatively short, the results of every CoE questionnaire showed a more positive shift towards using the ELP. While the students did not at first understand how the ELP

helped them set their learning goals, as they gradually used their ELP's, accomplished the homework to be put into the 'Dossier', and filled in the self-assessment checklists, they slowly became aware of setting their learning goals.

The highly affirmative results of the CoE LQ clearly indicate that within the primary school educational context of Turkey, it is possible to introduce the ELP in both private and state school systems. At the end of the ELP treatment, a high percentage of the students have shown positive attitudes relating to the ELP. The results of the open-ended questions in Table 4.9 illustrate that while a third of the students like everything about the ELP, 97% of the students claim that there is nothing that they like least about the ELP. The students in the present study have shown that using the ELP as an innovative tool for language learning has been a worthwhile experience.

CHAPTER VI

CONCLUSION

6.1 Summary

Reformers in the Turkish M.NE, in their efforts to improve foreign language teaching on a national basis, as mentioned earlier in Chapter I, have begun to co-operatively identify how and why the ELP as a language teaching innovation is rapidly expanding in other CoE member countries. These reformers are currently evaluating the outcomes of the ELP piloting projects conducted in Turkey. The implementation of the ELP within the primary, secondary and tertiary educational systems of Turkey would necessitate time and commitment in order for change to take place. As Kohonen (2000b, p.14) warns:

The changes should not be rushed through in the interest of efficient management. Students, teachers and schools need to take their time to understand what the Common Framework and ELKP philosophy is about and how it can be practiced in language classes. While the change seems natural and relatively easy for a majority of the language students, some find it difficult to accept. Consequently, student training tutoring, guidance and feedback are essential for the progress of negotiated learning and self-assessment of language and learning skills.

The present study has illustrated an example where the goal is not simply to implement the ELP for reporting functions. Instead, the ELP is implemented with specific pedagogical functions aiming to foster autonomy. The ELP was used as tool to develop student self-reflection, motivate the student for sharing responsibility in language learning, and prepare the student for independent learning. Also, the ELP is intended to provide for the foreign language teacher's close examination of the student's work to be put into the Dossier, the teacher's extra support and guidance in teaching the student self-assessment and peer-assessment skills, and individualised student feedback relating to the student's language development.

The two main goals of this study were to investigate whether the implementation of an ELP junior model in a private and a state school is conducive to learner autonomy, and

to identify the perceptions of the students in the ELP experimentation groups towards the ELP.

The present study was conducted for only one semester of the 2002-2003 academic year. Yet, implementing the ELP within this time frame in a private and state primary school enhanced the learner autonomy of the majority of the participants in the experimental groups of this study. Four of the control groups (the groups that were exposed to traditional teacher-centred language learning) did not indicate any change in their levels of autonomy, but three of the four ELP experimentation groups (the groups that were exposed to traditional teacher-centred language learning and ELP oriented instruction) increased in learner autonomy. After the promotion of the ELP by their English language teacher, three of the experimental groups that displayed an enhancement in autonomy responded as being enthusiastic to learn English on their own both during and after class time.

After the ELP implementation, the Grade 5 private school experimental group had an ambivalent perception toward learner autonomy. However, both the Grade 4 and 5 state school experimental groups displayed remarkably higher perceptions towards autonomy. One of the possible underlying reasons for this finding may be the novelty factor. The students at the state school, in terms of language learning are most often underprivileged when compared to the students at the private school. At a primary state school, not only the number of EFL lessons per week but also the variety of language learning instruments and facilities which are put at the student's disposal are most often very limited. Therefore, it is possible to conclude that the implementation of the ELP as a supplementary language learning aid was an innovative and motivating way of language learning for primary state school students.

The present study has shown that while the private school Grade 5 students valued the ELP, the Grade 4 private primary school students and state primary school students were more affected by the innovate nature of the ELP. However, participating in the study was an enriching and fruitful experience for all of the students.

A variety of factors embedded within the ELP used in the present study, should not be ignored, as they may have served in fostering the learner autonomy of the students in the

ELP experimental groups. The first factor was the systematic integration of teacher counselling within the implementation of the ELP. The second factor is the inclusion of learning logs to the ELP Dossier section, and the learning style preference list in the ELP Biography section. These additions were supplementary to the development of the student's self-reflection; also, they advanced the student in her/his awareness of strengths and weaknesses in language learning. Another important factor is that peer-assessment was also embedded within the ELP so as to buttress the collaborative autonomy supportive underpinnings of the ELP.

Overall, the ELP is an important innovation for language learning because it not only makes language learning a positive experience for primary school children; it also assists them in developing learner autonomy, a key to life-long learning.

6.2 Recommendations for Effective European Language Portfolio Implementation

The ELP junior model designed for the present study could lay a foundation for the development of an official Turkish ELP junior model. Then, according to the findings observed through the present research study, the following recommendations can be drawn for the effectiveness of ELP junior model implementation in Turkish primary schools:

- 1- Similar to the findings of Kohonen (2000a), the findings of the present study also underscore the importance of the teacher's professional development for a competent pedagogical tutoring of the portfolio-oriented foreign language learning. Therefore, educational authorities in Turkey, before implementing the ELP on a broader scale, must actively promote the dissemination of the ELP all over Turkey. The two most effective means of this dissemination could be realized through in-service and pre-service training.
- 2- Since the Turkish M.NE's Education Reform Act of 1997, which resulted in a shortage of EFL teachers, there has been an increasingly robust stream of EFL teachers entering the workforce through alternative routes. One of these routes is assigning English lessons to teachers whose specialities are not in English Language

Teaching. Teachers who do not have the sufficient subject-matter knowledge of English and valid pedagogical methods pose a threat to the effective implementation of the ELP. Implementing the ELP in Turkey calls for the Higher Education Council (HEC) and M.NE to set up an in-service training system not only for the above mentioned EFL teachers but also for highly qualified teachers, because the ELP is an innovation which necessitates guidance through formal courses. "The language teacher's professional growth is vital for developing portfolio work with the students (Kohonen, 2000b, p.11)" because students will be led towards more autonomous learning provided that the ELP is implemented by teachers who have consciously developed pedagogical ways for language instruction oriented towards the ELP.

- 3- Effective implementation of the ELP in Turkish primary schools requires appropriate planning. This planning necessitates gradual changes in the education system through a top down process beginning with the language methodology courses of teacher trainees in pre-service teacher education. In faculties of education, there are language-teaching departments that have compulsory courses aiming to develop the teacher trainee's knowledge on effective language teaching. The ELP-oriented approach could be one of the subjects addressed in these courses. For example, two lessons in a methodology course can be devoted to the pedagogical functions of ELP. Also, embedded within the ELP are the issues of self-assessment and portfolio assessment, these issues could be discussed in a few lessons of a language testing and evaluation course.
- 4- Self-assessment is a fundamental concept relating to the pedagogical functions of the ELP. The present study has displayed the fact that in the primary state school, a teacher-centred approach to language learning has hindered the students' development of self-assessment skills. However, through effective ELP implementation, "self-assessment comes naturally to learners who are involved in planning and monitoring their own learning" (Demirel 2003b). Therefore it is a pre-

requisite for language teachers to update their knowledge and practice of self-assessment and alternative language testing methods.

- 5- ELP implementation requires the teacher's professional preparation in designing and fine-tuning the foreign language daily lesson plan aiming to suit the autonomy fostering pedagogical function of the ELP.
- 6- The researcher and the primary school teachers' partnership displayed in the present study, provides an example of the supportive atmosphere required in ELP implementation. Along the lines of this issue, Kohonen (2000a) explains that asking the language teachers to undertake the work without adequate professional preparation may lead to disappointment and frustration. As noted by Kohonen (2000a), a major professional reorientation is not a matter of occasional reading, lectures or workshops because a teacher's experience suggests a sustained support extending over several years. Along the lines of this issue, Demirel (2003b) asserts that portfolio-oriented foreign language education in Turkey will change the role of teachers and their professional understanding, therefore, it is a crucial element that teachers should be given support through in-service training because ELP based foreign language education necessitates regular updating for all teachers.
- 7- Teachers who have more conservative attitudes in their approaches to language teaching must be willing to add the ELP to their existing instruments and language teaching approaches. These teachers must be ready to share with their students the responsibility of learning. According to the theory of learner autonomy, learning depends on collaboration: learners and teachers must take initiatives in sharing the responsibilities of planning and evaluating the language learning process. Demirel (2003b) also addresses the importance of the teacher's attitude towards employing the ELP. According to Demirel (Ibid), successful portfolio-oriented education primarily, depends on the point that teachers should be highly motivated and convinced about the pedagogical advantages of the ELP.

- 8- In Turkish state primary schools, students who are in Grade 4 or 5 have two lessons of English per week. Considering that the period of a lesson is 40 minutes, this means that students at state primary schools are exposed to formal English language instruction for 80 minutes a week. Within this time frame, a teacher who wants to pedagogically use the ELP to develop learner autonomy, must create space for the students to take initiatives in planning, monitoring and evaluating their own learning, while under the pressure of meeting the demands of the national curriculum. If the number of students in the classroom is small, then the teacher may be able to use the ELP more effectively. However, if the class is crowded, then the teacher will not have enough time to help each individual student while they are using their portfolios. Therefore, ELP implementation might be more effective if primary state school English lesson class sizes are reduced. In the class, the lesser the student number, the more the teacher will be able to assist the individual.
- 9- The official Turkish ELP junior model could be designed after the ELP junior model proposed in this study.

6.3 Suggestions for Further Research

Considering that the ELP is an innovating language-teaching instrument and that the impact of the ELP on learner autonomy is a contemporary debate this issue necessitates further coherent and empirical research. Further research could address the following issues:

- 1- In the present study, only two classes from grade 4 and two classes from grade 5 of two different primary schools were used for ELP experimental treatment. It is suggested that the ELP be implemented in a wider range of grades and class number.

- 2- Though the present study had implemented the ELP for only twelve weeks, further research could also attempt to implement the ELP for a longer period. Twelve weeks is a short period for such a tool aiming to support life-long learning. Also, as mentioned afore in Chapter 1, twelve weeks is not sufficient to display the total effectiveness of the ELP on language learning.
- 3- Also, in further studies based on the effectiveness of the ELP on learner autonomy, retention tests are an issue that can be taken into consideration.
- 4- Although the M.NE is officially piloting the ELP in selected Turkish high schools, further research might also investigate the piloting of the ELP in vocational high schools and tertiary education.
- 5- Further research could also attempt to uncover the attitudes and beliefs of language teachers towards the ELP as an innovating tool for language learning.
- 6- The teacher's professional development of ELP implementation and learner autonomy can be considered for research.
- 7- Currently ELP piloting is conducted in the western regions of Turkey, therefore, ELP implementation can be considered in primary and secondary schools located in the eastern regions of Turkey. The results of these implementations can be compared and contrasted with one another.
- 8- The aim of the ELP is to promote plurilingualism and multiculturalism. Research on how the ELP can be implemented in order to promote plurilingualism and multiculturalism can be addressed in further studies.

APPENDICES

APPENDIX A - Council of Europe Standard Adult Passport

APPENDIX B - The Turkish European Language Portfolio

APPENDIX C - The Turkish European Language Portfolio Junior Model Used in the
Present Study

APPENDIX D - The European Language Portfolio Teacher's Guide

APPENDIX E - Mon Premier Portfolio

APPENDIX F - Mon Premier Portfolio Livret d'Utilisation

APPENDIX G - Twelve-Week Program of ELP Junior Model Implementation

APPENDIX H - Autonomy Learner Questionnaire

APPENDIX I - Council of Europe Learner Anchor Questions

APPENDIX A

Council of Europe Standard Adult Passport



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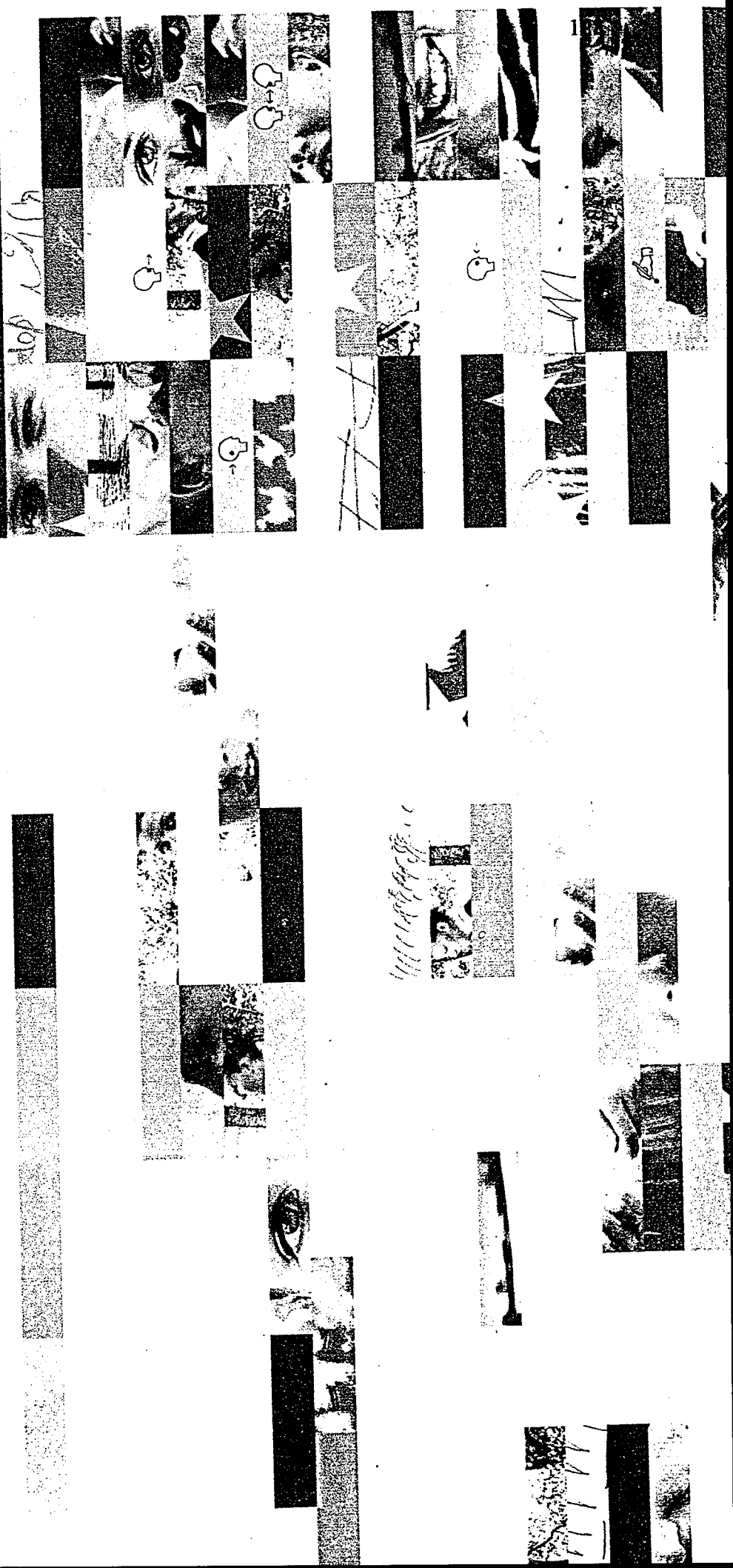
CONSEIL
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European Language Portfolio

Portfolio européen des langues

Passeport de langues

Language Passport



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Ce document est un bilan des savoir-faire, des certifications ou des diplômes ainsi que des expériences vécues dans différentes langues. Il fait partie d'un Portfolio Européen des Langues qui se compose du présent Passeport, d'une Biographie Langagière et d'un Dossier comprenant des matériaux qui documentent et illustrent les expériences effectuées et les compétences acquises. Les compétences en langues sont décrites dans les termes des niveaux de compétence présentés dans le document «Un Cadre européen commun de référence pour les langues: apprendre, enseigner, évaluer». L'échelle est présentée dans le présent Passeport de langues (grille pour l'auto-évaluation).

Ce Passeport de langues est recommandé pour utilisation par des adultes (16+).

Le Passeport de langues inclut la liste des langues dans lesquelles le titulaire a des compétences. Il se compose:

- d'un profil des compétences en langues en relation avec le Cadre Européen Commun
- d'un résumé d'expériences linguistiques et interculturelles
- d'une liste de certificats et diplômes

Pour tout renseignement concernant les niveaux de compétences en plusieurs langues, consultez le site Internet du Conseil de l'Europe: <http://culture.coe.int/lang>

This document is a balance of skills, qualifications and experiences. It is part of a European Language Portfolio which consists of a Passport, a Language Biography and a Dossier containing materials which document and illustrate experiences and achievements. Language skills are defined in terms of levels of proficiency presented in the document «A Common European Framework of reference for languages: learning, teaching, assessment». The scale is illustrated in this Language Passport (Self-assessment grid).

This Language Passport is recommended for adult users (16+).

The Language Passport lists the languages that the holder has some competence in. The contents of this Language Passport are as follows:

- a profile of language skills in relation to the Common European Framework
- a résumé of language learning and intercultural experiences
- a record of certificates and diplomas

For further information, guidance and the levels of proficiency in a range of languages, consult the Council of Europe web site: <http://culture.coe.int/lang>



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Le présent modèle est conforme aux Principes et Lignes directrices communs.

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Langue(s) maternelle(s)
Mother-tongue(s)

Autres langues
Other languages

Auto-évaluation
Self-assessment

Ecouter
Listening
 Prendre part à une conversation
Spoken interaction
 Ecrire
Writing

Lire
Reading
 S'exprimer oralement en continu
Spoken production

Langue Language

langue language

	A1	A2	B1	B2	C1	C2

Langue Language

	A1	A2	B1	B2	C1	C2

Langue Language

	A1	A2	B1	B2	C1	C2

Auto-évaluation
Self-assessment

Ecouter
Listening

Prendre part à une conversation
Spoken interaction

Ecrire
Writing

Lire
Reading

S'exprimer oralement en continu
Spoken production

Langue Language

	A1	A2	B1	B2	C1	C2

Langue Language






	A1	A2	B1	B2	C1	C2






Langue Language

	A1	A2	B1	B2	C1	C2

Langue Language

	A1	A2	B1	B2	C1	C2

	A1	A2	B1	B2	C1	C2
 Comprendre Comprendre	Je peux comprendre des mots familiers et des expressions très courantes au sujet de moi-même, de ma famille et de l'environnement concret et immédiat, si les gens parlent lentement et distinctement.	Je peux comprendre des expressions et un vocabulaire très fréquent relatifs à ce qui me concerne de très près (par ex. moi-même, ma famille, les achats, l'environnement proche, le travail). Je peux saisir l'essentiel d'annonces et de messages simples et clairs.	Je peux comprendre les points essentiels quand un langage clair et standard est utilisé et s'il s'agit de sujets familiers concernant le travail, l'école, les loisirs, etc. Je peux comprendre l'essentiel de nombreuses émissions de radio ou de télévision sur l'actualité ou sur des sujets qui m'intéressent à titre personnel ou professionnel si l'on parle d'une façon relativement lente et distincte.	Je peux comprendre des conférences et des discours assez longs et même suivre une argumentation complexe si le sujet m'en est relativement familier. Je peux comprendre la plupart des émissions de télévision sur l'actualité et les informations. Je peux comprendre la plupart des films en langue standard.	Je peux comprendre un long discours même s'il n'est pas clairement structuré et que les articulations sont seulement implicites. Je peux comprendre les émissions de télévision et les films sans trop d'effort.	Je n'ai aucune difficulté à comprendre le langage oral, que ce soit dans les conditions du direct ou dans les médias et quand on parle vite, à condition d'avoir du temps pour me familiariser avec un accent particulier.
 Comprendre Comprendre	Je peux comprendre des noms familiers, des mots ainsi que des phrases très simples, par exemple dans des annonces, des affiches ou des catalogues.	Je peux lire des textes courts très simples. Je peux trouver une information particulière prévisible dans des documents courants comme les petites publicités, les prospectus, les menus et les horaires et je peux comprendre des lettres personnelles courtes et simples.	Je peux comprendre des textes rédigés essentiellement dans une langue courante ou relative à mon travail. Je peux comprendre la description d'événements, l'expression de sentiments et de souhaits dans des lettres personnelles.	Je peux lire des articles et des rapports sur des questions contemporaines dans lesquels les auteurs adoptent une attitude particulière ou un certain point de vue. Je peux comprendre un texte littéraire contemporain en prose.	Je peux comprendre des textes factuels ou littéraires longs et complexes et en apprécier les différences de style. Je peux comprendre des articles spécialisés et de longues instructions techniques même lorsqu'ils ne sont pas en relation avec mon domaine.	Je peux lire sans effort tout type de texte, même abstrait ou complexe quant au fond ou à la forme, par exemple un manuel, un article spécialisé ou une œuvre littéraire.
 Interagir Interagir	Je peux communiquer, de façon simple, à condition que l'interlocuteur soit disposé à répéter ou à reformuler ses phrases plus lentement et à m'aider à formuler ce que j'essaie de dire. Je peux poser des questions simples sur des sujets familiers ou sur ce dont j'ai immédiatement besoin, ainsi que répondre à de telles questions.	Je peux communiquer lors de tâches simples et habituelles ne demandant qu'un échange d'informations simple et direct sur des sujets et des activités familiers. Je peux avoir des échanges très brefs même si, en règle générale, je ne comprends pas assez pour poursuivre une conversation.	Je peux faire face à la majorité des situations que l'on peut rencontrer au cours d'un voyage dans une région où la langue est parlée. Je peux prendre part sans préparation à une conversation sur des sujets familiers ou d'intérêt personnel ou qui concernent la vie quotidienne (par exemple famille, loisirs, travail, voyage et actualité).	Je peux communiquer avec un degré de spontanéité et d'aisance qui rend possible une interaction normale avec un locuteur natif. Je peux participer activement à une conversation dans des situations familières, présenter et défendre mes opinions.	Je peux m'exprimer spontanément et couramment sans trop apparemment devoir chercher mes mots. Je peux utiliser la langue de manière souple et efficace pour des relations sociales ou professionnelles. Je peux exprimer mes idées et opinions avec précision et lier mes interventions à celles de mes interlocuteurs.	Je peux participer sans effort à toute conversation ou discussion et je suis aussi très à l'aise avec les expressions idiomatiques et les tournures courantes. Je peux m'exprimer couramment et exprimer avec précision de fines nuances de sens. En cas de difficulté, je peux faire marche arrière pour y remédier avec assez d'habileté et pour qu'elle passe presque inaperçue.
 Exprimer Exprimer	Je peux utiliser des expressions et des phrases simples pour décrire mon lieu d'habitation et les gens que je connais.	Je peux utiliser une série de phrases ou d'expressions pour décrire en termes simples ma famille et d'autres gens, mes conditions de vie, ma formation et mon activité professionnelle actuelle ou récente.	Je peux articuler des expressions de manière simple afin de raconter des expériences et des événements, mes rêves, mes espoirs ou mes buts. Je peux brièvement donner les raisons et explications de mes opinions ou projets. Je peux raconter une histoire ou l'intrigue d'un livre ou d'un film et exprimer mes réactions.	Je peux m'exprimer de façon claire et détaillée sur une grande gamme de sujets relatifs à mes centres d'intérêt. Je peux développer un point de vue sur un sujet d'actualité et expliquer les avantages et les inconvénients de différentes possibilités.	Je peux présenter des descriptions claires et détaillées de sujets complexes, en intégrant des thèmes qui leur sont liés, en développant certains points et en terminant mon intervention de façon appropriée.	Je peux présenter une description ou une argumentation claire et fluide dans un style adapté au contexte, construire une présentation de façon logique et aider mon auditeur à remarquer et à se rappeler les points importants.
 Écrire Écrire	Je peux écrire une courte carte postale simple, par exemple de vacances. Je peux porter des détails personnels dans un questionnaire, inscrire par exemple mon nom, ma nationalité et mon adresse sur une fiche d'hôtel.	Je peux écrire des notes et messages simples et courts. Je peux écrire une lettre personnelle très simple, par exemple de remerciements.	Je peux écrire un texte simple et cohérent sur des sujets familiers ou qui m'intéressent personnellement. Je peux écrire des lettres personnelles pour décrire expériences et impressions.	Je peux écrire des textes clairs et détaillés sur une grande gamme de sujets relatifs à mes intérêts. Je peux écrire un essai ou un rapport en mettant une information ou en exposant des raisons pour ou contre une opinion donnée. Je peux écrire des lettres qui mettent en valeur le sens que j'attribue personnellement aux événements et aux expériences.	Je peux m'exprimer dans un texte clair et bien structuré et développer mon point de vue. Je peux écrire sur des sujets complexes dans une lettre, un essai ou un rapport, en soulignant les points que je juge importants. Je peux adopter un style adapté au destinataire.	Je peux écrire un texte clair, fluide et stylistiquement adapté aux circonstances. Je peux rédiger des lettres, rapports ou articles complexes, avec une construction claire permettant au lecteur d'en saisir et de mémoriser les points importants. Je peux résumer et critiquer par écrit un ouvrage professionnel ou une œuvre littéraire.

	A1	A2	B1	B2	C1	C2
 Understanding	I can understand familiar words and very basic phrases concerning myself, my family and immediate concrete surroundings when people speak slowly and clearly.	I can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g. very basic personal and family information, shopping, local area, employment). I can catch the main point in short, clear, simple messages and announcements.	I can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. I can understand the main point of many radio or TV programmes on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear.	I can understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar. I can understand most TV news and current affairs programmes. I can understand the majority of films in standard dialect.	I can understand extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly. I can understand television programmes and films without too much effort.	I have no difficulty in understanding any kind of spoken language, whether live or broadcast, even when delivered at fast native speed, provided I have some time to get familiar with the accent.
 Reading	I can understand familiar names, words and very simple sentences, for example on notices and posters or in catalogues.	I can read very short, simple texts. I can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables and I can understand short simple personal letters.	I can understand texts that consist mainly of high frequency everyday or job-related language. I can understand the description of events, feelings and wishes in personal letters.	I can read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints. I can understand contemporary literary prose.	I can understand long and complex factual and literary texts, appreciating distinctions of style. I can understand specialised articles and longer technical instructions, even when they do not relate to my field.	I can read with ease virtually all forms of the written language, including abstract, structurally or linguistically complex texts such as manuals, specialised articles and literary works.
 Speaking / Interaction	I can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help me formulate what I'm trying to say. I can ask and answer simple questions in areas of immediate need or on very familiar topics.	I can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. I can handle very short social exchanges, even though I can't usually understand enough to keep the conversation going myself.	I can deal with most situations likely to arise whilst travelling in an area where the language is spoken. I can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).	I can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible. I can take an active part in discussion in familiar contexts, accounting for and sustaining my views.	I can express myself fluently and spontaneously without much obvious searching for expressions. I can use language flexibly and effectively for social and professional purposes. I can formulate ideas and opinions with precision and relate my contribution skillfully to those of other speakers.	I can take part effortlessly in any conversation or discussion and have a good familiarity with idiomatic expressions and colloquialisms. I can express myself fluently and convey finer shades of meaning precisely. If I do have a problem I can backtrack and restructure around the difficulty so smoothly that other people are hardly aware of it.
 Written Production	I can use simple phrases and sentences to describe where I live and people I know.	I can use a series of phrases and sentences to describe in simple terms my family and other people, living conditions, my educational background and my present or most recent job.	I can connect phrases in a simple way in order to describe experiences and events, my dreams, hopes and ambitions. I can briefly give reasons and explanations for opinions and plans. I can narrate a story or relate the plot of a book or film and describe my reactions.	I can present clear, detailed descriptions on a wide range of subjects related to my field of interest. I can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.	I can present clear, detailed descriptions of complex subjects integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.	I can present a clear, smoothly-flowing description or argument in a style appropriate to the context and with an effective logical structure which helps the recipient to notice and remember significant points.
 Writing	I can write a short, simple postcard, for example sending holiday greetings. I can fill in forms with personal details, for example entering my name, nationality and address on a hotel registration form.	I can write short, simple notes and messages. I can write a very simple personal letter, for example thanking someone for something.	I can write simple connected text on topics which are familiar or of personal interest. I can write personal letters describing experiences and impressions.	I can write clear, detailed text on a wide range of subjects related to my interests. I can write an essay or report, passing on information or giving reasons in support of or against a particular point of view. I can write letters highlighting the personal significance of events and experiences.	I can express myself in clear, well-structured text, expressing points of view at some length. I can write about complex subjects in a letter, an essay or a report, underlining what I consider to be the salient issues. I can select a style appropriate to the reader in mind.	I can write clear, smoothly-flowing text in an appropriate style. I can write complex letters, reports or articles which present a case with an effective logical structure which helps the recipient to notice and remember significant points. I can write summaries and reviews of professional or literary works.

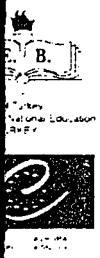
→1 Jusqu'à 1 an
Up to 1 year→3 Jusqu'à 3 ans
Up to 3 years→5 Jusqu'à 5 ans
Up to 5 years5→ Plus de 5 ans
Over 5 years

Langue: Language:																								
	→1	→3	→5	5→	→1	→3	→5	5→	→1	→3	→5	5→	→1	→3	→5	5→	→1	→3	→5	5→	→1	→3	→5	5→
Apprentissage et utilisation de la langue dans le pays/la région où la langue n'est pas utilisée: <i>Language learning and use in country/region where the language is not spoken:</i>																								
Enseignement primaire / secondaire / professionnel <i>Primary/secondary/vocational education</i>																								
Enseignement supérieur <i>Higher education</i>																								
Education des adultes <i>Adult education</i>																								
Autres cours <i>Other courses</i>																								
Utilisation régulière sur le lieu de travail <i>Regular use in the workplace</i>																								
Contacts réguliers avec des locuteurs de cette langue <i>Regular contact with speakers of the language</i>																								
Autre <i>Other</i>																								
Informations complémentaires concernant des expériences linguistiques et interculturelles <i>Further information on language and intercultural experiences</i>																								

→1 Jusqu'à 1 mois Up to 1 month →3 Jusqu'à 3 mois Up to 3 months →5 Jusqu'à 5 mois Up to 5 months 5→ Plus de 5 mois Over 5 months

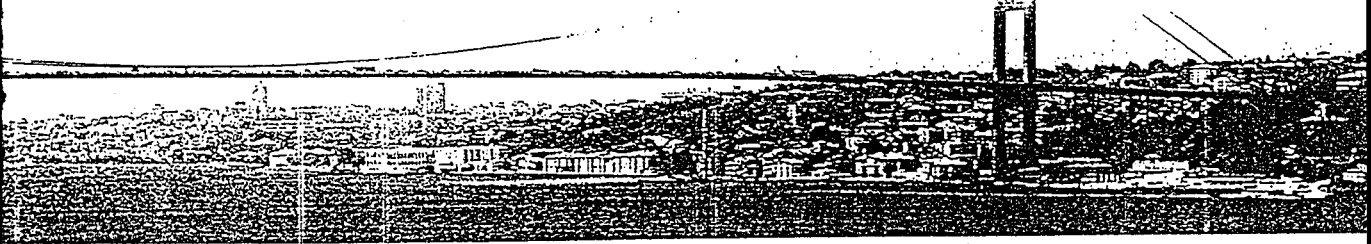
Langue: Language:																								
Séjours dans une région où la langue est utilisée: Stays in a region where the language is spoken:	→1	→3	→5	5→	→1	→3	→5	5→	→1	→3	→5	5→	→1	→3	→5	5→	→1	→3	→5	5→	→1	→3	→5	5→
Participation à un cours de langue Attending a language course																								
Etudes, formation dans la langue Using the language for study or training																								
Utilisation professionnelle de la langue Using the language at work																								
Autre Other																								
Informations complémentaires concernant des expériences linguistiques et interculturelles Further information on language and intercultural experiences																								

APPENDIX B**The Turkish European Language Portfolio**



AVRUPA DİL GELİŞİM DOSYASI

EUROPEAN LANGUAGE PORTFOLIO



Türkiye

Avrupa Dil Gelişim Dosyası

Avrupa Dil Gelişim Dosyası, yaşamınız boyunca okulda, mesleki eğitimde, işyerinde, resmi olmayan etkileşimler ve kültürler arası deneyimler yoluyla yaşam boyu edindiğiniz dil deneyimlerinizi kayıt ve rapor edildiği bir araçtır. Bu dosya, iş yaşamınızda kullanılmak üzere dil öğrenme nitelik ve deneyimlerinizi Avrupa standartlarında açık bir şekilde yansıttığı bir kaydı sağlayacaktır.

Avrupa Dil Gelişim Dosyası, size ait olmakla beraber işveren ve eğitimciler için dil yeterliliklerinizin örnek çalışmalar yoluyla hemen görülebilmesine de olanak tanımaktadır.

Avrupa Dil Gelişim Dosyası üç bölümden oluşmaktadır : Dil Pasaportu, Dil Öğrenim Geçmişi ve Dil Dosyası. Her bölümde nasıl kullanılacağına ilişkin açıklamalar bulunmaktadır.

Dil Pasaportu belirli dönemlerde değişik dillerdeki yeterliliğiniz hakkındaki genel bilgileri içerir. Biçimsel nitelikleri ve kendini değerlendirme kayıtlarını tutarak önemli dil ve kültürler arası öğrenme deneyimleri ile dil yeterlilikleri/becerileri tanımlar. Avrupa Konseyi tarafından önerilen Standart Pasaport (16 yaşından büyükler için Avrupa Dil Gelişim Dosyası) tüm Avrupa'da denklik ve serbest dolaşım süreçlerini kolaylaştırmaktadır.

Dil Öğrenim Geçmişi bildiğiniz dillerle neler yapabileceğinizi belirtmenizi, mesleki eğitimde ve işyerinde edindiklerinizin yanı sıra örgün eğitim sistemleri içinde ve dışında kazandığınız dilsel ve kültürel deneyimleriniz hakkındaki bilgileri eklemenizi sağlar. Öğrenme sürecinizi ve gelişiminizi değerlendirip yansıtarak eğitim sürecinizi planlamanızı hızlandırır. Ayrıca, bu kısım birçok dilde yeterli olmayı sağlama gibi çok dilliliği öne çıkarmak üzere düzenlenmiştir.

Dil Dosyası Dil Öğrenim Geçmişi ve Dil Pasaportu bölümlerinde kayıtlı olan başarı ve deneyimlerinizi örneklerle açıklamanız ve belgelendirmeniz için gerekli materyalleri seçmenize olanak sağlar.

Avrupa Dil Gelişim Dosyası ve dil yeterlilik seviyeleri hakkında daha fazla bilgi için lütfen Avrupa Konseyi web adresine başvurunuz :

[http:// www.coe.int/portfolio](http://www.coe.int/portfolio)

The European Language Portfolio

The European Language Portfolio is a tool for recording and reporting your language experiences across a lifetime of learning at school, vocational training, at the workplace, through informal contacts and intercultural experiences. It will provide you a European transparent record of your language learning qualifications and experiences to serve your career.

The European Language Portfolio is your own property. But it can also serve educators and employers to show at a glance your proficiency in languages and to illustrate it through samples of work.

The European Language Portfolio has three parts: a Language Passport, a Language Biography and a Dossier. Guidelines on how to use them are included in each component.

The Language Passport provides an overview of your proficiency in different languages at a given point in time. It records formal qualifications and self-assessments and describes language competences and significant language and intercultural learning experiences. The standard Passport promoted by the Council of Europe (for ELPs for learners aged 16+) facilitates pan-European recognition and mobility.

The Language Biography encourages you to state what you can do in each language and to include information on linguistic and cultural experiences gained in and outside formal educational contexts as well as in vocational training and at the workplace. It facilitates your involvement in planning, reflecting upon and assessing your learning process and progress. It is organised to promote plurilingualism, i.e. the development of competences in a number of languages.

The Dossier offers you the opportunity to select materials to document and illustrate achievements or experiences recorded in the Language Biography or Passport.

For further information on the European Language Portfolio and the levels of proficiency in languages, please consult the Council of Europe website:
<http://www.coe.int/portfolio>

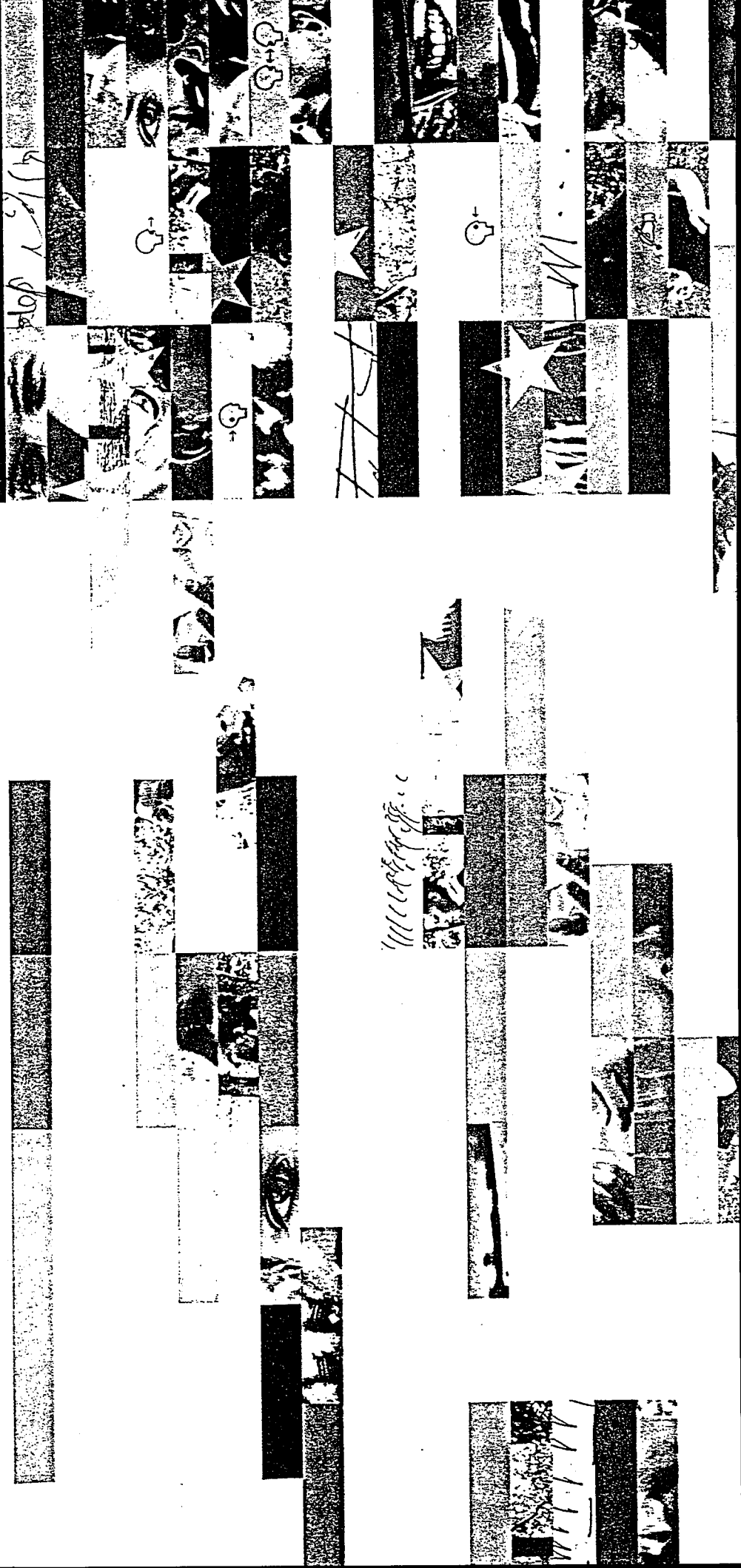


COUNCIL OF EUROPE
AVRUPA KONSEYİ

European Language Portfolio

Avrupa Dil Gelişim Dosyası

Dil Pasaportu Language Passport



Avrupa Konseyi, Paris merkezli Fransa'nın Strasbourg kentinde yer alan devletlerarası bir organizasyondur. Konsey'in başlıca hedefi Avrupa'daki birliği güçlendirmek ve temel değerlerimiz olan demokrasi, insan hakları ve hukukun üstünlüğüne saygıyı temin ederek Avrupa vatandaşlarının itibarını güvence altına almaktır.

Temel hedeflerinden biri, Avrupa kültürel kimliği bilincini arttırmak ve farklı kültürlerden gelen kişiler arasındaki ortak anlayışı geliştirmektir. Bu bağlamda; Avrupa Konseyi tüm düzeylerdeki dil öğrenimine ve kültürler arası deneyimlere farkındalık getirmek ve desteklemek için Avrupa Dil Gelişim Dosyası'nın tanıtımını koordine etmektedir.

İletişim

Language Policy Division
Directorate General IV
Council of Europe, Strasbourg, France
Web site: <http://culture.coe.int/lang>

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Bu Dil Pasaportu aşağıdaki Kurum/Kuruluş tarafından yayımlanan Avrupa Dil Gelişim Dosyasının bir bölümüdür.
Kurum / Kuruluşun Adı (web sayfası)

Millî Eğitim Bakanlığı (MEB)
Tatim ve Terbiye Kurulu Başkanlığı
Ankara-TÜRKİYE
Web: www.meb.gov.tr

The Council of Europe is an inter-governmental organisation with its permanent headquarters in Strasbourg, France. Its primary goal is to promote the unity of the continent and guarantee the dignity of the citizens of Europe by ensuring respect for our fundamental values: democracy, human rights and the rule of law.

One of its main aims is to promote awareness of a European cultural identity and to develop mutual understanding among people of different cultures. In this context the Council of Europe is coordinating the introduction of a European Language Portfolio to support and give recognition to language learning and intercultural experiences at all levels.

Contact:

Language Policy Division
Directorate General IV
Council of Europe, Strasbourg, France
Web site: <http://culture.coe.int/lang>

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This Language Passport is part of the European Language Portfolio (ELP) issued by:

Name of Institution / Body (with web site)

Ministry of National Education (MoNE)
National Board of Education
Ankara-TURKEY
Web: www.meb.gov.tr

deneyimlerinin bir kayıdır. Aynı zamanda, dil pasaportu dil öğrenme geçmişini, deneyim ve başarıları belgeleyen Dosya bölümünü içeren Avrupa Dil Gelişim Dosyasının da bir parçasıdır. Dil becerileri, "Avrupa Konseyi Diller İçin Ortak Ölçütler: Öğrenme, Öğretme, Değerlendirme" dokümanı çerçevesinde sunulan yeterlilik düzeyleri ile tanımlanmaktadır. Bu ölçek, dil pasaportu bölümündeki Kendini Değerlendirme Tablosu'nda gösterilmiştir.

Bu Dil Pasaportu'nun 15-18 yaş grubu tarafından kullanılması tavsiye edilmektedir.

Bu Dil Pasaportu, kullanıcısının yeterli olduğu dilleri listeler.

Bu Dil Pasaportu aşağıdakileri kapsamaktadır:

- Avrupa Konseyi Ortak Ölçütler Çerçevesi'ne göre belirlenen dil becerileri profili
- Dil öğrenim geçmişi ve kültürler arası deneyimleri
- Sertifika ve diploma kayıtları

Daha fazla bilgi, rehberlik ve dil yeterlilik düzeyleri için Avrupa Konseyi web sayfası adresine başvurunuz.
<http://culture.coe.int/lang>

qualifications and experiences. It is part of a European Language Portfolio which consists of a

Passport, a Language Biography and a Dossier containing materials which document and illustrate experiences and achievements. Language skills are defined in terms of levels of proficiency presented in the document @A Common European Framework of reference for languages: learning, teaching, assessment/. The scale is illustrated in this Language Passport (Self-assessment grid).

This Language Passport is recommended for adult users (15-18).

The Language Passport lists the languages that the holder has some competence in. The contents of this Language Passport are as follows:

- a profile of language skills in relation to the Common European Framework
- a résumé of language learning and intercultural experiences
- a record of certificates and diplomas

For further information, guidance and the levels of proficiency in a range of languages, consult the Council of Europe web site: <http://culture.coe.int/lang>



COUNCIL OF EUROPE AVRUPA KONSEYİ

European Language Portfolio

Avrupa Dil Gelişim Dosyası

Avrupa Dil Gelişim Dosyası: tescil no
European Language Portfolio: accredited model No.

Bu tescil numarası aşağıda adı geçen kuruma verilmiştir /
Awarded to

Bu model ortak ilke ve kurallara uygundur.

KÜLTÜREL İŞBİRLİĞİ KONSEYİ
EĞİTİM KOMİTESİ-ELP TESCİL KOMİTESİ

This model conforms to common Principles and Guidelines.

COUNCIL FOR CULTURAL CO-OPERATION
EDUCATION COMMITTEE - ELP VALIDATION
COMMITTEE

Adı:
Name:

Ana dil/diller
Mother-tongue(s)

Diğer diller
Other languages

Kendini değerlendirme
Self-assessment

Dinleme
Listening

Karşılıklı konuşma
Spoken interaction

Yazılı anlatım
Writing

Okuma
Reading

Sözlü anlatım
Spoken production

Dil Language

Dil language

	A1	A2	B1	B2	C1	C2
			Örnek	Example		

Dil Language

	A1	A2	B1	B2	C1	C2

Dil Language

	A1	A2	B1	B2	C1	C2

Kendini değerlendirme
Self-assessment

Dinleme
Listening

Karşılıklı konuşma
Spoken interaction

Yazılı anlatım
Writing

Okuma
Reading

Sözlü anlatım
Spoken production

Dil Language

	A1	A2	B1	B2	C1	C2

Dil Language

	A1	A2	B1	B2	C1	C2

Dil Language

	A1	A2	B1	B2	C1	C2

Dil Language

	A1	A2	B1	B2	C1	C2

A1

A2






B1

B2

C1

C2

	A1	A2	B1	B2	C1	C2
<p>Anlama</p>  <p>Dinleme</p>	<p>Benimle, ailemle ve yakın çevremle ilgili tanıdık sözcükleri ve çok temel kalıpları, yavaş ve net konuşulduğunda anlayabilirim.</p>	<p>Beni doğrudan ilgilendiren konularla ilişkili kalıpları ve çok sık kullanılan sözcükleri anlayabilirim. (Örneğin; En temel kişisel ve ailevi bilgiler, alışveriş, yerel çevre, meslek gibi). Kısa, net, basit ileti ve duyurulardaki temel düşüncüyü kavrayabilirim.</p>	<p>İş, okul, boş zaman ve benzeri ortamlarda sürekli karşılaşılan bildik konulardaki net, standart konuşmanın ana hatlarını anlayabilirim. Güncel olaylar ya da kişisel ilgi alanına giren konularla ilgili radyo ve televizyon programlarının çoğunun ana hatlarını yavaş ve net olduğunda anlayabilirim.</p>	<p>Güncel bir konu olması koşuluyla uzun konuşma ve sunumları anlayabilir, karmaşık tümcelerle yapılan tartışmaları takip edebilirim. Televizyon haberlerini ve güncel olaylara ilişkin programların çoğunu anlayabilirim. Standart dilin kullanıldığı filmlerin çoğunu anlayabilirim.</p>	<p>Açıkça yapılandırılmamış ve ilişkiler açıkça belirtilmemiş sadece ima edilmiş olsa bile uzun konuşmaları anlayabilirim. Televizyon programlarını ve filmleri fazla zorluk çekmeden anlayabilirim.</p>	<p>İster canlı, ister yayın ortamında olsun hiçbir konuşma türünü anlamakta zorluk çekmem. Sadece, normal anadili hızında ise aksana alışabilmem için biraz zamana ihtiyacım olabilir.</p>
<p>Konuşma</p>  <p>Okuma</p>	<p>Katalog, duyuru ya da afiş gibi yazılı metinlerdeki bildik adları, sözcükleri ve çok basit tümceleri anlayabilirim.</p>	<p>Kısa ve basit metinleri okuyabilirim. İlanlar, kullanım kılavuzları, maddeler ve zaman çizelgeleri gibi basit günlük metinlerdeki genel bilgileri kavrayabilir ve kısa kişisel mektupları anlayabilirim.</p>	<p>Meslekle ilgili ya da günlük dilde en sık kullanılan sözcükleri içeren metinleri anlayabilirim.</p>	<p>Yazarların belirli tutum ya da görüşü benimsedikleri, güncel sorunlarla ilgili makaleleri ve raporları okuyabilirim. Çağdaş edebi metinleri anlayabilirim.</p>	<p>Üslup farklılıklarını da ayırt ederek uzun ve karmaşık, somut ya da edebi metinleri okuyabilir, ilgi alanımla alakalı olmasalar bile herhangi bir uzmanlık alanına giren makale ve uzun teknik bilgileri anlayabilirim.</p>	<p>Kullanım kılavuzları, uzmanlık alanına yönelik makaleler ve edebi metinler gibi soyut, yapısal ve dilbilgisel açıdan karmaşık hemen hemen tüm metin türlerini kolaylıkla okuyabilir ve anlayabilirim.</p>
<p>Konuşma</p>  <p>Karşılıklı konuşma</p>	<p>Karşımdaki kişinin söylediklerini daha yavaş bir konuşma hızında tekrarlaması ve söylemek istediklerini oluşturmada bana yardımcı olması koşuluyla, basit yoldan iletişim kurabilirim. O anki gereksinime ya da çok bildik konulara ilişkin alanlarda basit sorular sorabilir ve cevap verebilirim.</p>	<p>Bildik konular ve faaliyetler hakkında doğrudan bilgi alışverişini gerektiren basit ve alışılmış işlerde iletişim kurabilirim. Genellikle konuşmayı sürdürebilecek kadar anlaşsam da kısa sohbetlere katılabirim.</p>	<p>Dilin konuşulduğu ülkede seyahat ederken ortaya çıkabilecek bir çok durumla başa çıkabilirim. Bildik, ilgi alanına giren ya da günlük yaşamla ilgili (Örneğin; aile, hobi, iş, yolculuk ve güncel olaylar gibi) konularda hazırlık yapmadan konuşmalara katılabirim.</p>	<p>Öğrendiğim dili anadili olarak konuşan kişilerle anlaşmayı mümkün kılacak bir akıcılık ve doğallıkla iletişim kurabilirim. Bildik konulardaki tartışmalarda, kendi görüşlerimi açıklayıp destekleyerek etkin olarak yer alabilirim.</p>	<p>Kullanacağım sözcükleri çok fazla aramaksızın, kendimi akıcı ve doğal bir biçimde ifade edebilirim. Dili, toplumsal ve mesleki amaçlar için esnek ve etkili bir şekilde kullanabilirim. Düşünce ve fikirlerimi açık bir anlatımla dile getirebilir ve karşımdakilerin konuşmalarıyla ilişkilendirebilirim.</p>	<p>Hiç zorlanmadan her türlü konuşma ya da tartışmaya katılabilir, deyimler ve konuşma diline ait ifadeleri anlayabilirim. Kendimi akıcı bir şekilde ifade edebilir, anlamdaki ince ayrıntıları kesin ve doğru bir biçimde vurgulayabilirim. Bir soruna karşılığım, geriye dönüp, karşımdaki insanların fark etmelerine fırsat vermeyecek bir ustalıkla ifadelerimi yeniden yapılandırabilirim.</p>
<p>Sözlü anlatım</p>  <p>Sözlü anlatım</p>	<p>Yaşadığım yeri ve tanıdığım insanları betimlemek için basit kalıplar ve tümceler kullanabilirim.</p>	<p>Basit bir dille ailemi ve diğer insanları, yaşam koşullarımı, eğitim geçmişimi ve son işimi betimlemek için bir dizi kalıp ve tümcüyü kullanabilirim.</p>	<p>Deneyimlerimi, hayallerimi, umutlarımı, isteklerimi ve olayları betimlemek için çeşitli kalıpları yalın bir yoldan birbirine bağlayabilirim. Düşünce ve planlara ilişkin açıklamaları ve nedenleri kısaca sıralayabilirim. Bir öyküyü anlatabilir, bir kitap ya da filmin konusunu aktarabilir ve izlenimlerimi belirtebilirim.</p>	<p>İlgi alanıma giren çeşitli konularda açık ve ayrıntılı bilgi verebilirim. Çeşitli seçeneklerin olumlu ve olumsuz yanlarını ortaya koyarak bir konu hakkında görüş bildirebilirim.</p>	<p>Karmaşık konuları alt temalarla bütünleştirerek, açık ve ayrıntılı bir biçimde anlatabilir, belirli bakış açıları geliştirip uygun bir sonuçla konuşmamı tamamlayabilirim.</p>	<p>Her konuda, bağlama uygun bir üslupla ve dinleyenin önemli noktaları ayırt edip anımsamasına yardımcı olacak şekilde konuşmamı etkili ve mantıksal bir şekilde yapılandırabilir, açık, anlaşılır bir betimleme ya da karşıt görüşlü sunabilirim.</p>
<p>Yazma</p>  <p>Yazılı anlatım</p>	<p>Kısa ve basit tümcelerle kartpostal yazabilirim (Örneğin; tatil kartpostalıyla selam göndermek gibi). Kişisel bilgi içeren formları doldurabilirim (Örneğin; otel kayıt formuna isim, uyruk ve adres yazmak gibi).</p>	<p>Kısa, basit notlar ve iletiler yazabilirim. Teşekkür mektubu gibi çok kısa kişisel mektuplar yazabilirim.</p>	<p>Bildik ya da ilgi alanıma giren konularla bağlantılı bir metin yazabilirim. Deneyim ve izlenimlerimi betimleyen kişisel mektuplar yazabilirim.</p>	<p>İlgi alanıma giren çok çeşitli konularda anlaşılır, ayrıntılı metinler yazabilirim. Belirli bir bakış açısına destek vererek ya da karşı çıkarak bilgi sunan ve nedenler ileri süren bir kompozisyon ya da rapor yazabilirim. Olayların ve deneyimlerin benim için taşıdıkları önemi ön plana çıkaran mektuplar yazabilirim.</p>	<p>Görüşlerimi ayrıntılı bir biçimde, açık ve iyi yapılandırılmış metinlerle ifade edebilirim. Bir mektup, kompozisyon ya da raporda, önemli olduğunu düşündüğüm konuları ön plana çıkararak karmaşık konularda yazabilirim. Hedef belirlediğim okuyucu kitlesine uygun bir üslup seçebilirim.</p>	<p>Uygun bir üslupla açık, akıcı metinler yazabilirim. Okuyucunun önemli noktaları ayırt edip anımsamasına yardımcı olacak etkili, mantıksal bir yapılandırmayla bir durum ortaya koyan karmaşık mektuplar, raporlar ya da makaleler yazabilirim. Mesleki ya da edebi yapıt özetleri ve eleştirileri yazabilirim.</p>

	A1	A2	B1	B2	C1	C2
<p>Understanding</p>  <p>Listening</p>	<p>I can understand familiar words and very basic phrases concerning myself, my family and immediate concrete surroundings when people speak slowly and clearly.</p>	<p>I can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g. very basic personal and family information, shopping, local area, employment). I can catch the main point in short, clear, simple messages and announcements.</p>	<p>I can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. I can understand the main point of many radio or TV programmes on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear.</p>	<p>I can understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar. I can understand most TV news and current affairs programmes. I can understand the majority of films in standard dialect.</p>	<p>I can understand extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly. I can understand television programmes and films without too much effort.</p>	<p>I have no difficulty in understanding any kind of spoken language, whether live or broadcast, even when delivered at fast native speed, provided I have some time to get familiar with the accent.</p>
 <p>Reading</p>	<p>I can understand familiar names, words and very simple sentences, for example on notices and posters or in catalogues.</p>	<p>I can read very short, simple texts. I can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables and I can understand short simple personal letters.</p>	<p>I can understand texts that consist mainly of high frequency everyday or job-related language. I can understand the description of events, feelings and wishes in personal letters.</p>	<p>I can read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints. I can understand contemporary literary prose.</p>	<p>I can understand long and complex factual and literary texts, appreciating distinctions of style. I can understand specialised articles and longer technical instructions, even when they do not relate to my field.</p>	<p>I can read with ease virtually all forms of the written language, including abstract, structurally or linguistically complex texts such as manuals, specialised articles and literary works.</p>
<p>Speaking</p>  <p>Spoken interaction</p>	<p>I can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help me formulate what I'm trying to say. I can ask and answer simple questions in areas of immediate need or on very familiar topics.</p>	<p>I can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. I can handle very short social exchanges, even though I can't usually understand enough to keep the conversation going myself.</p>	<p>I can deal with most situations likely to arise whilst travelling in an area where the language is spoken. I can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).</p>	<p>I can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible. I can take an active part in discussion in familiar contexts, accounting for and sustaining my views.</p>	<p>I can express myself fluently and spontaneously without much obvious searching for expressions. I can use language flexibly and effectively for social and professional purposes. I can formulate ideas and opinions with precision and relate my contribution skillfully to those of other speakers.</p>	<p>I can take part effortlessly in any conversation or discussion and have a good familiarity with idiomatic expressions and colloquialisms. I can express myself fluently and convey finer shades of meaning precisely. If I do have a problem I can backtrack and restructure around the difficulty so smoothly that other people are hardly aware of it.</p>
 <p>Spoken production</p>	<p>I can use simple phrases and sentences to describe where I live and people I know.</p>	<p>I can use a series of phrases and sentences to describe in simple terms my family and other people, living conditions, my educational background and my present or most recent job.</p>	<p>I can connect phrases in a simple way in order to describe experiences and events, my dreams, hopes and ambitions. I can briefly give reasons and explanations for opinions and plans. I can narrate a story or relate the plot of a book or film and describe my reactions.</p>	<p>I can present clear, detailed descriptions on a wide range of subjects related to my field of interest. I can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.</p>	<p>I can present clear, detailed descriptions of complex subjects integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.</p>	<p>I can present a clear, smoothly-flowing description or argument in a style appropriate to the context and with an effective logical structure which helps the recipient to notice and remember significant points.</p>
<p>Writing</p>  <p>Writing</p>	<p>I can write a short, simple postcard, for example sending holiday greetings. I can fill in forms with personal details, for example entering my name, nationality and address on a hotel registration form.</p>	<p>I can write short, simple notes and messages. I can write a very simple personal letter, for example thanking someone for something.</p>	<p>I can write simple connected text on topics which are familiar or of personal interest. I can write personal letters describing experiences and impressions.</p>	<p>I can write clear, detailed text on a wide range of subjects related to my interests. I can write an essay or report, passing on information or giving reasons in support of or against a particular point of view. I can write letters highlighting the personal significance of events and experiences.</p>	<p>I can express myself in clear, well-structured text, expressing points of view at some length. I can write about complex subjects in a letter, an essay or a report, underlining what I consider to be the salient issues. I can select a style appropriate to the reader in mind.</p>	<p>I can write clear, smoothly-flowing text in an appropriate style. I can write complex letters, reports or articles which present a case with an effective logical structure which helps the recipient to notice and remember significant points. I can write summaries and reviews of professional or literary works.</p>

→1 yıla kadar
Up to 1 year→3 yıla kadar
Up to 3 years→5 yıla kadar
Up to 5 years5→ yıldan fazla
Over 5 years

Dil: Language:																									
	→1	→3	→5	5→	→1	→3	→5	5→	→1	→3	→5	5→	→1	→3	→5	5→	→1	→3	→5	5→	→1	→3	→5	5→	
Hedef dilin konuşulduğu ülke/bölgenin dışında dil öğrenimi ve kullanımı: Language learning and use in country/region where the language is not spoken:																									
İlköğretim / ortaöğretim / mesleki eğitim Primary/secondary/vocational education																									
Yüksek öğretim Higher education																									
Yetişkin eğitimi Adult education																									
Diğer kurslar Other courses																									
İş yerinde dilin düzenli kullanımı Regular use in the workplace																									
Dili konuşanlarla düzenli iletişim Regular contact with speakers of the language																									
Diğer Other																									
Dil ve kültürler arası deneyimlere ilişkin ek bilgi Further information on language and intercultural experiences																									

→1 aya kadar
Up to 1 month

→3 aya kadar
Up to 3 months

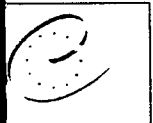
→5 aya kadar
Up to 5 months

5→ aydan fazla
Over 5 months

Dil: Language:																								
Dilin konuşulduğu bölgede bulunma Stays in a region where the language is spoken:	→1	→3	→5	5→	→1	→3	→5	5→	→1	→3	→5	5→	→1	→3	→5	5→	→1	→3	→5	5→	→1	→3	→5	5→
Dil kursuna katılma Attending a language course																								
Dil öğrenme ya da mesleki eğitim amaçlı kullanma Using the language for study or training																								
İş yerinde dil kullanma Using the language at work																								
Diğer Other																								
Dil ve kültürler arası deneyimlere ilişkin ek bilgi Further information on language and intercultural experiences																								

DİL ÖĞRENİM ÖZGEÇMİŞİ

Language Biography



İKİNCİ BÖLÜM**PART TWO****DİL ÖĞRENİM ÖZGEÇMİŞİ**
LANGUAGE BIOGRAPHY

Öğrenim Özgeçmişi kısmında, okul içinde ve dışındaki dil öğrenme deneyimlerinize, kültürlerarası deneyimlerinize, gereksinimlerinize ve ihtiyaçlarınıza ilişkin düşünmeniz beklenmektedir.

Öğrenim Özgeçmişi, yılda bir ya da iki kez güncellenebilen pasaporttan farklı olarak öğrenme sürecinde kişisel bir günlük gibi düzenli bir şekilde kullanılabilir.

Öğrenim Özgeçmişi, kendi gelişiminizi değerlendirmenize ve sonraki dil öğrenme çalışmalarınızı planlamanıza yardımcı olacak önemli bir araçtır.

This part of the Language Portfolio you are expected to reflect upon your language learning experiences, in and out of school, as well as upon your intercultural experiences, needs and objectives.

Like the Passport, which can be amended once or twice a year, you will use your Language Biography regularly, as a personal diary, throughout the learning process.

The Language Biography is an important tool to help you to assess your own progress and plan further language learning.



Öğrenim Özgeçmişi bölümü dört kısımdan oluşur:

Dil Öğrenim Geçmişi

1. Dil öğrenim sürecinin değerlendirilmesi
2. Diller ve kültürler arası deneyimler
3. Kişisel dil başarısı

The Language Biography section consists of four parts:

1. Language learning history
2. Assessing the language learning process
3. Linguistic and intercultural experiences
4. Personal language achievement.

Öğrenim Geçmişi

Language Learning History

Mezun olduğum okullar ve devam ettiğim okul

The schools that I graduated from and am attending now

Okulların Adı School Names	Yıllar Years	Şehri City	Ülkesi Country	Sertifika/Diploma Certificates/Diploma

Devam ettiğim dil kursları

The courses I have attended

Kurum Adı Institution	Yer Place	Süre Duration	Ülke Country



Öğrenme Sürecini Değerlendirme

Assessing the Language Learning Process

Bu bölümde, kendinize ait en etkili dil öğrenme stillerinin farkına varmanız beklenmektedir. Öğrenme süreciniz devam ederken, öğretmeninizin rehberliğinde öğrenme sürecinizi belirli aralıklarla güncelleştirmeniz dilleri nasıl öğrendiğinizi görmeye yardımcı olacaktır.

In this part of the Language Biography, you are expected to recognize the most effective learning styles. During your learning process, it will be helpful for you to see the way you learn languages, updating the information regularly with the guidance of your teacher.



Öğrenme Sürecini Değerlendirme

Assessing the Language Learning Process

Kendi öğrenme sürecime ilişkin düşüncelerim

Assessing my learning process

... daha iyi öğreniyorum.
I learn better when....

	evet	hayır
	Yes	No
... sınav ya da teste çalışmak zorunda olduğumda ... have to study for a test or an exam.	<input type="checkbox"/>	<input type="checkbox"/>
... rahatsız edilmeden yalnız çalıştığımda ... study alone without being disturbed	<input type="checkbox"/>	<input type="checkbox"/>
... kendi kendime çalışırken müzik dinlediğimde ... listen to music while studying on my own	<input type="checkbox"/>	<input type="checkbox"/>
... çalışmayı tamamlayacak yeterli zamanım olduğunda ... have enough time to accomplish my studies	<input type="checkbox"/>	<input type="checkbox"/>
... yapılması gerekenler açıkça anlatıldığında ... tasks are clearly explained	<input type="checkbox"/>	<input type="checkbox"/>
... başkalarıyla işbirliği yaptığımda ... cooperate with others	<input type="checkbox"/>	<input type="checkbox"/>
... bilinmeyen sözcükleri biri bana açıkladığında ... someone explains the unknown words to me	<input type="checkbox"/>	<input type="checkbox"/>
... bazı tümcelerin altını çizdiğimde ... underline some sentences	<input type="checkbox"/>	<input type="checkbox"/>
... sözcük ve resimleri gördüğümde ... see words and pictures	<input type="checkbox"/>	<input type="checkbox"/>
... drama etkinliklerinde rol aldığımda ... take part in role-playing	<input type="checkbox"/>	<input type="checkbox"/>

... yazılı ya da sözlü metinleri daha iyi anlıyorum
I understand a written or an oral text better whenever...

evet hayır
Yes No

haya ilişkin önceden bir fikrim olduğunda
I have an idea of the subject in advance

metnin konusu ilgimi çektiğinde
The subject of the text makes me interested in it

Önemli sözcükleri not tuttuğumda
I take note of the important words

Bilmeyen sözcükleri birisi bana açıkladığında
Someone explains the unknown words to me

Metni çevirdiğimde
I translate the text

Metin not tuttuğumda
I take notes

Metinle ilgili konuştuğumda
I talk to someone about the text

Metni birkaç kez dinleme fırsatım olduğunda
I have the chance to listen to the text several times

Metine ilişkin soruları cevaplamak zorunda kaldığımda
I have to answer questions about the text

Metnin içeriğini tartıştığımda
I discuss the contents of the text



... sözcükleri ve dilbilgisi kurallarını daha iyi öğrenirim
I learn the words and grammatical rules better when

	evet Yes	hayır No
Ben örnekleri hatırladığımda I remember the situations when I have heard them	<input type="checkbox"/>	<input type="checkbox"/>
Ben konuşurken kullandığımda I use them while I am speaking	<input type="checkbox"/>	<input type="checkbox"/>
Ben konuşurken biri beni düzelttiğinde I use them when someone corrects me while I am speaking	<input type="checkbox"/>	<input type="checkbox"/>
Ben not tuttuğumda I do not take notes	<input type="checkbox"/>	<input type="checkbox"/>
Ben birkaç kez yazdığımda I use them several times	<input type="checkbox"/>	<input type="checkbox"/>
Ben kısa metinlerde kullandığımda I use them in short texts	<input type="checkbox"/>	<input type="checkbox"/>
Ben kuralları iyi anladığımda I understand the rules well	<input type="checkbox"/>	<input type="checkbox"/>
Ben kuralları kendim çıkardığımda I figure out the rules by myself	<input type="checkbox"/>	<input type="checkbox"/>
Ben örnek alıştırmalar yaptığımda I do practice examples	<input type="checkbox"/>	<input type="checkbox"/>
Ben sınav için çalışmam gerektiğinde I use them for a test	<input type="checkbox"/>	<input type="checkbox"/>
Ben sözcük listesi oluşturduğumda I use the words	<input type="checkbox"/>	<input type="checkbox"/>



Dil ve Kültürler arası Deneyimlerim

My Linguistic and Intercultural Experiences

Dilleri nasıl öğrendim

My Language Experience

Dil
Language Name

Bu dili televizyon ve film izleyerek, radyo dinleyerek ve bu dili kullananlarla konuşarak öğrendim...

I learned the languages watching TV programs, films,
listening to the radio or meeting speakers of the language...

Yukarıdaki kutulara öğrendiğiniz dili ve nasıl öğrendiğinizi verilen örneklerde bakarak kısaca yazınız.

Write the name of the language you are learning in the boxes above then check the examples shortly and write briefly about how you learned the language.



Konuştuğum diller
The languages I speak

- | | | |
|------------------------------------|------------------------------------|------------------------------------|
| • İngilizce | • Almanca | • İspanyolca |
| • English <input type="checkbox"/> | • German <input type="checkbox"/> | • Spanish <input type="checkbox"/> |
| • Fransızca | • İtalyanca | • Yunanca |
| • French <input type="checkbox"/> | • Italian <input type="checkbox"/> | • Greek <input type="checkbox"/> |

Diğer diller:

Other languages:

.....

.....

KÜLTÜRLER ARASI DENEYİMLER
CROSS-CULTURAL EXPERIENCES

Yaşadığım / gördüğüm ülkeler:

Countries I have lived in or visited:

ÜLKE
Country

TARİH
Date

SÜRE
Duration



AVRUPA DİL GELİŞİM DOSYASI

European Language Portfolio

Yer aldığım Dil Projeleri

Language Projects I have participated in:

Projeler
Projects

İlgi Alan Dil Değişim Projeleri

Language Projects

Diğerleri:

Others:

Dil Çalışmaları

Language Studies

Diğer

Proje Adı
Project NameProje Konusu
Project TopicKatılmamın bana sağladıkları:
My participation provided me with opportunities for:

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

- Başka insanlarla görüşmek
Meeting other people
- Yeni arkadaşlar edinmek
Making new friends
- Sözcük bilgimi geliştirmek
Improving my vocabulary
- Yeni yerler tanımak
Getting to know new places
- Farklı gelenekleri öğrenmek
Learning different customs
- Yeni ve farklı lezzetleri tatmak
Trying new and traditional food
- Diğer
Other



IV. Kişisel Dil Başarılarım My Personal Language Achievement

LANGUAGE:

İmde, normal şartlar altında ve kolayca yapabildiklerinizi (Sütun 1); bir sonraki ve önce-
deflerinizi (Sütun 3); kaydedebilirsiniz. Öğretmeniniz de 2. sütunu kullanacaktır.

İmde aşağıdaki sembolleri kullanınız:

1 'de
normal şartlar altında yapabildiklerim [✓]
kolayca yapabildiklerim [✓✓]

3 'de
bir sonraki hedefim [+]
öncelikli hedefim [++]

checklist to record what you think you can do under normal circumstances and what you
easily (column 1); what your objectives and your priorities are (column 3). Your teacher can
column 2.

following symbols to mark:

Column 1
do this under normal circumstances [✓]
do this easily [✓✓]

Column 3
an objective for me [+]
a priority for me [++]



A1

DİNLEME
LISTENINGBen
MeÖğretmenim
TeacherHedeflerim
My Objectives

yavaş ve dikkatli bir şekilde anlamı özümseyebilmem için uzun aralar
karak konuşulduğunda konuşmacıyı anlayabilirim.

I understand when someone speaks very slowly and articulates carefully with
pauses for me to assimilate meaning.

yerden bir yere yürüyerek ya da toplu taşıma araçlarıyla nasıl
geceğini basit yön tarifleriyle açıklandığında anlayabilirim.

I understand simple directions such as how to get from one place to another
on foot or by public transportation.

dikkatli ve açıkça yöneltilen soru ve yönergeleri anlayabilirim.

I understand questions and instructions addressed carefully and clearly.

sayıları, fiyatları ve saatin kaç olduğunu anlayabilirim.

I understand numbers, prices and time.



OKUMA READING

Ben
MeÖğretmenim
TeacherHedeflerim
My Objectives

te ve dergilerde yer alan kişilere ait yaş ve yaşadığı yere ilişkin bilgileri anlayabilirim.

understand information about people (age, place of residence etc.) in newspapers and magazines.

erdeki konser ya da filmin nerede olduğunu saptayıp saat kaçta başlayacağını anlayabilirim.

locate a concert or a film on posters and identify where it takes place and what it starts.

formu, otel kayıt formu gibi belgeleri anlayabilir; ad, soyad, doğum tarihi gibi kişisel bilgileri verebilirim.

understand a questionnaire (entry permit form, hotel registration form etc.) well enough to give the most important information about myself (name, surname, date of birth, nationality)

et levhalarındaki "İstasyon", "Otopark", "Park edilmez", "Sigara içilmez" gibi sözcük ve ifadeleri anlayabilirim.

understand words and phrases on signs such as "station", "car park", "no parking", "no smoking"...

bilgisayar programındaki "yazdır", "kaydet", "kopyala" gibi en önemli emrleri anlayabilirim.

understand the most important orders in a computer programme such as "print", "save", "copy" etc.

erden bir yere nasıl gidileceği gibi yazılı kısa ve basit yön tariflerini takip edebilirim.

follow short and simple written directions such as how to go from one place to another.

postallardaki bayram kutlamaları gibi kısa ve basit mesajları anlayabilirim.

understand short and simple messages on postcards such as holiday greetings.

daş ya da meslektaşlar tarafından yazılan "Saat 4'te geri döneceğim" gibi basit mesajları anlayabilirim.

understand simple messages written by friends or colleagues such as "I'll be back at 4 o'clock."





KARŞILIKLI KONUŞMA

SPOKEN INTERACTION

Ben
MeÖğretmenim
TeacherHedeflerim
My Objectives

İnsanları tanıtmaya, selamlaşma ve vedalaşmaya ilişkin kalıp ifadeleri kullanabilirim.
Introduce somebody and use basic greeting and leave taking expressions.

Basit sorulara ve günlük konularda basit konuşmaları başlatıp karşılık vererek basit sorulara ve cevaplar üretebilirim.
Ask and answer simple questions initiate and respond to simple statements on very simple and everyday topics.

Basit bir şekilde kendimi anlaşılabilir kılmaya çalışırım, ancak partnerimin benim söylediklerimi yavaş ve açık şekilde tekrar edip söylemek zorunda kalabileceğimi ifade etmeme yardımcı olması durumunda kendimi basit bir şekilde ifade edebilirim.
Make myself understood in a simple way but I am dependent on my partner being prepared to repeat more slowly and rephrase what I say and to help me to say what I want.

Basit konuşmamı destekleyen jest ve mimiklerin yardımıyla küçük alışverişler yapabilirim.
Make simple purchases where pointing or other gestures can support what I say.

Basit sayılar, miktar, fiyat ve saat ile ilgili ifadeleri kullanabilirim.
Handle numbers, quantities, costs and times."

Basit bir şekilde bir şeyi isteyebilir ve istenilen bir şeyi verebilirim.
Ask people for things and give people things.

Basit sorularla insanların nerede yaşadıkları, kimileri tanıdıkları ve sahip oldukları şeylere ilişkin sorular sorabilir ve bu tür soruları yavaş ve açık sorulduğunda yanıtlayabilirim.
Ask people questions about where they live, people they know, things they have, etc. Answer such questions addressed to me provided they are articulated slowly and clearly.

Basit zaman ifadelerini kullanabilirim.
Use time expressions such as "next week", "last friday", "in november" and "at three o'clock."

Basit sohbetler yapabilirim.
Have simple conversations such as greeting.

Basit özürler söyleyebilirim ve özürleri kabul edebilirim.
Make and accept apologies.

Basit olarak sevdiğim ve hoşlanmadığım şeyleri söyleyebilirim.
Say what I like and dislike.



A1**SÖZEL ÜRETİM**
SPOKEN PRODUCTIONBen
MeÖğretmenim
TeacherHedeflerim
My Objectives

telefon numarası, uyruk, yaş, aile ve hobiler gibi kişisel bilgileri vere-

ive personal information such as address, telephone number, nationality, age, and hobbies.

İçim yeri ve çevreyi tanımlayabilirim.

Describe where I live and my neighbourhood.

Bir dille günlük hayatta neler yaptığıma ilişkin bilgi verebilirim.

Tell my daily routines with a very basic language.

YAZILI ANLATIM
WRITINGBen
MeÖğretmenim
TeacherHedeflerim
My Objectives

k, yaş, adres ve hobilerime ilişkin bir form doldurabilirim.

Fill in a questionnaire asking for personal details such as job, age, address, etc.

m günü, yılbaşı, bayram için kısa tebrik kartları yazabilirim.

Write a greeting card for a birthday, new year, etc

duğum yeri ve buluşma yerini belirten bir not yazabilirim.

Write a note stating where I am or where we are to meet.

İçim yer ve yaptığım işe ilişkin basit tümceler yazabilirim.

Write sentences and simple phrases about myself such as where I live and do.



A2

DİNLEME LISTENING	Ben Me	Öğretmenim Teacher	Hedeflerim My Objectives
Günlük konuşmaları eğer konuşmacı benimle açık, yavaş ve doğrudan olursa anlayabilirim. Understand daily conversations if they are spoken clearly, slowly and directly.			
Yavaş ve açık konuşulduğunda bir tartışmanın ana konusunu anlayabilirim. Identify the main topic of a discussion when people speak slowly and clearly.			
Okul, ev, iş, yakın çevre gibi kişisel bilgileri içeren temel sözcük ve ifadeleri anlayabilirim. Understand words and expressions related to everyday life such as basic personal and family information, school life, local area and employment.			
Basit mesajların ve duyuruların temel konusunu anlayabilirim. Comprehend the main topic in simple short messages and announcements.			
Günlük konularla ilgili kaydedilmiş kısa metinlerdeki temel bilgileri yavaş ve açık şekilde edildiğinde anlayabilirim. Understand the essential information in short recorded passages dealing with everyday matters which are spoken slowly and clearly.			
Televizyon haberleri görüntüyle verildiğinde (röportaj, kaza haberleri vb.) ana noktaları anlayabilirim. Identify the main points of TV news such as interviews events, accidents etc. when the topic is supported visually.			

A2

OKUMA
READINGBen
McÖğretmenim
TeacherHedeflerim
My Objectives

Önemli bilgilerin ve adların çok olduğu, iyi düzenlenmiş ve resimlerle desteklenmiş haber özetlerinin ya da gazete makalelerinin ana fikrini anlayabilirim.
Identify important information in news summaries or simple newspaper articles in which numbers and names play an important role, and which are clearly structured and illustrated.

Günlük yaşamın anlatıldığı ya da sorulduğu kişisel bir mektubu anlayabilirim.
Understand a personal letter in which the writer tells or asks about aspects of everyday life.

Basit mesajlar ya da meslektaşlardan gelen örneğin; futbol oynamak için buluşma zamanını belirten ya da işe erken gelmemi isteyen basit yazılı mesajları anlayabilirim.
Understand simple written messages from friends or colleagues; for example, messages saying when we should meet to play football or asking me to be at work early.

Basit etkinlikler ve sergi broşürlerindeki gerekli bilgileri anlayabilirim.
Find the most important information on leisure time activities, exhibitions, etc. from information leaflets.

Reklamlardaki ürünlere ilişkin fiyat ve ebat gibi temel bilgileri anlayabilirim.
Comprehend information in advertisements such as size and price.

Basit yönlendirici telefonlar gibi aletlerin kullanım talimatlarını anlayabilirim.
Understand simple user's instructions for equipment such as public telephones.

Basit bilgisayar programlarının nasıl kullanılacağına ilişkin basit talimatları ve mesajları anlayabilirim.
Understand feedback messages or simple help indications in computer programmes.

Basit dilde yazılmış konularla ilgili kısa metinleri basit bir dille yazılmışsa anlayabilirim.
Understand short texts dealing with topics which are familiar to me if the text is written in simple language.



A2

KARŞILIKLI KONUŞMA SPOKEN INTERACTION	Ben Mc	Öğretmenim Teacher	Hedeflerim My Objectives
<p>Bankaya ya da bankalardaki basit işlemleri yapabilirim. make simple transactions in post offices or banks.</p>			
<p>Ulaşım araçlarını (otobüs, tren, taksi vb.) kullanabilmek için gerekli bilgileri verebilir ve bilet satın alabilirim. use public transport: buses, trains and taxis, ask for basic information and buy tickets.</p>			
<p>Yapacağım bir seyahatle ilgili bilgi alabilirim. get information about on the travel that I will do.</p>			
<p>Yemek ve içecek birşeyler sipariş edebilirim. order something to eat or drink.</p>			
<p>Alışverişimi belirtip fiyat sorarak basit alışverişler yapabilirim. make simple purchases by stating what I want and asking the price.</p>			
<p>Harita ya da şehir planına bakarak yön tarifi yapabilir ve isteyebilirim. ask for and give directions by referring to a map or plan.</p>			
<p>Oranlamda davette bulunabilir ve gelen davetlere cevap verebilirim. make and respond to invitations.</p>			
<p>Yapılacağı, nereye gidileceği gibi, buluşma planlarına ilişkin fikir alışverişini yapabilirim. discuss with other people what to do, where to go and make arrangements to meet.</p>			
<p>Diğerleri işte ve boş zamanlarında neler yaptıklarını sorabilir ve bu tür soruları cevaplayabilirim. ask people questions about what they do at work and in free time and answer such questions addressed to me.</p>			

A2**SÖZLÜ ANLATIM**
SPOKEN PRODUCTIONBen
MeÖğretmenim
TeacherHedeflerim
My Objectives

Benim kendimden ve ailemden bahsedebilir ve onları tanıtabilirim.
I can talk about myself and my family and describe them.

Benim olayları ana hatlarıyla anlatabilirim.
I can give basic descriptions of events.

Benim eğitim durumumu, önceki ya da şu anki işimi anlatabilirim.
I can describe my educational background, my present or most recent job.

Benim hobilerimi ve ilgi alanlarımdan bahsedebilirim.
I can describe my hobbies and interests in a simple way.

Benim geçen hafta sonu ve tatil etkinlikleri gibi geçmiş olayları anlatabilirim.
I can describe past activities such as last week, my last holiday

A2**YAZILI ANLATIM**
WRITINGBen
MeÖğretmenim
TeacherHedeflerim
My Objectives

basit notlar ve mesajlar yazabilirim.
write short simple notes and messages.

ya da parti gibi bir olayı veya etkinliği basit tümcelerle anlatabilir;
n, nerede ve ne zaman olduğunu yazabilirim.
describe an event or a social activity such as an accident or a party in simple
nces and report what happened, when and where it happened.

kul, aile, hobiler gibi günlük hayatıma ilişkin basit metinler yazabilirim.
write about aspects of my everyday life in simple sentences such as job,
ol, family, hobbies.

lanlarım, işim, eğitim durumum ve özel becerilerimi içeren bir form
urabilirim.
fill in a form giving an account of my educational background, my job, my inter-
and my specific skills.

ni, okulumu, işimi, hobilerimi içeren bir mektupla kendimi kısaca
abilirim.
briefly introduce myself in a letter including my family, school, job and hobbies
simple phrases and sentences.

el selamlama, hitap, istek ya da teşekkür ifadelerini kullanarak bir mekt-
azabilirim.
write a letter using simple expressions for greeting, addressing, asking or
ing somebody.

"ancak", "çünkü" gibi sözcüklerle bağlanmış basit tümceler yazabilirim.
write simple sentences by connecting them with words such as "and", "but",
ause".

ların kronolojik sırasını gösteren "ilk önce", "sonra", "daha sonra",
radan" gibi sözcükleri kullanabilirim.
use connecting words such as "first", "then", "after", "later" to indicate the
ological order of events.

B1

DİNLEME LISTENING	Ben Me	Öğretmenim Teacher	Hedeflerim My Objectives
<p>Her zaman bazı sözcük ve deyimlerin tekrarını istemek zorunda kalsam günlük bir konuşmayı takip edebilirim.</p> <p>I follow an everyday conversation, though I sometimes have to ask for repetition of particular words and phrases.</p>			
<p>Her yerde konuşma standart dilde açıkça ifade edildiği sürece ana hatlarını takip edebilirim.</p> <p>I generally follow the main points in a conversation, provided speech is clearly articulated in standard dialect.</p>			
<p>Bir öyküyü anlayabilir ve sonra ne olacağına ilişkin varsayımlar oluşturabilirim.</p> <p>I understand a short narrative and form hypotheses about what will happen next.</p>			
<p>Yavaş ve net olduğunda ilgi alanıma giren konulardaki radyo haberlerini ve kayıtlarını ana hatlarıyla anlayabilirim.</p> <p>I understand the main points of radio news and recorded material on topics of personal interest delivered relatively, slowly and clearly.</p>			
<p>Yavaş ve net olduğunda hakkında bilgi sahibi olduğum konulardaki televizyon programlarının ana hatlarını anlayabilirim.</p> <p>I catch the main points in TV programmes on familiar topics when the delivery is relatively, slow and clear.</p>			
<p>Her türlü ofis aletlerinin kullanım kılavuzlarındaki basit teknik bilgiyi anlayabilirim.</p> <p>I understand simple technical information, such as operating instructions for everyday equipment.</p>			





OKUMA READING

Ben
MeÖğretmenim
TeacherHedeflerim
My Objectives

Önemli konuları içeren kısa gazete haberlerinin ana hatlarını anlayabilirim.
I can understand the main points in short newspaper articles about current and familiar topics.

Bir konuda görüş belirten makale ve röportajları okuyabilir ve anlayabilirim.
I can read and understand articles or interviews in newspaper and magazines in which someone takes a stand on a particular topic.

Alanıma giren metinlerde geçen bilinmeyen sözcük ve deyimlerin anlamını tahmin edebilirim.
I can guess the meaning of single unknown words or expressions from the context if the topic is familiar.

Özetler gibi kısa metinlere göz gezdirerek kimin, neyi, nerede yapmış olduğunu bulabilirim.
I can skim short texts (for example, news summaries) and find relevant facts and information, such as who has done, what and where.

Basit hayatta karşılaşılan broşürlerdeki en gerekli bilgiyi anlayabilirim.
I can understand the most important information in simple leaflets.

Kısa mesajları ve iş mektubu gibi resmi yazışmaları anlayabilirim.
I can understand short messages and formal letters, such as business and official letters.

Basit mektuplardaki olay, duygu ve dileklerle ilgili bölümleri anlayabilirim.
I can understand those parts dealing with events, feelings and wishes in private letters.

Yapılandırılmış bir öyküdeki ana konuyu en önemli bölümü, olayları ve karakterlerin öyküdeki yerini anlayabilirim.
I can understand the plot of a well-structured story, recognise the most important characters and events and the role they play in the story.





KARŞILIKLI KONUŞMA

SPOKEN INTERACTION

Ben
MeÖğretmenim
TeacherHedeflerim
My Objectives

en ya da ilgi alanıma giren konulardan oluşan bir konuşmayı başlatabilir, üretilir ve bitirebilirim.

start, maintain and end a conversation about topics that are familiar of person-erest.

n tam istediğimi söylemem ya da söyleneni takip etmem zor olsa bile bir şma ya da tartışmayı sürdürebilirim.

maintain a conversation or discussion but may sometimes be difficult to follow trying to say exactly what I would like.

uluk planlarında ya da yolculuk sırasında karşılaşılabileceğim durumlarda imi anlatabilirim.

deal with most situations likely to arise when making travel arrangements gh and agent or when actually travelling.

ntlı yön tarifi isteyebilir ve anlatılanları takip edebilirim.

ask for and follow detailed directions.

rma, mutluluk, üzüntü, ilgilenme ve kayıtsızlık gibi duyguları ifade edip ara karşılık verebilirim.

express and respond to feelings such as surprise, happiness, sadness, interest ndifference.

imi bir ortamda yapılan tartışmalarda arkadaşlarıma görüşlerimi belirte-ya da onların görüşlerini alabilirim.

give or ask for personal views in an informal discussion with friends.

örüşe katılıp katılmadığımı kibar bir dille ifade edebilirim.

agree and disagree politely.





SÖZLÜ ANLATIM

SPOKEN PRODUCTION

	Ben Me	Öğretmenim Teacher	Hedeflerim My Objectives
<p>bu ve düşüncelerimi katarak deneyimlerimi ayrıntılarıyla ifade edebilirim. give detailed accounts of experiences by describing feelings and reactions.</p>			
<p>allerimi, umutlarımı ve amaçlarımı ifade edebilirim. describe dreams, hopes and ambitions.</p>			
<p>larımı, hedef ve davranışlarımı nedenleriyle açıklayabilirim. explain and give reasons for my plans, intentions and actions.</p>			
<p>kitap ya da filmin konusu hakkında bilgi verebilir ya da düşüncelerimi eyebilirim. relate the plot of a book or film and describe my reactions.</p>			
<p>bir yazıyı metne sadık kalarak sözlü olarak basit bir dille anlatabilirim. paraphrase short written passages orally in a simple way, using the wording and ture of the original text.</p>			
<p>ü anlatabilirim. narrate a story.</p>			





YAZILI ANLATIM

WRITING

Ben
MeÖğretmenim
TeacherHedeflerim
My Objectives

alanıma ilişkin konularda, kişisel görüş ve bakış açımı içeren sade bir yazı yazabilirim.
write simple connected texts on a range of topics within my field of interest and express personal views and opinions.

okul gazetesi veya duvar panosuna olaylar ya da deneyimlerimle ilgili yazı yazabilirim.
write simple texts about experiences or events, for a school newspaper or a bulletin board.

mesajlar, haberler ve olaylar hakkında bilgi almak için arkadaşlarıma ya da tanıdıklarına kişisel mektup veya elektronik posta yazabilirim.
write personal letters or e-mails to friends or acquaintances asking for or giving them news and narrating events.

kişisel bir mektupta bir kitabın ya da filmin konusu hakkında bilgi verebilir ya da bir konserle ilgili yorum yazabilirim.
describe, in a personal letter the plot of a film or a book or give an account of a concert.

mektupta üzüntü, mutluluk, ilgi ve sempati gibi duygularımı ifade edebilirim.
in a letter I can express feelings such as grief, happiness, interest and sympathy.

reklamla başvurabilir ve bu ilanla ilgili daha geniş ve ayrıntılı bilgi isteyebilirim (örneğin; sürücü kursu ya da akademik kurs).
reply in written form to advertisements and ask for more complete or more specific information about products (for example driving or an academic course).

bilgi vermem ve/veya meslektaşlarımla fax ve elektronik posta aracılığıyla kısa mesaj ile bilgi alışverişlerinde bulunabilirim.
convey via fax, e-mail -short simple information to friends or colleagues or ask for information.

öğrenmişimi yazabilirim.
write my CV.



DİNLEME

LISTENING

Ben
Me

Öğretmenim
Teacher

Hedeflerim
My Objectives

Standart dildeki konuşmaları gürültülü ortamlarda bile ayrıntılarıyla anlayabilirim.
I can understand in detail what is said to me in standard spoken language even in a noisy environment.

Uzmanlık alanıma giren veya aşına olduğum bir ders ya da konuşma açık ve anlaşılır olduğunda anlayabilirim.
I can follow a lecture or talk within my own field, provided the subject matter is clear and the presentation is straightforward and clearly structured.

Standart dildeki radyo programlarının çoğunu anlayabilir, sunucunun ses tonundan verilmek istenen duyguları ayırt edebilirim.
I can understand most radio documentaries delivered in standard language and can identify the speaker's mood, tone etc.

Televizyonda yayınlanan standart dildeki belgeselleri, röportajları, tiyatro oyunları ve filmlerin çoğunu anlayabilirim.
I can understand TV documentaries, live interviews, talk shows, plays and the major films in standard dialect.

Somut ve somut içerikli karmaşık konuşmalardaki ana fikirleri ve uzmanlık alanıma giren teknik konulardaki tartışmaları anlayabilirim.
I can understand the main ideas of complex speech on both concrete and abstract subjects delivered in a standard dialect, including technical discussions in my field of specialisation.

İçeride geçen ipuçlarını kullanarak anladığımı kontrol etmek ve ana fikri anlamak gibi anlamaya yönelik çeşitli dinleme yöntemlerini kullanabilirim.
I can use a variety of strategies to achieve comprehension, including listening for key points and checking comprehension by using contextual clues.



AVRUPA DİL GELİŞİM DOSYASI

European Language Portfolio

OKUMA

READING

Ben
MeÖğretmenim
TeacherHedeflerim
My Objectives

ya da ilgi alanıma giren haber, makale ve raporlara hızla göz atarak
nün okunmaya değip değmeyeceğine karar verebilirim.

rapidly grasp the content and the significance of news, articles and reports on
s connected with my interest (or my job), and decide if a closer reading is worth-

rin özgün fikir ve görüşlerini aktardığı güncel bir konu hakkındaki rapor
makaleleri anlayabilirim.

read and understand articles and reports on current problems in which the writ-
express specific attitudes and points of view.

alanıma giren, akademik ya da uzmanlık alanımla ilgili metinleri
tılarıyla anlayabilirim.

understand in detail texts within my field of interest or the area of my academ-
professional speciality.

eki ya da akademik alanım dışındaki makaleleri gerektiğinde sözlüğe
nak kaydıyla anlayabilirim.

understand specialised articles outside my own field if I can occasionally check
a dictionary.

ma, tiyatro, kitap ve konser gibi kültürel konulardaki yorum ve eleştiri-
kuyabilir, önemli noktaları özetleyebilirim.

read reviews dealing with the content and criticism of cultural topics (films, the-
books, concerts) and summarize the main points.

eki veya akademik ya da ilgi alanıma giren konulardaki mektupları
abilir ve en önemli noktalarını kavrayabilirim.

read letters on topics within my areas of academic, or professional speciality or
est and grasp the most important points.

anım kılavuzlarına (örneğin bilgisayar programları için hazırlanmış olan)
rak ilgili açıklamaları ve önerileri bulup sorunu çözmeyi başarabilirim.

quickly look through a manual (for example for a computer programme) and
and understand the relevant explanations and advice for a specific problem.

ykü ya da tiyatro oyununda yer alan karakterlerin olaylar karşısındaki
n ve davranışlarını hikayenin gelişimi açısından değerlendirebilirim.

understand, in a narrative or play, the motives for the characters' actions and
consequences for the development of the plot.



KARŞILIKLI KONUŞMA
SPOKEN INTERACTIONBen
MeÖğretmenim
Teacher

Sıram geldiğinde bir konuşmaya katılabilir, konuyu geliştirebilir ve sonuçlandırabilirim.

I can initiate, maintain and end conversation naturally with effective turn-taking.

İlgili alanıma giren bilimsel konularda ayrıntılı bilgi alışverişinde bulunabilirim.

I can exchange detailed factual information on matters within my fields of interest.

Olaylar ya da deneyimlerle ilgili duygu ve düşüncelerimi aktarabilirim.

I can convey degrees of emotion and highlight the personal significance of events and experiences.

Genel konuları içeren kapsamlı bir konuşmada etkin bir şekilde yer alabilirim.

I can engage in extended conversation in a clearly participatory way on most general topics.

Fikirlerimi uygun açıklamalarla, görüşlerle ve yorumlarla destekleyerek bir tartışmaya katılabilirim.

I can account for and sustain my opinions in discussions by providing relevant explanations, arguments and comments.

Bilinen konularda anlaşılabilirliği sağlayıp diğer konuşmacıları da konuya çekerek bir tartışmada yer alabilirim.

I can contribute to a discussion on familiar topics by confirming comprehension, inviting others in, etc.

Sorularla bilginin doğruluğunu kontrol edip ilginç yanıtları irdeleyerek önceden hazırlanmış bir röportajı uygulayabilirim.

I can carry out a prepared interview, checking and confirming information, following up interesting replies.



SÖZLÜ ANLATIM

SPOKEN PRODUCTION

Ben
MeÖğretmenim
TeacherHedeflerim
My Objectives

Alanıma giren pek çok konuda ayrıntılı ve anlaşılır açıklamalar yapabilirim.
I give clear, detailed descriptions on a wide range of subjects related to my fields of interest.

Yazılı ve tartışmalar içeren belgeler, röportajlar ve haberlerden alınan kısa özetleri özetleyebilirim.
I can understand and summarize orally short extracts from news items, interviews or commentaries containing opinions, argument and discussion.

Film ve tiyatro oyunlarının konularını ve olaylar zincirini anlayabilir ve özetleyebilirim.
I can understand and summarize orally the plot and sequence of events in an extract from a film or play.

İdeyimi mantıklı bir şekilde sıralayarak neden sonuç ilişkisine dayanan bir argüman oluşturabilirim.
I can construct a chain of reasoned argument, linking my ideas logically.

Bir konuyla ilgili bir konu hakkındaki çeşitli seçeneklerin olumlu ve olumsuz yönlerini tartışarak bir görüş bildirebilirim.
I can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.

Sebepler, sonuç ve olası durumlarla ilgili tahminde bulunabilirim.
I can speculate about causes, consequences and hypothetical situations.



AVRUPA DİL GELİŞİM DOSYASI

European Language Portfolio

YAZILI ANLATIM
WRITINGBen
MeÖğretmenim
TeacherHedeflerim
My Objectives

Alanımla ilgili çeşitli konularda ayrıntılı ve anlaşılabilir rapor, sunu, kompozisyon gibi metinler yazabilirim.
I can write clear and detailed texts, such as compositions reports or texts of presentations on various topics related to my field of interest.

Genel konulara ilişkin makalelerin özetini çıkarabilirim.
I can write summaries of articles on topics of general interest.

Farklı kaynaklardan ve medyadan aldığım bilgileri özetleyebilirim.
I can summarize information from different sources and media.

Bir konuyu belirli bir bakış açısına ilişkin olumlu veya olumsuz görüşlerimi sebeplerini belirtir bir kompozisyon ya da "editöre mektup" biçiminde yazabilirim.
I can discuss a topic in a composition or "letter to the editor", giving reasons for or against a specific point of view.

Bir konuyu sistematik olarak ve destekleyici ayrıntılara da yer vererek bir kompozisyon ya da rapor haline getirebilirim.
I can develop an argument systematically in a composition or report, emphasizing key points and including supporting details.

Ayrıntılı ve kolay okunabilir bir şekilde olaylar ve gerçek ya da gerçek dışı deneyimlere ilişkin metinler oluşturabilirim.
I can write about events and real or fictional experiences in a detailed and easily readable way.

Bir film ya da kitap hakkında kısa bir eleştiri yazabilirim.
I can write a critical review on a film or a book.

Bir haberleşme yöntemiyle kişisel bir mektupta ya da elektronik postada farklı duygu ve tavırları ifade edebilirim, günün olaylarını, olayların önemli noktalarını açıklayarak aktarabilirim.
I can express, in a personal letter or e-mail, different feelings and attitudes and can report the news of the day making clear what are the most important aspects of an event.



DİNLEME

LISTENING

Ben
Me

Öğretmenim
Teacher

Hedeflerim
My Objectives

anlaşılır bir yapısı ve söylemdeki ilişkiler açık olmasa da uzun
şmaları takip edebilirim.

follow extended speech even when it is not clearly structured and when rela-
ships are only implied and not signalled explicitly.

şmalardaki üslubu ve anlam kaymalarını kavrayarak deyimlerin ve gün-
ilin çoğunu anlayabilirim.

understand a wide range of idiomatic expressions and colloquialisms, appreci-
shifts in style and register.

yon, stadyum gibi toplu yerlerde anlaşılması zor olan genel duyurular-
gerekli bilgileri anlayabilirim.

extract specific information from even poor quality, audibly distorted public
uncements, such as in a station, stadium, etc.

ınım talimatı, belli başlı ürün ve hizmetlerin tanıtımı gibi karmaşık teknik
yi anlayabilirim.

understand complex technical information, such as operating instructions,
fications for familiar products and services.

eki ya da bilimsel ilgi alanıma giren ders, konuşma ve raporları karmaşık
ekilde sunulduğunda da anlayabilirim.

understand lectures, talks and reports in my field of professional or academic
est even when they are presented in a complex way.

ve deyimlerin çok kullanıldığı filmleri zorlanmadan anlayabilirim.

without to much effort, understand films which contain a considerable degree
ng and idiomatic usage.

lmsel açıdan karmaşık, içerik yönünden zor olsa da alanıma giren radyo
levizyon programlarını anlayabilirim.

understand radio and television programs in my field, even when they are
nding in content and linguistically complex.

ers sırasında, ilgi alanıma giren aşına olduğum konularda, aslına sadık
ak başkalarının da yararlanabileceği düzeyde ayrıntılı ve anlaşılır notlar
iririm.

take detailed notes during a lecture on a familiar topics in my field of interest,
ding the information so accurately and so closely to the original that they are
useful to other people.



OKUMA READING

Ben
Me

Öğretmenim
Teacher

Hedeflerim
My Objectives

Okuma uzun ve zor metinleri anlayabilir ve sözlü olarak özetleyebilirim.
I understand fairly long demanding texts and summarise them orally.

Okuma, bakış açıları ve bunlar arasındaki bağlantıların tartışıldığı karmaşık
Okuma, analiz ve yorumları anlayabilirim.
I read complex reports, analyses and commentaries where opinions, viewpoints
connections are discussed.

Okuma ilgili araştırma raporları gibi oldukça uzmanlık isteyen metinlerdeki
görüş ve bilgiyi anlayabilirim.
I extract information, ideas and opinions from highly specialised texts in my own
such as, research reports.

Okuma bir aletin kullanımı gibi mesleğime ya da ilgi alanıma girmese de uzun
karmaşık talimatları tekrar okumam için süre verildiğinde anlayabilirim.
I understand long complex instructions, for example, for a new piece of equip-
ment, even if these are not related to my job or field of interest, provided I have enough
time to reread them.

Okuma herhangi bir yazışmayı gerektiğinde sözlük kullanarak okuyabilirim.
I read any correspondence with occasional use of a dictionary.

Okuma çağdaş edebi metinleri kolaylıkla okuyabilirim.
I easily read contemporary literary texts.

Okuma anlatının belirgin konusunun yanısıra açıkça ifade edilmemiş anlam, fikir
bağlantıları da kavrayabilirim.
I go beyond the concrete plot of a narrative and grasp implicit meanings, ideas
and connections.

Okuma edebi eserin arka planında yer alan sosyal, siyasal ya da tarihî öğeleri fark
edebilirim.
I recognise the social, political or historical background of a literary work.



KARŞILIKLI KONUŞMA

SPOKEN INTERACTION

Ben
MeÖğretmenim
TeacherHedeflerim
My Objectives

Dilini konuşan kişiler arasında geçen akıcı bir konuşmaya katılabilirim.
keep up with an animated conversation between native speakers.

Her uzmanlık gerektiren ve bilimsel konularda hedef dili akıcı, doğru ve etkili olarak kullanabilirim.

I use the language fluently, accurately and effectively on a wide range of general, professional or academic topics.

Hedef dili duygusal, göndermeli ve esprili kullanımları da içeren sosyal amaçlar için esnek ve etkin olarak kullanabilirim.

I use language flexibly and effectively for social purposes, including emotional, formal and joking usage.

İde ve görüşlerimi açık ve net ifade edebilir, mantıksal düşünceleri, akışı ve sonuçlarına göre ikna edici bir şekilde sunabilir ya da yanıt verebilirim.

I express my ideas and opinions clearly and precisely, and can present and respond to complex lines of reasoning convincingly.

SÖZLÜ ANLATIM

SPOKEN PRODUCTION

Ben
MeÖğretmenim
TeacherHedeflerim
My Objectives

Yapısal konuların açık ve ayrıntılı açıklamalarını yapabilirim.
I give clear, detailed descriptions of complex subjects.

Uzun ve zor konuşmaları sözlü olarak özetleyebilirim.
I can orally summarize long, demanding texts.

Uzun konuşmaları uygun şekilde ilişkilendirerek, bazı noktaları geliştirip sonuçlandırarak ayrıntılı tanım ya da açıklama yapabilirim.

I can give an extended description or account of something, integrating themes, developing particular points and concluding appropriately.

Alınan sorulara veya mesleki ilgi alanlarıma ilişkin bir konuda iyi geliştirilmiş bir sunum yapabilir ve gerekirse hazırlanmış bu metinden uzaklaşarak dinleyicilerin gelen tepkilere anında yanıt verebilirim.

I give a clearly developed presentation on a subject in my field of personal or professional interest, departing when necessary from the prepared text and spontaneously following up points raised by members of the audience.



YAZILI ANLATIM

WRITING

Ben
Me

Öğretmenim
Teacher

Hedeflerim
My Objectives

ve mesleki konularda kendimi açık ve net bir şekilde yazılı olarak ifade ederim.

express myself in writing on a wide range of general or professional topics

açık bir konuyu ana hatlarını çizip önemli noktalarına da değinerek açık ve anlaşılır bir kompozisyon ya da rapor halinde sunabilirim.

present a complex topic in a clear and well-structured way, highlighting the important points, for example in a composition or a report.

Bunu ya da olaya ilişkin yorumumun bakış açılarının ana hatlarını ayrıntılı örneklerle destekleyerek sunabilirim.

present points of view in a comment on a topic or an event, underlining the main ideas and supporting my reasoning with detailed examples.

Farklı kaynaklardan bilgiyi bir araya getirebilir ve bunu anlaşılır bir şekilde kullanarak düzenleyebilirim.

put together information from different sources and present it in a coherent and understandable way.

Mektupta duygularımı, deneyimlerimi ve olayları ayrıntılı bir şekilde tanımlayabilirim.

give a detailed description of experiences, feelings and events in a personal letter.

Resmi ortamda bulunmak, bir görüşten yana ya da karşı olduğunu ifade etmek gibi durumlarda biçimsel açıdan düzgün mektuplar yazabilirim.

write formally correct letters, for example to complain or to take a stand in favour of or against something.

Yazdığım metinler edilebilir kişiye, metin türüne ve konuya bağlı olarak sözcük seçimimi ve üslupumu çeşitlendirerek dilbilgisi kullanım doğruluğu yüksek metinler yazabilirim.

write texts which show a high degree of grammatical correctness and vary my vocabulary and style according to the addressee, the kind of text and the topic.

Okuyucuya uygun bir üslup seçebilirim.

select a style appropriate to the target reader.



European Language Portfolio



DİNLEME

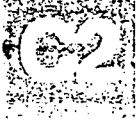
LISTENING

Ben
MeÖğretmenim
TeacherHedeflerim
My Objectives

Her ne kadar hızlı olsa bile canlı ya da kaydedilmiş konuşmaları, kullanılan
kavramlar için zaman tanınırsa hiç zorlanmadan anlayabilirim.
I have no difficulty in understanding any kind of spoken language, whether live or
recorded, even when delivered at fast native speed, provided I have some time to
become familiar with the accent.

Her ne kadar hızlı olsa bile seminer sırasında konuşmacının doğrudan ifade ettiklerinin
dışında dolaylı anlatımlarını da anlayıp not tutabilirim.
I can take notes on this as well as what the speaker directly expresses.
I can, during a lecture or seminar, what is only implicitly said and allude to and





OKUMA READING

Ben
MeÖğretmenim
TeacherHedeflerim
My Objectives

hiciv ve buna benzer söz sanatlarının kullanıldığı, gerçek anlamı açıklayan metinleri ve metinlerdeki sözcük oyunlarını anlayabilirim.
I recognise puns on words and appreciate texts whose real meaning is not direct (for ex. irony, satire.)

çok argo ve deyim içeren günlük dilde yazılmış metinleri anlayabilirim.
I understand texts written in a very colloquial style and containing many idiomatic expressions or slang.

bilmiş olduğum konularda olsa bile kullanım kılavuzu, yönerge ve sözleşmeleri anlayabilirim.
I understand manuals, regulations, and contracts even within unfamiliar fields.

şerh, tiyatro gibi farklı türlerdeki çağdaş ya da klasik metinleri anlayabilirim.
I understand contemporary and classical literary texts of different genres (poetry, prose, drama)

bu ifadenin dolaylı ve belirsiz olarak verildiği ve açıkça ifade edilmeyen değer yargılarının yer aldığı edebi fikir yazılarını ve hiciv içeren metinleri anlayabilirim.
I read texts such as literary columns or satirical glosses where much is said in an indirect and ambiguous way and which contain hidden value judgements.

simge, istiare, teşbih gibi edebi söz sanatlarını farkedip kavrayabilir ve metinlerdeki işlevlerini yorumlayabilirim.
I recognise different stylistic means (puns, metaphors, symbols, connotations, ambiguity) and appreciate and evaluate their function within the text.





KARŞILIKLI KONUŞMA

SPOKEN INTERACTION

Ben
MeÖğretmenim
TeacherHedeflerim
My Objectives

dili en az anadili olarak konuşanlar düzeyinde rahatlıkla kullanarak
her tür konuşma ve tartışmaya girebilirim.
I can take part effortlessly in all conversations and discussions with native speakers,
even with a native speaker.

SÖZLÜ ANLATIM

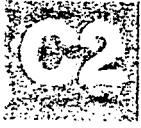
SPOKEN PRODUCTION

Ben
MeÖğretmenim
TeacherHedeflerim
My Objectives

çeşitli kaynaklardan alınan bilgiyi, görüş ve açıklamaları yeniden yapılandırarak
bir sunuşla sözlü olarak özetleyebilirim.
I can summarise orally information from different sources, reconstructing arguments
and accounts in a coherent presentation.

konuşma araçlarımı ve fikirlerimi yanlış anlamalara meydan vermeden vurgula-
yan ve çarpıcı fikirlerimi değişik şekillerde kolaylıkla sunabilirim.
I can present ideas and viewpoints in a very flexible manner in order to give empha-
sis and to avoid ambiguity.





YAZILI ANLATIM

WRITING

Ben
MeÖğretmenim
TeacherHedeflerim
My Objectives

Basık konularda iyi yapılandırılmış, rahat okunabilen rapor ve makale yazabilirim.

write well-structured and easily readable reports and articles on complex topics.

Öğrenim araştırmaya dayalı bir konuda tam bir açıklama getiren rapor ya da makale yazabilirim, bunların içinde başkalarının görüşlerini özetleyebilirim, ilgili bilgi ve düşünceleri değerlendirebilirim.

Report or an essay I can give a complete account of a topic based on research carried out, make a summary of the opinions of others, and give and evaluate relevant information and facts.

Öğrenim sürecimdeki başarılarımdan dolayı yazdığım bir makale ya da projem hakkında eleştirisi yazabilirim.

write a well-structured review of a paper or a project giving reasons for my opinion.

Kitap, müzik, tiyatro, edebiyat, radyo, televizyon gibi kültürel etkinliklerle ilgili eleştiri yazıları yazabilirim.

write a critical review of cultural events (film, book, music, theatre, literature, radio, TV).

Factual metinlerin ya da edebi eserlerin özetlerini yazabilirim.

write summaries of factual texts and literary works.

Deneyimlerimi herhangi bir yazın türünde açık ve akıcı bir üslupla yazabilirim.

write narratives about experiences in a clear, fluent style appropriate to the genre.

Resmî başvuru, talep, yetkililere, üstlere ya da müşterilere öneri gibi uygun tarzda net, anlaşılır ve iyi geliştirilmiş mektuplar yazabilirim.

write clear, well-structured complex letters in an appropriate style, for example application or request, an offer to authorities, superiors or commercial clients.

İronik olarak hiciv, kinaye, nükte kullanarak bir mektup ya da elektronik posta yazabilirim.

letter or an e-mail I can express myself in a consciously ironical, ambiguous and humorous way.



DOSYA

Dossier



ÜÇÜNCÜ BÖLÜM

PART THREE

DOSYA

DOSSIER

Bu dosya, konuştuğunuz yabancı dil(ler)e ait belgeleri içermektedir. Öğrendiğiniz hedef dildeki ilerlemelerinizi göstermesi açısından yararlıdır.

This DOSSIER holds the documents related to the foreign language(s) you are learning. It will help you to reflect on your progress in the target language (s).

Geçmiş deneyimleri hatırlamak;
Bu dosyayı oluşturduktan bir süre sonra notları tekrar okumak, o andaki önemini yorumlamaya çalışmak ve bu düşünceleri ailenize, arkadaşlarınıza, öğretmenlerinize ve işverenlerinize aktarmak ilginç olacaktır.

Thinking over past experiences;
Some time after completing the DOSSIER it will be interesting to read the notes again, try to interpret the importance they had at a particular moment and convey the product of this reflection to family, friends, teachers and employers.



European Language Portfolio

Dosyanızda;

- Sertifikalarınızı
- Sınavlarınızı
- Yazılarınızı
- Makalelerinizi
- Şiirlerinizi
- Kartpostallarınızı
- Proje raporlarınızı
- Ödevlerinizi
- Grup çalışmalarınızı
- Mektuplarınızı
- Diğerlerini saklaya-
bilirsiniz. Zaman zaman dosyanızı güncelleyebilirsiniz.

In your dossier, you can keep the following items listed below;

- Certificates
- Exams
- Essays
- Articles
- Poems
- Postcards
- Final reports of projects
- Homework
- Group work
- Letters
- Others You can update your dossier from
time to time.



APPENDIX C**The Turkish European Language Portfolio Junior Model Used in the Present Study**

Benim İlk Dil Gelişim Dosyam

My First Language Portfolio



Dosya sahibinin yaş grubu: 9-14
This portfolio belongs to age group: 9-14

Fotoğraf
Photo

Adım:.....Soyadım:.....
My name My surname

Doğum Tarihim:...../...../.....
My date of birth gün (day) ay (month) yıl (year)

Doğum Yeri:...../.....
Place of birth şehir (city) ülke (country)

Okulumun Adı:.....
Name of my school

BİRİNCİ KISIM
PART ONE

DİL PASAPORTU
Language Passport

<p>Benim konuşabildiğim diller The languages which I can speak</p>	
<p>ANADİLİM: MY MOTHER TONGUE:</p>	
<p>İngilizce (English) <input type="checkbox"/></p>	<p>Diğer diller: (other languages)</p> <p>.....<input type="checkbox"/></p> <p>.....<input type="checkbox"/></p>
<p>Almanca (German) <input type="checkbox"/></p>	
<p>Fransızca (French) <input type="checkbox"/></p>	

Yabancı Dili Öğrendiğim Yerler:

Places where I learn foreign languages

Devam ettiğim ilköğretim okulu:

Primary School which I attend

Devam ettiğim yabancı dil kursları:

Foreign language courses which I attend

Diğer yerler:

Other places

PASAPORT

	1.SINIF OKUL KAŞESİ SCHOOL STAMP	2.SINIF OKUL KAŞESİ SCHOOL STAMP	3.SINIF OKUL KAŞESİ SCHOOL STAMP
KUL: SCHOOL DRES: ADDRESS İLKE: COUNTRY SINIF: CLASS Öğretmenlerin adları: Teacher names YD1: FL1 YD2: FL2			
YD1: FL1: YD2: FL2: YD3: FL3: YD4: FL4:			

Diğer diller.....
 Other languages
 Öğrenmeye başlama tarihi.....
 Date of starting to learn

ESMİ ASAPORT FFICIAL ASSPORT	4.SINIF Grade4 OKUL KAŞESİ SCHOOL STAMP	5.SINIF Grade5 OKUL KAŞESİ SCHOOL STAMP	6.SINIF Grade6 OKUL KAŞESİ SCHOOL STAMP	7.SINIF Grade7 OKUL KAŞESİ SCHOOL STAMP	8.SINIF Grade8 OKUL KAŞESİ SCHOOL STAMP	Kısaltma: Abbreviation 1.Yabancı Dil= YD1 1st Foreign Language= FL1
KUL: HOOOL DRES: DDRESS LKE: UNTRY NIF: ASS ÖĞRETMEN ADLARI: ACHER NAMES						2.Yabancı Dil= YD2 2nd. Foreign Language= FL2 3.Yabancı Dil= YD3 3rd. Foreign Language= FL3
D1: 1 D2: 2						4.Yabancı Dil= YD4 4th. Foreign Language= FL4
D3: 3 D4: 4						

Dil Gelişim Dosyası ile ne yapılır? *What is the language portfolio used for?*

- *Sizin çabalarınızın izini sürdürmek için;*
(To keep track of your effort)
- *Burada hangi durumda olduğunuzu bilmek, öğrendiğiniz dillerle neler yapabileceğinizi, daha önce neler bildiğinizi ve daha neler öğrenmeniz gerektiğini anlamak için;*
(To know your situation, to understand what you are capable of doing with the languages learned, to determine what you know and what else you need to learn.)
- *Öğrenmeye ne kadar devam etmek istediğinizi daha iyi anlamak için;*
(To clearly understand how much you want to continue learning.)
- *Eğer okul yada sınıf değiştirirseniz yeni öğretmenlerinize durumunuzu göstermek için;*
(If you change schools or classes, to display your learning situation to your new teachers)
- *Başka dil gelişim dosyalarını hazırlamayı öğrenmek için. Avrupa ve dünyada iş bulabilmek, seyahat edebilmek, dil öğreniminize devam etmek, derslerinizin formasyonunu daha iyi seçebilmek için faydalı olacaktır.*

(To learn how to prepare other language portfolios. To be able to find a job in Europe and in other countries, to be able to travel, to continue your education, and to be able to better select your type of language lessons.)

Velilere Mektup

Sevgili Veliler,
Çocuğunuzun ilköğretim okulu öğrencisi olması nedeniyle, ona özel olarak hazırlanan "BENİM İLK DİL GELİŞİM DOSYAM" adlı dosya sunulacaktır.

Bu dosyanın kullanımı çocuğunuza öğretmeni tarafından anlatılacaktır ancak velisi olarak sizlerden istediğimiz bu dosyaya önem göstermeniz ve çocuğunuza bu dosyanın ne olduğu ve nasıl kullanması gerektiğini daha iyi açıklamanızdır.

Bu dosya bir okul kitabı yada defteri değildir, içinde ders notları olmayacaktır. Statiksel veriler veya araştırmalar için kullanılacak bir anket de değildir.

Bu dosya çocuğunuz için uluslararası geçerli olan bir yabancı dil karnesidir. Bu dosya çocuğunuzun Avrupa ve Dünyada kullanılan diğer yabancı dilleri ve kültürleri tanımasında yol göstericidir. Çocuğunuzun yabancı dil öğrenme sürecinde yaşadığı zorluklar, sarf ettiği çabalar ve gelişmeler bu dosyada kayıtlıdır.

Dosyanın zenginleştirilmesinde çocuğunuza yardımcı olunuz. Ona edinmiş olduğu yabancı dil sertifikaları ve belgeleri bu dosyada saklamasına yardımcı olunuz. Aynı zamanda bu dosyada çocuğunuzun keşfettiği diğer dillerin kültürlerine ait fotoğraflar, resimler, broşürler v.s. konmalıdır.

Bu dosya daha önce onu ilginç ve kullanışlı bulan binlerce Avrupalı çocuk tarafından kullanıldı. Dosya genişlediğinde, çocuğunuz kendi yaş grubuna uygun olan diğer dosyaları kullanacaktır. Bu dosyalar onu yurt dışı seyahatlerinde ve yabancı arkadaş edinme süreçlerinde yardımcı olacaktır. Daha sonraları, bu dosya sayesinde kendisine daha iyi iş imkanları sunulacaktır çünkü artık günümüzde çoğu işverenler birkaç yabancı dil bilen kişileri tercih etmektedir.

Letter to Parents

Dear Parents,
Since your child is a primary school student, s/he will be provided with a specially designed document called "MY FIRST LANGUAGE PORTFOLIO".

How the document is to be used will be explained by her/his teacher but as a parent what is expected of you is to show importance to this document and to explain more clearly to your child about what the document is and how it is to be used.

This document is not a schoolbook or exercise book, it does not entail lesson marks. It is not a questionnaire to be used for statistical data and research.

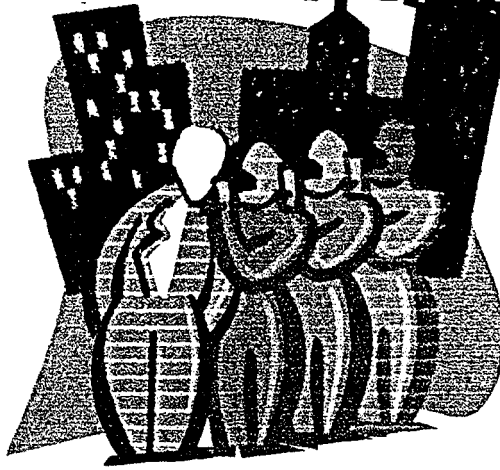
This document is an internationally accepted foreign language report. This document guides your child in the learning of languages and cultures belonging to Europe and the other countries in the World. This document keeps track of your child's progress, anxiety, and effort in the foreign language learning progress.

Help your child in making this document richer. Support your child in the preservation of her/his foreign language certificates in this document. At the same time, your child should keep photographs, pictures, brochures etc. related to other cultures in this document.

This document has been used by thousands of European children who have found it interesting and useful. When the portfolio is full, your child will use the other portfolios adapted to her/his age. This document will help your child on journeys abroad and in the process of making friends with foreigners. Later, due to this portfolio your child will have better job opportunities because employers now prefer people who know a few foreign languages.

KONUŞURUM VE ANLAM

I Speak and Comprehend



Ben bir yada daha fazla dili anlarım:



can understand one or more languages

Sadece sözlü olarak:.....

Only orally

Sadece yazılı olarak:.....

Only in writing

Hem sözlü hem de yazılı olarak:.....

Both orally and in writing

Ve ayrıca (And also):

Sözlü olarak iletişimde bulunduğum kişiler:.....

People I communicate with orally

Yazılı olarak iletişimde bulunduğum kişiler:.....

People I communicate with in written form

Hem sözlü hem de yazılı olarak iletişimde bulunduğum kişiler:.....

People I communicate with both orally and in written form

kendini deęerlendirme izelgesi

self-assessment checklist

A ZERO

SEMBOLLER SYMBOLS

☹ YAPAMIYORUM (I CAN'T)

☺ YAPABİLİYORUM (I CAN)

TALİMAT:

Sevgili ocuklar “ğrenci stununda” İngilizce olarak yapabildięinizin yanına glen yz izin ☺

Eęer yapamıyorsanız, zgn yz ve yapmayı bu hedefi bařarmayı amaladığınız tarihi yazın. ☹

Instructions:

Dear children in the 'student column' draw a smiling face next to the item which you can do. ☺

If you cannot do what the item says then draw a sad face and write the date you aim to acheive this goal. ☹

**A ZERO
KENDİNİ
DEĞERLENDİRME
SELF-ASSESSMENT**

<p>İlgili çocuklar “öğrenci sütununda” İngilizce olarak yapabildiğinizin yanına gülen yüz çizin.</p> <p>Dear children in the ‘student column’ draw a smiling face next to the item which you can do.</p> <p style="text-align: center;">😊</p> <p>Eğer yapamıyorsanız, üzgün yüz ve yapmayı bu hedefi başarmayı amaçladığınız tarihi yazın.</p> <p style="text-align: center;">😞</p> <p>If you cannot do what the item says then draw a sad face and write the date you aim to achieve this goal.</p>	<p>Tarih: Date:</p> <p>Öğrenci Student</p>	<p>Tarih: Date:</p> <p>Öğretmen Teacher</p>	<p>Amaçladığım Tarih: Date aimed:</p>
<p>İngilizce selamlaşabiliyorum.</p> <p>I can perform greetings in English.</p>			
<p>İngilizce kendim hakkında bilgi verebiliyorum.</p> <p>I can give information about myself in English.</p>			
<p>İngilizce emir cümleleri kurabilirim, söylenenleri yerine getirebilirim.</p> <p>I can form imperatives in English and be able to do what is said.</p>			
<p>İngilizce şahıs zamirlerini söyleyebilirim.</p> <p>I can say the personal pronouns in English.</p>			
<p>İngilizce yaş sorabilirim, yaşımı söyleyebilirim.</p> <p>I can ask someone how old they are and I can tell my age.</p>			
<p>Basit emir cümleleri kurabilirim.</p> <p>I can form simple imperative sentences.</p>			
<p>İngilizce sınıf eşyalarını tanıtabilirim.</p> <p>I can describe the objects in the classroom.</p>			

<p>İngilizce 'vardır' kalıbı ile ilgili cümle kurabiliyorum.</p> <p>In English I can make sentences beginning with 'there is'.</p>			
<p>İngilizce ayları söyleyebilirim.</p> <p>I can say the months in English.</p>			
<p>İngilizce bir şeyin 'nerede' olduğunu sorabilirim.</p> <p>In English I can ask 'where' something is.</p>			
<p>İngilizce 'veya' ile ilgili sorular sorabilirim.</p> <p>In English I can ask questions with 'or'.</p>			
<p>İngilizce 10 renk söyleyebilirim.</p> <p>I can say the names of ten colors.</p>			
<p>İngilizce insanları tanımlayan sıfatları söyleyebilirim.</p> <p>I can say adjectives describing people.</p>			
<p>İngilizce 'Kaç tane' kalıbı ile soru cümlesi kurabilirim.</p> <p>In English I can make sentences using 'how many'.</p>			
<p>İngilizce 'yapabilmek' ile ilgili cümleler kurabilirim.</p> <p>I can make sentences using 'able to'.</p>			
<p>İngilizce 15 tane meslek ismi biliyorum.</p> <p>In English I know 15 job names.</p>			
<p>İngilizce ailemi tanıtabilirim.</p> <p>I can describe my family in English.</p>			
<p>İngilizce 'geniş zaman' ile ilgili cümleler kurabilirim.</p> <p>In English I can make sentences in the 'simple present tense'.</p>			
<p>İngilizce sınıf arkadaşlarımla basit diyaloglar kurabiliyorum.</p> <p>In English I can engage in simple dialogues with my classmates.</p>			

İngilizce Atatürk'ün ailesini tanıtabilirim.			
English I can describe Atatürk's family.			
İngilizce giysi çeşitlerini söyleyebilirim.			
English I can say different types of clothing.			
İngilizce haftanın günlerini söyleyebilirim.			
English I can say the days of the week.			
İngilizce saati sorabiliyorum.			
English I can ask the time.			
İngilizce hava durumunu sorabiliyorum.			
English I can ask about the weather.			
İngilizce bir nesnenin kime ait olduğunu sorabilirim.			
English I can ask to whom an object belongs.			
İngilizce evimizin bölümlerini söyleyebilirim.			
English I can say the sections of our house.			
İngilizce okulumun bölümlerini söyleyebilirim.			
English I can say the parts of my school.			
İngilizce vücudumuzun bölümlerini söyleyebilirim.			
English I can say the parts of our body.			
İngilizce 'şimdiki zaman' ile cümleler kurabiliyorum			
English I can make sentences in the 'present tense'.			
İngilizce 'ne zaman', 'nerede', 'ne', ve 'kim' ile ilgili cümleler kurabilirim.			
English I can make sentences with 'when', 'where', 'what', and 'who'.			
İngilizce yapabildiğim şeyleri İngilizce 'I can' ile başlatarak söyleyebilirim.			
English I can say the things that I can do by starting with 'I can'.			

Şeyler için İngilizce sahip olduğum şeyleri söyleyebilirim.			
English I can say the things which I own.			
Birinin İngilizce birinin nereli olduğunu söyleyebilirim.			
English I can say where a person is from.			
İngilizce yüze kadar onar onar sayabilirim.			
English I can count up to one hundred in tens.			



kendini deęerlendirme izelgesi

self-assessment checklist

A1

SEMBOLLER SYMBOLES

☹ YAPAMIYORUM (I CAN'T)

☺ YAPABİLİYORUM (I CAN)

TALİMAT:

KENDİNİ DEęERLENDİRME İZELGESİNDEKİ HER TANIMIN SONUNDA BU İKİ SEMBOLÜ GÖRECEKSİNİZ. HER TANIMIN SONUNDA SİZİN İİN UYGUN OLAN SADECE BİR SEMBOLİ BOYA KALEMLERİNİZ İLE BOYAYINIZ.

Instructions:

You will see the two symbols after every description in the self-assessment grid. With your coloring pencils, color only one of the symbols that is appropriate for you after each description.

İNLEEDİĞİM ZAMAN YAPABİLDİKLERİM...

When I listen I can...

Yolda yayınlanan kısa parçaları anlayabilirim 😞 😊
I can understand the short texts broadcast on the radio

Televizyonda yayınlanan kısa parçaları anlayabilirim 😞 😊
I can understand the short texts broadcast on television

Sokulardan, tatilden, eğlencelerden söz eden birisini anlayabilirim 😞 😊
I can understand someone speaking of school, the holidays and entertainments

Ayrıca...

Also...

Basit bir konuşmayı, kısa bir hikâyeyi anlayabilirim 😞 😊
I can understand a simple talk, a simple story

Bir kişiyle ilgili, bir yerle ilgili tanımları anlayabilirim 😞 😊
I can understand descriptions of a place and of a person

Birisinin sevdiği veya sevmediği bir şeyi anlattığı zaman anlayabilirim 😞 😊
I can understand when someone speaks of something that s/he likes or doesn't like

Ayrıca...

Also...

Basit talimatları anlayabilirim 😞 😊
I can understand simple directions

Kısa bir diyalogun yada hikâyenin konusunu anlayabilirim 😞 😊
I can understand the theme of a short dialogue or story

Yaşadığım çevreyle, tanıdığım insanlarla, yaptığım işlerle ilgili soruları anlayabilirim 😞 😊
I can understand questions about the environment where I live, people I know and the work that I do

CONUŞTUĞUM ZAMAN YAPABİLDİKLERİM...

When I speak I can...

bir deneyimi, hikayeyi, filmi, kısaca anlatabilirim 😞 😊
I can briefly explain an experience, a story, and a film

sevdiğimi veya sevmediğimi söyleyebilir ve sebebini anlatabilirim 😞 😊
I can say what I like and dislike, and I can explain the reasons why

bir oyunu, bir yemek tarifini, bir nesnenin yapılışını, bir yolu anlatabilirim 😞 😊
I can explain, a game, a recipe, how to make an object, a road description

Ayrıca...

Also...

atılde ve evde yaptıklarımı anlatabilirim 😞 😊
I can explain what I did at home or in the holidays

birisine arkadaşlarımı veya ailemi anlatabilirim 😞 😊
I can explain my friends or my family to someone

sevdiğimi veya sevmediğimi söyleyebilir, birisinden sevdiğim bir şeyi isteyebilirim 😞 😊
I can tell whether I like something or not, I can ask someone for something that I like

Ayrıca...

Also...

bir şey isteyebilir, bir şey yapmayı isteyebilir, rica etmeyi bilirim 😞 😊
I can ask for something, to do something, to request something

soru sorabilirim, sözcüklerin nasıl söylendiğini sorabilirim, oturduğum çevreden, tanıdığım kişilerden söz edebilirim 😞 😊
I can ask questions, I can ask how to pronounce words, I can speak of my environment and of the people that I know

sorulara cevap verebilirim, kim olduğumu söyleyebilirim, anlamadığımı söyleyebilir, birisine tekrar etmesini söyleyebilirim 😞 😊
I can answer questions, tell who I am, I can state that I did not understand, I can ask someone to repeat

KUDUĞUM ZAMAN YAPABİLDİKLERİM...

When I read I can....

sa bir hikayeyi anlayabilirim 😞 😊
 can understand a short story

çocuklar için resimli bir hikayeyi veya resimli bir albümü okuyabilirim 😞 😊
 can read a picture storybook or pictured album for children

arkadaşşımdan gelen bir mektubu okuyabilirim (onun duygularını, dileklerini, haberlerini,
 teklerini anlayabilirim) 😞 😊
 can read a letter coming from a friend (I can understand her/his feelings, wishes, news, and
 necessities)

Ayrıca...

Also...

ir metinde (yemek listesi, gezi tarifesi, duyuru...) aradığımı bulabilirim 😞 😊
 can find what I am looking for in a text (menu, travel fares, announcement)

ir kartpostalı, kısa mektubu, kısa mesajı anlayabilirim 😞 😊
 can understand a postcard, a short letter, a short message

kısa bir hikayenin konusunu anlayabilirim 😞 😊
 can understand the theme of a short story

Ayrıca...

Also...

ufak işlerin tariflerini, mutfak tariflerini anlayabilirim 😞 😊
 can understand the directions of small jobs, kitchen recipies

resimlerdeki altyazıları, karikatürlerdeki yazıları anlayabilirim 😞 😊
 can understand the subtitles of pictures, the writings on cartoons

sözcükleri ve kısa ifadeleri (televizyonda, afişlerde, gazetelerde...) anlayabilirim 😞 😊
 can understand words and short phrases (on television, posters, newspapers)

YAZDIĞIM ZAMAN YAPABİLDİKLERİM...

When I write I can...

Okul gazetesi için kısa bir metin , sergi için kısa bir metin yazabilirim 😞 😊
I can write a short text for the school newspaper, a short text for a display

Bir oyunu, yemek tarifini, bir nesnenin yapılışını yazarak açıklayabilirim 😞 😊
I can explain in writing a game, a recipe, how to make an object

Arkadaşıma mektup yazabilirim, başımdan geçenleri anlatabilir, haber verebilirim, cevap yazabilirim 😞 😊
I can write a letter to my friend, tell her/him about my experiences, give news, and I can write a reply

Ayrıca...

Also...

Kartpostal, doğum günü kartı... yazabilirim 😞 😊
I can write a postcard, birthday card....

Birisine davet mektubu yada teşekkür etmek için kart yazabilirim 😞 😊
I can write a letter of invitation or a card of appreciation

Teşekkür edebilirim, bir daveti veya bir öneriye cevap yazabilir, bunları kabul yada ret edebilirim 😞 😊
I can write a thank you note to someone, an answer to an invitation or recommendation, I can express whether I accept them or not

Ayrıca...

Also...

Satın alınacak, toplanacak, yapılacak şeylerin listesini yazabilirim 😞 😊
I can write a list of the things which are to be bought, collected, or done

Küçük bir karta adımı, doğum tarihim, uyruğumu, adresimi yazabilirim 😞 😊
On a small card I can write my name, birthday, nationality, address

Kısa ifadeleri yeniden yazabilirim 😞 😊
I can rewrite short phrases

İKİNCİ KISIM PART TWO

DİL BİYOGRAFİSİ

Language Biography

Dil Biyografisi öğrenmiş olduğunuz yabancı dillerin bir rapor niteliğini taşır. Burada bir yabancı dili nasıl, nerede, ne zaman ve niçin öğrendiğinizi belirten kayıt formları bulunmaktadır. Bu biyografi sizin kültürler arası deneyimlerinizi yansıtır, dil öğrenme ihtiyaçlarınızı ve amaçlarınızı değerlendirmenizde rehberlik ederek sizin öğrenmiş olduğunuz her yabancı dildeki yeterliliğinizi gösterir. Dil Biyografinize resmi veya resmi olmayan öğretim kurumlarında edinmiş olduğunuz tecrübeleri ve geliştirdiğiniz yabancı dil becerilerini de dosyanızın bu kısmında ifade edebilirsiniz.

The Language Biography is a report of the foreign languages you learned. Here there are records of where, how, when, and why you learned the foreign language. This biography reflects your intercultural experiences and it also shows your competence in the language by guiding you in evaluating your language learning needs and goals. In the language biography section of your document you can state your formal and informal institutional experiences and the language learning skills you developed.

Dil Biyografisi üç bölümden oluşur:

Ben konuşurum, ben anlarım, ben tanırım	Bu kısımda öğrenmiş olduğunuz yabancı dilde geliştirdiğiniz en önemli dil becerilerin hangileri olduğunu yazıyorsunuz.
Benim bildiğim yabancı diller ve kültürler. Gezilerim ve İrtibatlarım	Bu kısımda sizin için en önemli olan dil öğrenme ve kültürler arası deneyimleri tanımlıyorsunuz.
Benim yabancı dilleri öğrenme biçimlerim	Bu kısımda tercih ettiğiniz yabancı dili öğrenme biçimlerini tanımlıyorsunuz.

Language Biography is composed of three sections:

I speak, I understand, I recognize	In this section you write down the most important language skills that you developed.
The foreign languages and cultures I know. My travels and contacts	Here you state your most important language learning and intercultural experiences.
My styles of learning foreign languages	Here you state your preferences of your foreign language learning styles.

BEN KONUŞURUM, BEN ANLARIM, BEN TANIRIM...
I speak, I understand, I recognize

Benim konuşabildiğim dil.....
 The language which I can speak is

Ayrıca bu dilde de konuşabilirim.....
 I can also speak in the language

Bu dilleri konuştuğum kişiler.....
 The people with whom I speak the languages are

Ben bir yada daha fazla dili anlarım.....
 I can understand one or more languages

Sadece sözlü olarak.....
 Only in speaking

Sadece yazılı olarak.....
 Only in writing

Hem sözlü hem de yazılı olarak.....
 Both speaking and writing

Ben diğer dillerdeki yazıları da tanırım :.....
 I also recognize the writings of other languages:

Ayrıca:
 And also:

BENİM BİLDİĞİM YABANCI DİLLER VE KÜLTÜRLER

THE FOREIGN LANGUAGES AND CULTURES I KNOW


in için doğru olan cevabın kutucuğundaki boş diareyi doldurunuz. Eğer cevabınız 'evet' daireyi gülen yüz yapın 😊, eğer cevabınız 'hayır' ise daireyi üzgün yüz yapın ☹. in the circle provided in the box for the answer which is the right one for you. If your answer is 'yes' make circle a happy face 😊, If your answer is 'no' make the circle a sad face ☹.

	EVET YES	HAYIR NO
<p>Benim yabancı uyruklu ebeveynlerim var. I have parents of another nationality.</p> <p>.....</p>	<input type="radio"/>	<input type="radio"/>
<p>Benim yabancı ülkelerde yaşayan ailemiz, akrabalarımız veya arkadaşlarımız var. I have a family, relatives or friends that live in other countries.</p> <p>.....</p>	<input type="radio"/>	<input type="radio"/>
<p>Benim farklı kültürlerin yemeklerini yeriz (örn. pizza, hot dog, turta). I eat food of different origins (eg. Pizza, hot dog, tarts).</p> <p>.....</p>	<input type="radio"/>	<input type="radio"/>
<p>Ayrıca: I would also:</p> <p>.....</p>	<input type="radio"/>	<input type="radio"/>
<p>Ben diğer ülkelerin çizgi filmlerini, televizyon yayınlarını, filmlerini ve kitaplarını tanıyoruz. I recognize the cartoons, television broadcasts, films and books of other countries.</p> <p>.....</p>	<input type="radio"/>	<input type="radio"/>
<p>Benim diğer ülkelere ait nesnellerimiz, fotoğraflarımız, kitaplarımız ve video kasetlerimiz var. I have objects, photographs, books and videocassettes belonging to other countries.</p> <p>.....</p>	<input type="radio"/>	<input type="radio"/>
<p>Ben diğer ülkelere ait hikayeleri, şarkıları ve tekerlemeleri biliyoruz. I know stories, songs, and tongue twisters of other languages.</p> <p>.....</p>	<input type="radio"/>	<input type="radio"/>

<p>ve ayrıca: and also:</p> <p>.....</p>	<input type="radio"/>	<input type="radio"/>
<p>Diğer ülkelere ait filmleri, videoları ve dansları izlemeyi severim. I like watching the films, videos, and dances of other countries.</p> <p>.....</p>	<input type="radio"/>	<input type="radio"/>
<p>Diğer ülkelere ait müzik ve şarkıları dinlemeyi severim. I like listening to the music and songs of other countries.</p> <p>.....</p>	<input type="radio"/>	<input type="radio"/>
<p>Diğer ülkelere ait nesnelerin koleksiyonunu yapmayı severim (örn. turistik broşür, pul, yapıştırma, kart postal v.s.) I like collecting the objects of other countries (e.g. tourist brochures, stamps, stickers, postcards etc.)</p> <p>.....</p>	<input type="radio"/>	<input type="radio"/>
<p>ve ayrıca: and also:</p> <p>.....</p>	<input type="radio"/>	<input type="radio"/>
<p>Diğer ülkelere ait sporları severim. I like the sports of other countries.</p> <p>.....</p>	<input type="radio"/>	<input type="radio"/>
<p>Diğer ülkelerin oyunlarını severim. I like the games of other countries.</p> <p>.....</p>	<input type="radio"/>	<input type="radio"/>
<p>Diğer ülkelere ait yiyecekleri severim. I like the food of other countries.</p> <p>.....</p>	<input type="radio"/>	<input type="radio"/>
<p>ve ayrıca: and also:</p> <p>.....</p>	<input type="radio"/>	<input type="radio"/>

GEZİLERİM VE İRTEBALARIM

MY TRAVELS AND CONTACTS



Yabancı ülkelere yalnız, ailemle, yada grup halinde geziler yaptım.
 I visited other countries alone, with my family, or in groups.

.....
 e.g.

Yabancı ülkelere kısa süreli olarak :örn.....
 I visited other countries for a short period : for e.g.

Yabancı ülkelere uzun süreli olarak:örn.....
 I visited other countries for a long period : for e.g.

Yabancı ülkelere ziyaret sıklığı: örn.....
 Frequency of visits: for e.g.

Diğer yollarla ayrıca:
 And also:

Yabancılarla işisel olarak yada sınıfımızla birlikte yabancılarla haberleşirim.
 I correspond with foreigners on my own or by class.

.....
 e.g.

Yabancılarla mektupla:örn.....
 I correspond with foreigners by letter : for e.g.

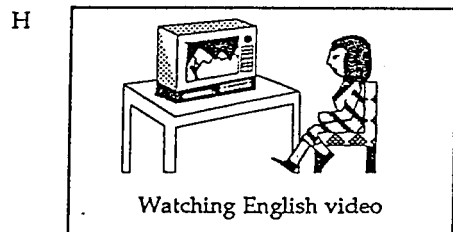
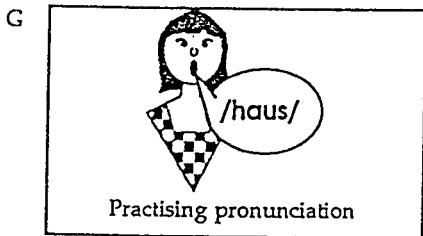
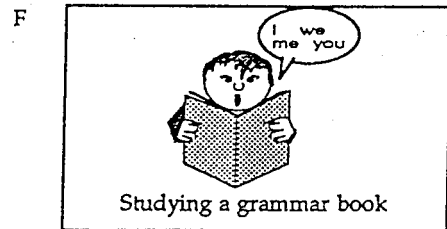
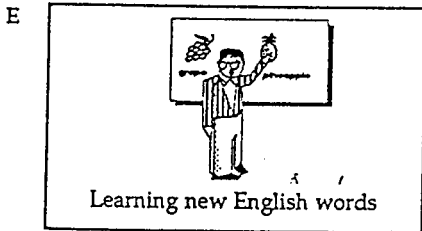
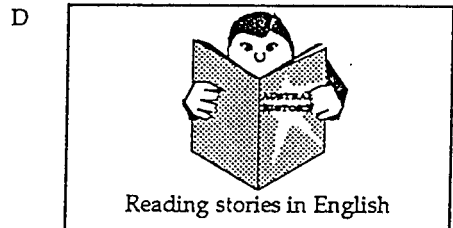
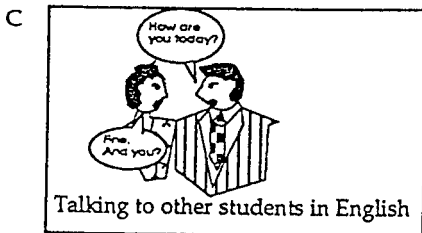
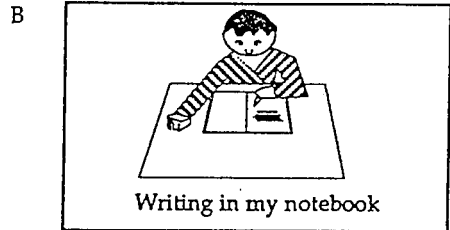
Yabancılarla faksla :örn.....
 I correspond with foreigners by fax : for e.g.

Yabancılarla elektronik postayla :örn.....
 I correspond with foreigners by e-mail : for e.g.

Yabancılarla İnternet görüntülü haberleşmeyle:örn.....
 I correspond with foreigners by web-camera: for e.g.

Benim Yabancı Dilleri Öğrenme Biçimlerim

My Styles of Learning Foreign Languages



- J like (1) best
then (2)
and (3)

(This activity is from *Teaching How to Learn Learning Strategies in ESL*, by Ken Willing 1989)

ÜÇÜNCÜ KISIM
PART THREE

BENİM DOSYAM

MY DOSSIER

- *Burada benim yabancı dilde yaptığım çeşitli çalışmalar var!!!!*
- *The various works, which I have done in the foreign language, are here!!!!*



• ***Dosyana neler koymak istediğine sen karar vereceksin.***

• *You choose what goes into your dossier.*



• ***Başkalarına göstermek ve saklamak istediğin çalışmaları koy.***

• *Put in things, which you'd like to keep and show to others.*



• ***Dosyana eklemeler yapabilir veya içindekileri istediğin zaman değiştirebilirsin.***

• *Add to your dossier or change items when you like.*



4. SINIF İNGİLİZCE DERS KONULARI

İngilizce selamlaşabilirim.

İngilizce şahıs Zamirlerini söyleyebilirim.

İngilizce yaş sorabilirim, yaşımı söyleyebilirim.

Basit emir cümleleri kurabilirim.

İngilizce sınıf eşyalarını tanıtabilirim.

İngilizce 10 renk söyleyebilirim.

İngilizce 20'ye kadar sayabilirim.

İngilizce saatin kaç olduğunu sorabilir ve söyleyebilirim.

İngilizce 'Kaç tane' kalıbı ile soru cümlesi kurabilirim.

İngilizce ailemi tanıtabilirim.

İngilizce Atatürk'ün ailesini tanıtabilirim.

İngilizce elbise isimlerini söyleyebilirim.

İngilizce haftanın günlerini söyleyebilirim.

İngilizce bir nesnenin kime ait olduğunu sorabilirim.

İngilizce evimizin bölümlerini söyleyebilirim.

İngilizce okulumun bölümlerini söyleyebilirim.

İngilizce vücudumuzun bölümlerini söyleyebilirim.

İngilizce nerede sorusunu sıfatlarla sorabilirim.

İngilizce sahip olduğum şeyleri söyleyebilirim.

Yapabildiğim şeyleri İngilizce 'I can' ile başlayarak söyleyebilirim.

GRADE 4 ENGLISH COURSE TOPICS

I can perform greetings in English.

I can say the personal pronouns in English.

I can ask someone how old they are and I can tell my age.

I can form simple imperative sentences.

I can describe the objects in the classroom.

I can tell the names of ten colors.

In English I can count to twenty.

In English I can ask the time and also tell what the time is.

In English I can make sentences using 'how many'.

I can describe my family in English.

In English I can describe Atatürk's family.

In English I can tell different types of clothing.

In English I can say the days of the week.

In English I can ask to whom an object belongs.

In English I can tell the sections of our house.

In English I can tell the parts of my school.

In English I can tell the parts of our body.

In English I can ask where things are by using adjectives.

In English I can tell the things which I own.

In English I can tell the things that I can do with 'I can'.

5.SINIF İNGİLİZCE DERS KONULARI

İngilizce selamlaşabiliyorum.

İngilizce kendim hakkında bilgi verebiliyorum.

İngilizce emir cümleleri kurabilirim, söylenenleri yerine getirebilirim.

İngilizce 'vardır' kalıbı ile ilgili cümle kurabiliyorum.

İngilizce ayları söyleyebilirim.

İngilizce bir şeyin 'nerede' olduğunu sorabilirim.

İngilizce 'veya' ile ilgili sorular sorabilirim.

İngilizce insanları tanımlayan sıfatları söyleyebilirim.

İngilizce 'yapabilmek' ile ilgili cümleler kurabilirim.

İngilizce 15 tane meslek ismi biliyorum.

İngilizce 'geniş zaman' ile ilgili cümleler kurabilirim.

İngilizce sınıf arkadaşlarımla basit diyaloglar kurabiliyorum.

İngilizce saati sorabilir ve söyleyebilirim.

İngilizce hava durumunu sorabiliyorum.

İngilizce 'şimdiki zaman' ile cümleler kurabiliyorum.

İngilizce 'when', 'where', 'what', ve 'who' ile ilgili cümleler kurabilirim

İngilizce birinin nereli olduğunu söyleyebilirim.

İngilizce yüze kadar onar onar sayabilirim.

GRADE 5 ENGLISH COURSE TOPICS

I can perform greetings in English.

In English I can give information about myself.

I can form imperatives in English and be able to do what is said.

In English I can make sentences with 'there is'.

I can tell the months in English.

In English I can ask 'where' something is.

In English I can ask questions with 'or'.

I can tell adjectives describing people.

I can make sentences using 'able to'.

I know 15 occupations in English.

In English I can make sentences in the 'simple present tense'.

In English I can engage in simple dialogues with my classmates.

In English I can ask the time and also tell what the time is.

In English I can ask how the weather is.

In English I can make sentences in the 'present tense'.

In English I can make sentences with 'when', 'where', 'what', and 'who'.

In English I can say where a person is from.

In English I can count up to one hundred by tens.

ELİŞTİRİLECEK OLAN DİL BECERİLERİNİN TAKİBİ
KEEPING TRACK OF THE LANGUAGE SKILLS THAT ARE TO BE DEVELOPED

gün veya hafta day or week	Hedefler / Gelişecek olan dil becerileri Aims / Language skills to be developed	Dosyanın içine konulacak proje Project to be put into the Dossier

Öğrenme Çizelgesi

Learning Log

Soyad:
Surname:

Kul:
School:

Sınıf:
Class:

Sevgili çocuklar, İngilizce bilgilerinizin gelişmesi için her hafta sonu bu öğrenme çizelgesini doldurun. Her hafta için, kendiniz bir tarih atarak aşağıdaki cümle başlangıçlarını yazın ve cümleleri kendiniz tamamlayın. Bu çizelgeleri Dil Gelişim Dosyanızın 'Dosya' kısmında saklayın.

Dear children, fill in this learning log every weekend so that your knowledge of English will develop. Write a date for every week and then write the prompts below and complete the sentences. Keep these learning logs in the 'Dossier' section of your European Language Portfolio.

TARİH:

Date

- **Bu hafta İngilizce bilgimi ilerletmek için çalıştığım konular....**
This week the topics, which I studied to further my knowledge of English, are....
- **Bu haftaki İngilizce dersinden öğrendiklerim....**
In my English lesson this week I learned....
- **Bu hafta İngilizce'de iyi öğrenemediğim konular....**
The topics I did not learn so well in this week's English lesson are....
- **Bu haftaki İngilizce bilgimi ilerletmek için yardım almam gereken konular....**
In order to improve my English for this week I need help for the following topics....
- **Bu hafta öğrendiğim İngilizce bilgileri unutmamak için şunları yapacağım:**
In order to not forget what I learned in English this week, I am going to do the following:

APPENDIX D**The European Language Portfolio Teacher's Guide**

Benim İlk Dil Gelişim Dosyam
My First Language Portfolio



Teacher's Guide

European Language Portfolio
My First Language Portfolio

<i>CONTENTS</i>	<i>PAGE</i>
<i>1 My First Language Portfolio.....</i>	<i>3</i>
<i>2 What is a European Language Portfolio?.....</i>	<i>3</i>
<i>3 All versions of the Portfolio respect a basic division into three parts.....</i>	<i>4</i>
<i>4 Using the Portfolio.....</i>	<i>5</i>
<i>5 Contents of the Portfolio.....</i>	<i>5</i>

1 My First Language Portfolio

As part of the Common European Framework for Language Learning and in order to make lifelong language learning more meaningful, the Council of Europe has proposed that learners should be able to build up a personal languages portfolio.

The European Language Portfolio was developed and piloted by the Modern Languages Division of the Council of Europe, Strasbourg, from 1998 until 2000. It was launched on a pan-European level during the European Year of Languages 2001 as a tool to support the development of plurilingualism and pluriculturalism.

The purpose of My First Language Portfolio is to attempt to pilot in Turkish primary schools a junior version of the European Language Portfolio.

The aim of My First Language Portfolio is to record a child's experiences of languages other than Turkish, where Turkish is the child's mother tongue.

2 What is a European Language Portfolio?

It is a document in which those who are learning or have learned a language - whether at school or outside school - can record their language learning and cultural experiences.

The Portfolio is addressed to and is the property of the learner.

3 All versions of the Portfolio respect a basic division into three parts:

- **Language Passport**
The Passport section provides an overview of the individual's proficiency in different languages at a given point in time; the overview is defined in terms of skills and the common reference levels in the Common European Framework; it records formal qualifications and describes language competencies and significant language and intercultural learning experiences; it includes information on partial and specific competence; it allows for self-assessment, teacher assessment and assessment by educational institutions and examinations boards; it requires that information entered in the Passport states on what basis, when and by whom the assessment was carried out. To facilitate pan-European recognition and mobility the Council of Europe for ELPs promotes a standard presentation of a Passport Summary for adults.
- **Language Biography**
The Language Biography facilitates the learner's involvement in planning, reflecting upon and assessing his or her learning process and progress; it encourages the learner to state what he/she can do in each language and to include information on linguistic and cultural experiences gained in and outside formal educational contexts; it is organised to promote plurilingualism i.e. the development of competencies in a number of languages.
- **Dossier**
The Dossier offers the learner the opportunity to select materials to document and illustrate achievements or experiences recorded in the Language Biography or Passport.

4 Using the Portfolio

Who should fill in the Portfolio?

- The children, assisted if necessary by the teacher, should fill in the Portfolio.
- After each student receives the Portfolio, teachers should explain the aims and discuss children's language learning experiences.
- Teachers must also discuss the language experiences at home or out of school learning and contacts with speakers of other languages.
- The Portfolio is an on-going record of achievements; children may fill in their Portfolios whenever it is convenient. This may be at intervals throughout the year or semester.

5 Contents of the Portfolio

Language Passport

- The languages which I can speak
- Places where I learn foreign languages
- Passport
- What is the language portfolio used for
- Letter to parents
- I speak and comprehend
- Self-assessment checklist -A Zero
- Self-assessment checklist -A 1

Language Biography

- I speak, I understand, I recognize
- The foreign languages and cultures I know.
- My travels and contacts

My Dossier

Taken from the children's Portfolio

- *The various works, which I have done in the foreign language, are here!!!!*
- *You choose what goes into your dossier.*
- *Put in things, which you'd like to keep and show to others.*
- *Add to your dossier or change items when you like.*



In addition to the children's work, this section contains,

- **GRADE 4 ENGLISH COURSE TOPICS**
- **GRADE 5 ENGLISH COURSE TOPICS**
- **KEEPING TRACK OF THE SKILLS THAT ARE TO BE DEVELOPED**
- **LEARNING LOG**

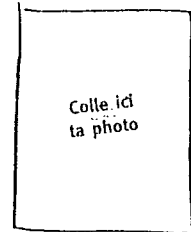
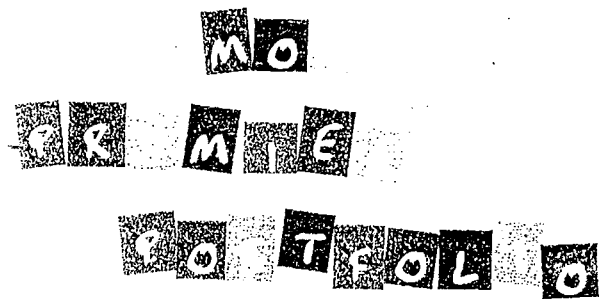
APPENDIX E**Mon Premier Portfolio**

	1 ^{re} Année	2 ^e Année	
Cachet de l'école	Cachet de l'école	Cachet de l'école	
École :			
Adresse :			
Pays :			
Classe :			
Nom des professeurs :			
N°1 :			
N°2 :			
N°3 :			
N°4 :			
Autres langues :			
puis :			

Portfolio, pour quoi faire ?

- pour garder la trace de tes efforts ;
- pour savoir où tu en es, ce que tu es capable de faire avec les langues que tu étudies, ce que tu sais déjà et ce qu'il te reste à faire pour aller plus loin ;
- pour mieux savoir comment tu as envie de continuer ;
- pour le montrer à tes nouveaux professeurs, si tu changes d'école ou de classe ;
- pour apprendre à faire d'autres portfolios. Ils te seront bientôt très utiles pour bien choisir tes études, ta formation, pour voyager, te faire des amis, continuer à apprendre, trouver du travail dans l'Europe et dans le monde.

PORTFOLIO EUROPÉEN DES LANGUES



Je m'appelle :
 Nom :
 Prénom :
 Signature :



Portfolio Européen des Langues : modèle accordé n° 2-2000
 Accordé à
 C.I.E.P. de Sévres FRANCE
 Le présent modèle est conforme aux Principes et lignes directrices énoncés par le
 CONSEIL DE LA COOPÉRATION CULTURELLE
 COMITÉ DE L'ÉDUCATION - COMITÉ DE VALIDATION DU PEL



Didie

Je peux aussi ...
 comprendre le sujet d'une histoire courte ou d'un dialogue.
 comprendre des questions sur l'endroit où j'habite, sur ce que je fais, sur les gens que je connais...

Je peux aussi ...
 comprendre des consignes simples.

Quand j'écarte, je peux ...

Je peux aussi ...
 comprendre la description de quelqu'un d'une situation d'un lieu.
 comprendre que quelqu'un quand il parle de ce qu'il aime ou de ce qu'il n'aime pas.
 comprendre un dialogue simple ou une histoire courte.

Je peux aussi ...
 comprendre des extraits de missions au travail.
 comprendre des extraits de missions au lycée.
 comprendre des extraits de missions au collège.
 comprendre des extraits de missions au lycée.
 comprendre des extraits de missions au lycée.

Je peux aussi ...
 parler de mes amis et de ma famille avec quelqu'un.
 dire ce que je fais à la maison.
 dire ce que j'aime et ce que je n'aime pas, demander à quelqu'un ce qu'il aime.

Je peux aussi ...
 demander quelque chose ou poser des questions, demander l'endroit où j'habite, des gens que je connais...
 répondre à des questions, dire que je suis, demander de répéter.
 Quand je parle, je peux ...

Je peux aussi ...
 demander quelque chose ou poser des questions, demander l'endroit où j'habite, des gens que je connais...
 répondre à des questions, dire que je suis, demander de répéter.
 Quand je parle, je peux ...

Je peux avoir une conversation au téléphone sur des sujets que je connais et qui m'intéressent.

Je peux...

Je peux en entier un album de bandes dessinées ou un livre illustré pour enfants.

Je peux comprendre une lettre amicale (récits d'événements, sentiments, souhaits, nouvelles, demandes...).

Je peux comprendre une histoire courte.

Je peux trouver dans un texte (menu, horaire, annonce ...) l'information que je cherche.

Je peux comprendre une carte postale, une petite lettre, un message court ...

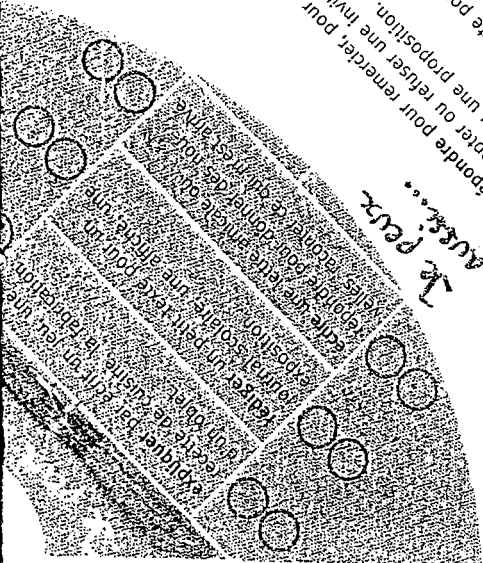
Je peux comprendre le sujet d'une histoire courte ...

Je peux comprendre des fiches de cuisine, des fiches de bricolage ...

Je peux comprendre des légendes d'images ou des bulles de bandes dessinées.

Je peux reconnaître des mots et des phrases courtes (sur une affiche, sur un journal, à la télévision...).

Je peux recevoir un message écrit



Je peux...

Je peux écrire une liste de choses à acheter, à rassembler, à faire ...

Je peux écrire sur une fiche mon nom, ma date de naissance, ma nationalité, mon adresse ...

Je peux former toutes les lettres sans modèle, recopier des phrases courtes.

Je peux écrire une carte postale, une carte de vœux, d'anniversaire ...

Je peux écrire une lettre pour inviter quelqu'un ou pour le remercier.

Je peux répondre pour remercier, pour accepter ou refuser une invitation ou une proposition.

Je peux répondre par écrit à une lettre ou à un courrier électronique.

Mes contacts avec d'autres langues et d'autres cultures

Nous avons des parents ou des amis qui ne sont pas de la même nationalité que moi.

.....

Nous avons de la famille ou des amis qui vivent dans d'autres pays.

.....

Nous consommons des plats de différentes origines (ex : couscous, paëlla, bortsch...)

.....

Nous connaissons des BD, des dessins animés, des émissions de télévision, des films, des livres d'autres pays.

.....

Nous avons des objets, des photos, des livres, des vidéos d'autres pays.

.....

Nous connaissons des histoires, des chansons, des comptines d'autres pays.

.....

Mes goûts

J'aime voir des films, des vidéos, des danses d'autres pays.



J'aime des sports venant d'autres pays.

J'aime écouter de la musique, des chansons d'autres pays.



J'aime des jeux venant d'autres pays.

J'aime faire des collections d'objets de pays étrangers (dépliants touristiques, auto-colants, cartes postales...).



J'aime la cuisine d'autres pays.

Et aussi :

.....

Et aussi :

.....

Je parle, je comprends, je connais...

Je parle.....

Je parle aussi.....

avec.....



Je peux citer des personnes célèbres (chanteurs, sportifs, acteurs...) d'autres pays.



Je comprends une ou plusieurs langues

à l'oral seulement.....

à l'écrit seulement.....

à l'oral et à l'écrit.....



Je peux situer d'autres pays sur une carte et dire les langues qu'on y parle.



Je peux reconnaître d'autres écritures :



Je connais le drapeau, la monnaie, les monuments célèbres, les fêtes de plusieurs pays.



Et aussi :

.....

Et aussi :

.....

Mes voyages et mes échanges

J'ai fait un ou des séjours à l'étranger, seul, avec ma famille ou avec des groupes.



..... courts :

..... prolongés :

..... fréquents :

Je correspond, individuellement ou avec la classe, avec des étrangers.

..... par lettre :

..... par télécopie :

..... par courrier électronique :

..... par vidéo-correspondance :

Et aussi :

.....

Et aussi :

.....

APPENDIX F**Mon Premier Portfolio Livret d'Utilisation**

MON REMEMER PORTFOLIO

Livret d'utilisation

Francis Debyser - Christine Tagliante


Portfolio destiné aux apprenants du niveau primaire



Portfolio Européen des Langues: niveau accredité B 2-2000
évalué à
O.L.E.P. de Suisse FRANCE
Le présent portfolio est conforme aux Programmes et Livres
de langues européens.
CONSEIL DE LA COOPÉRATION CULTURELLE
COMITÉ DE L'ÉDUCATION COMITÉ DE VALUATION DU P.E.L.



 **Didier**

47 2176 7

9 782278 050437

PRÉSENTATION DU PORTFOLIO ENFANTS

Qu'est-ce qu'un portfolio ?

- * Le portfolio a une fonction d'information

Un portfolio est un document personnalisé, propriété de l'apprenant, qui témoigne de son itinéraire d'apprentissage, de ses efforts, de ses acquisitions, de ses diplômes mais aussi de ses expériences personnelles et de ses réalisations.

- * Le portfolio a une fonction pédagogique

La tenue à jour d'un portfolio aide l'apprenant à participer de façon consciente et active à son apprentissage et à valoriser tout ce qui contribue à l'enrichir et à le diversifier. Cette démarche l'aide à gérer lui-même le processus d'acquisition ou de formation dans lequel il est engagé et à l'orienter au mieux de ses motivations et de ses besoins. Elle s'inscrit dans une stratégie d'apprentissage visant à développer l'autonomie de l'apprenant.

Qu'est-ce qu'un portfolio des langues ?

À l'initiative du Conseil de l'Europe, différents projets de portfolios de compétences en langues étrangères ont été réalisés et expérimentés en Europe pendant les années 1998-1999 et 1999-2000.

Ces portfolios documentent les compétences en langues étrangères (enseignements suivis, certifications), les expériences interculturelles (contacts, séjours, voyages), et les expériences personnelles de leurs détenteurs.

La plupart de ces portfolios sont destinés à des apprenants adolescents et adultes. Dans ce cas, surtout lorsqu'il s'agit d'adultes, ceux-ci peuvent concevoir leur portfolio dans la

perspective d'une utilisation professionnelle, par exemple en vue de la recherche d'un emploi ou du choix de formations complémentaires.

«**Mon premier portfolio des langues**» s'adresse à des enfants et a comme objectif principal de les initier à cette démarche tout en tenant compte de la spécificité de leur classe d'âge.

En plus de ses fonctions pédagogiques et d'information, ce portfolio a une fonction éducative: il est destiné à valoriser le plurilinguisme, à en favoriser le développement chez tous les apprenants dès le début de leur scolarité, et il sert à le faire savoir.

* Le public cible

«**Mon premier portfolio des langues**» s'adresse à des enfants engagés dans l'apprentissage des langues étrangères.

Plus précisément cet outil a été conçu pour des enfants de la fin de la scolarité primaire, c'est-à-dire pour des enfants de 8 à 11 ans.

Avant 8 ans, la constitution, la tenue à jour et la conservation d'un portfolio même simplifié sont difficilement compatibles avec le jeune âge des élèves, au-delà de onze-douze ans, il semble préférable d'utiliser d'autres outils adaptés à la maturité des pré-adolescents du collège (même si certains enseignants du secondaire premier degré nous ont fait part de leur intérêt pour le portfolio que nous proposons pour le primaire).

La diversité des programmes de langues conçus pour l'enseignement primaire en France et en Europe est extrême puisque ceux-ci vont d'enseignements bilingues proprement dits à des programmes de simple sensibilisation. La maquette du portfolio proposée vise à prendre en compte cette diversité.

Spécificité du portfolio destiné aux enfants

L'objectif de *Mon premier portfolio des langues* est de familiariser les apprenants les plus jeunes à la démarche éducative proposée par les portfolios de compétences. Ce portfolio peut être, en effet, un réel instrument de motivation à l'apprentissage des langues étran-

gères et à la découverte des autres cultures. Il peut aussi aider les apprenants à prendre conscience de leurs potentialités et à formuler leurs projets.

Il a donc été nécessaire de concevoir un outil spécifique, adapté au développement cognitif et affectif des enfants, aussi bien dans sa présentation matérielle que dans le langage utilisé.

* **Mon premier portfolio des langues** présente les caractéristiques suivantes :

1) Il intègre l'interculturel et concilie le compte rendu d'apprentissage d'une langue étrangère particulière et la sensibilisation générale aux langues et aux cultures étrangères (DOS- SIER des pages 2 et 3, intitulé «Mes contacts avec d'autres langues et d'autres cultures»).

Dans la très grande majorité des cas, les enfants ne sont en contact en milieu scolaire qu'avec une seule première langue. Cependant les rubriques des pages 2 et 3 permettent de faire apparaître la variété, voire la richesse, des compétences linguistiques et culturelles extra-scolaires telles que les langues d'origine et les langues régionales ; le plateau central de la **BIOGRAPHIE** permet également de faire apparaître ces compétences, au même titre que pour les langues apprises à l'école.

2) le portfolio est conforme à l'esprit des récents travaux du Conseil de l'Europe dont il respecte les recommandations :

- les échelles de niveaux ont été établies en proposant des tâches communicatives concrètes de difficulté croissante. Ces tâches requièrent les capacités décrites aux niveaux A1 et A2 de la «Grille pour l'auto-évaluation» du *Portfolio européen des langues*. (Étude de faisabilité, Strasbourg, 1996), elle-même échelonnée à partir du Cadre de référence¹. La grille complète se trouve en annexe. Certaines de ces tâches peuvent appartenir au début du niveau B1, les enfants pouvant les réaliser à l'aide des outils linguistiques dont ils disposent.

- Nous avons été obligés de récrire les descripteurs de la «Grille pour l'auto-évaluation», de façon à les rendre compréhensibles par des enfants.

1. *Cadre européen commun de référence*, les éditions Didier 2001.

C'est après plusieurs essais infructueux, que nous avons décidé de traduire les descriptifs en tâches communicatives correspondant aux niveaux langagiers.

Un exemple de cette démarche pour la capacité «production orale», Niveau A1:

①. Référentiel d'origine du «Cadre européen commun de référence»,
niveau A1 : PARLER

«Je peux communiquer de façon simple à condition que l'interlocuteur soit prêt à répéter ou à reformuler plus lentement et à m'aider à formuler ce que j'essaie de dire. Je peux poser des questions simples sur des sujets familiers ou qui correspondent à des besoins immédiats. Je peux répondre à ces mêmes questions.

Je peux utiliser des expressions et des phrases simples pour décrire mon lieu d'habitation et les gens que je connais.»

②. Adaptation CIEP, avant-dernière version, niveau A1 : PARLER

Je peux parler un peu avec quelqu'un qui me parle lentement et qui répète quand je ne comprends pas. Je peux demander de répéter, demander «comment ça se dit», poser des questions et répondre à des questions. Je peux demander quelque chose, remercier.

Je peux dire qui je suis, saluer, dire comment je m'appelle, ce que je fais. Je peux utiliser des phrases simples pour parler des gens que je connais, de mes amis, de ma famille, de l'endroit où j'habite, de mes jeux.

Dans cette version, «l'interlocuteur» est devenu «quelqu'un» ; nous avons ajouté «Je peux demander de répéter», qu'il nous a semblé essentiel d'introduire au tout début de l'apprentissage. Nous avons supprimé «simples» dans des «questions et des réponses simples», car il est difficile pour un enfant de savoir si une question ou une réponse est «simple» ou complexe...

③. Version proposée pour le portfolio : QUAND JE PARLE, je peux...

Répondre à des questions, **dire** qui je suis, **dire** que je ne comprends pas, demander de **répéter**.

Poser des questions, demander comment on dit, **parler** de l'endroit où j'habite, des gens que je connais.

Demander quelque chose ou **demandeur** de faire quelque chose, **remercier**.

Les descripteurs du référentiel d'origine ont été formulés en tâches communicatives. Le même travail a été réalisé pour chacun des trois niveaux des quatre capacités (production et réceptions orales et écrites).

- Trois types d'informations sont présentes : une partie «PASSEPORT», une partie «BIOGRAPHIE LANGAGIERE ET AUTO-EVALUATION» et une partie «DOSSIER». On trouvera ci-après les consignes relatives à la constitution de ce «DOSSIER»;

3) la partie «**PASSEPORT**» est réduite au minimum, limitée à la mention de la ou des langues étudiées à l'école et au volume de l'enseignement suivi (en durée et en nombre d'heures);

4) la **présentation est aussi plaisante et ludique que possible**: le plateau d'auto-évaluation rappelle un plateau de jeu connu. L'apprenant y fait avancer, grâce à des gommettes de couleur, le marquage de ses acquisitions et de ses progrès;

5) les **descripteurs de compétences** ont été rédigés non pas en termes de connaissances linguistiques (par exemple grammaticales ou lexicales), mais en termes de capacités communicatives ou de tâches langagières concrètes.

* Le support matériel de ce portfolio est un produit léger, robuste et agréable :

- **léger**, afin que sa manipulation soit facile et que ce matériel n'alourdisse pas davantage le cartable de l'écolier;

- **agréable**, et même ludique, d'où la présentation sous forme d'un plateau de jeu et l'utilisation de gommettes de couleur;

- **robuste**, ce qui explique le support cartonné : tous les professeurs connaissent la difficulté qu'ont les élèves (même au collège) à conserver en bon état les classeurs ou les cahiers de textes utilisés tout au long d'une année. Le choix a donc été fait d'un support de pages dures;

Le rôle du professeur

Comme les autres portfolios, le portfolio «enfants» appartient à l'apprenant. Toutefois, les enfants utilisateurs ayant entre 8 et 11 ans, il ne pourra être progressivement rempli, tenu à jour et conservé en bon état qu'avec l'aide du professeur. Nous suggérons qu'au moins une séance par trimestre soit consacrée à sa mise à jour. La tenue du portfolio s'inscrira ainsi naturellement dans la démarche pédagogique souhaitée qui est d'associer l'apprenant à la gestion consciente de son apprentissage.

Il est souhaitable que les portfolios soient conservés dans la classe pendant l'année, même si l'enfant est invité à le montrer à ses parents et à leur en expliquer l'usage.

Le professeur rend son portfolio à chaque élève à la fin de l'année.

Le rôle du professeur est également d'aider chaque élève à s'auto-évaluer correctement. **Rappelons enfin que le portfolio ne doit en aucun cas se transformer en un instrument de contrôle, de notation ou de sélection, et que le caractère privé de toutes les indications ou documents personnels que l'élève aura pu y faire figurer (tant dans la partie consacrée aux expériences interculturelles que dans son dossier), doit être rigoureusement respecté.**

La seule dérogation à ce principe sera la possibilité d'utiliser la partie «PASSEPORT» et le plateau de la «BIOGRAPHIE» illustrant les compétences langagières acquises, pour une orientation de l'élève dans sa scolarité ultérieure vers des classes ou des groupes de

niveau correspondant mieux à ses acquis. Le portfolio peut notamment aider à cette orientation lors d'un changement d'établissement et plus particulièrement lors du passage du primaire dans le secondaire.

Le rôle des parents

Les parents peuvent jouer un rôle actif pour aider les enfants à remplir les pages du DOSSIER. Le professeur encouragera les enfants à interroger leurs familles sur les thèmes mentionnés.

Dans la mesure du possible, une séance d'information des parents sur la démarche pédagogique nouvelle qu'induit l'utilisation du portfolio est souhaitable en début d'année scolaire.

À noter que le portfolio peut jouer un rôle positif de lien entre l'institution scolaire et les familles d'origine multiculturelles.

Une «Lettre aux parents» est intégrée en annexe à ce livret. Elle doit être signée soit par l'institution soit par l'enseignant, puis photocopiée et distribuée aux parents d'élèves. Son objectif est de sensibiliser les parents à la démarche du Portfolio et de leur expliquer l'intérêt et les avantages d'une telle démarche.

DESCRIPTION ET PROPOSITIONS D'UTILISATION DU PORTFOLIO ENFANTS

Description

Le portfolio se présente sous forme d'un document cartonné de 42 cm de côté, dépliant.
Il se compose de :

- une page de couverture;
- un DOSSIER : deux pages consacrées aux expériences et connaissances interculturelles;
- un PASSEPORT;
- une BIOGRAPHIE LANGAGIÈRE : plateau central destiné à l'auto-évaluation.

* La page de couverture

L'élève se contente d'inscrire son nom et son prénom, de coller sa photo et d'apposer sa signature.

* Le DOSSIER (par exemple un classeur de type courant), constituera un élément à part.

Il sera divisé en cinq sections et illustrera, par des documents personnels, les expériences et les connaissances interculturelles et linguistiques. Les quatre premières sections du DOSSIER correspondent chacune à l'une des rubriques suivantes :

- **Ma famille et mes amis** : elle concerne l'environnement familial et son ouverture sur d'autres cultures (parents, amis, voisins).

- **Je parle, je comprends, je connais** : elle permet d'illustrer non seulement les compétences linguistiques extra-scolaires de l'enfant mais aussi les connaissances diverses qui témoignent de sa curiosité pour d'autres pays.

- **Mes goûts** : cette rubrique complète la précédente. Elle illustre non seulement les connaissances, mais aussi les goûts et les motivations de l'enfant.

- **Mes voyages et mes échanges** : cette rubrique porte à la fois sur les expériences réelles de voyages et d'échanges faits dans le cadre familial ou scolaire et sur les échanges à distance (de la simple correspondance scolaire au courrier électronique).

La cinquième section correspond aux compétences linguistiques (travaux, lettres, poésies, fiches d'auto-évaluation, etc.)

Chacune des quatre premières rubriques propose un certain nombre d'items, en moyenne 6 par rubrique, formulés sous forme d'exemples concrets.

En face de ces items un carré de neuf cases permet à l'enfant de marquer d'une croix sa réponse positive. Si, en fin de trimestre, l'élève coche une case, cela signifie qu'il a eu ou vécu une expérience nouvelle dont il souhaite garder la trace. Ce carré de neuf cases est prévu pour une utilisation du portfolio pendant trois ans avec une mise à jour trimestrielle (soit 9 mises à jour).

Lorsque l'élève a coché une case, on l'encourage à mettre dans son dossier un document de son choix correspondant à la rubrique concernée (photographies, documents authentiques ou photocopiés, illustrations diverses, souvenirs, etc.).

Un bref espace de lignes pointillées lui donne la possibilité de préciser ou d'ajouter quelques détails.

Nota : périodiquement les élèves sont amenés à enrichir leur dossier et, éventuellement, à remplacer certains documents par d'autres. Certains de ces documents peuvent avoir un caractère strictement personnel et une valeur de souvenir. Plus encore que le support dur du portfolio, le dossier reste la stricte propriété de l'élève et c'est à lui de décider s'il souhaite ou non le faire voir ou le communiquer à autrui. Si cette condition est respectée, la mise en commun de certains documents des dossiers dans un groupe classe peut être d'une grande richesse pédagogique et même s'inscrire dans un projet d'exposition ou d'échange.

Cette page comprend :

- les objectifs du portfolio «*Le portfolio pour quoi faire ?*». Les cinq points doivent être expliqués et commentés avec la classe lors de la première présentation du portfolio.
- des indications de caractère administratif sur les études suivies par l'élève. Cette partie doit être complétée par le professeur.

La partie «PASSEPORT» des portfolios destinés à des apprenants plus âgés consigne les examens, certifications et diplômes obtenus. Dans «**Mon premier portfolio des langues**», il n'y a pas lieu d'indiquer autre chose que la ou les langues étudiées ainsi que les rythmes et le volume des enseignements.

* La BIOGRAPHIE LANGAGIÈRE (pages centrales)

Sur le plateau central, l'élève estime lui-même ses compétences (seul ou avec l'aide du professeur, voir ci-dessous «L'aide à l'auto-évaluation»). Il réfléchit sur ce qu'il est capable de faire dans les langues qu'il connaît ou qu'il étudie, dans les quatre capacités classiques : écouter, parler, lire, écrire.

À chaque angle du plateau, chacune de ces quatre capacités est représentée par un itinéraire progressif, rappelant le jeu de marelle, qui part d'un angle du plateau vers le centre.

Chaque «marelle» comprend neuf cases qui exemplifient les progrès de la compétence communicative, allant de ses tous débuts à une compétence de communication qui définit le niveau de fin d'école primaire.

Les tâches décrites dans ces «marelles» sont ordonnées de façon concentrique (de l'extérieur vers le centre) suivant une progression correspondant à une complexification croissante de la compétence linguistique requise.

Les neuf tâches décrites pour chaque marelle correspondent aux niveaux A1 et A2 du *Cadre de référence* du Conseil de l'Europe.

La terminologie des échelles de niveau du Conseil de l'Europe a été adaptée de façon à ce que les descripteurs du Cadre de référence soient compréhensibles par les enfants. Chaque descripteur a donné lieu à une reformulation sous forme de tâche communicative à réaliser.

Attention : ces tâches et leurs descripteurs ne constituent pas un référentiel canonique à respecter dans un programme d'enseignement. Elles n'ont pour but que d'illustrer à titre d'exemple des paliers d'acquisition de la compétence communicative. C'est pour cela qu'à chaque niveau figure une case vide dans laquelle l'élève peut inscrire une autre activité langagière qu'il se juge capable de réaliser : telle est la fonction des cases vides «*Je peux aussi*».

Sur les côtés du plateau sont indiquées quatre tâches qui impliquent l'interaction entre les capacités :

- écouter - parler
- parler - lire
- lire - écrire
- écrire - écouter

Cette configuration ne permet pas de faire figurer les tâches impliquant les interactions «écouter - lire (compréhension orale et écrite)», par exemple : comprendre un film sous-titré; et «parler - écrire», par exemple : dicter en épelant. Dans la réalité des échanges entre deux personnes, ces deux dernières interactions sont beaucoup plus rares que les quatre précédentes.

L'aide à l'auto-évaluation

Estimer ses propres compétences pour la première fois de sa vie est une tâche difficile à mener, autant pour un adulte que pour un enfant.

Il est donc souhaitable de préparer l'élève à l'auto-évaluation que lui propose le plateau du portfolio.

Selon la compétence visée et en fonction du niveau, le professeur pourra soit poser des questions à l'élève («Est-ce que tu penses que tu es capable de décrire ta famille ?», «Est-ce qu'à ton avis, tu peux, sans te tromper, écrire une liste de choses à acheter ?», etc.), soit lui proposer des fiches d'auto-évaluation de la compétence visée. Des exemples de fiches sont disponibles en annexe.

L'utilisation des fiches d'auto-évaluation comporte de nombreux avantages. Ces fiches permettent entre autres :

- de faire réfléchir l'enfant sur des critères concrets (Par exemple, pour la compétence «Savoir décrire sa famille», l'élève pourra s'interroger sur «je suis capable de décrire ma mère», ou sur «je peux parler du métier de ma soeur», ou encore sur «je peux dire où habitent mes grands-parents»);
- de garder une trace de la réflexion de l'enfant sur ses compétences. Cela permet, en fonction de l'emplacement des croix («je peux le faire sans difficulté» ou «je commence seulement à pouvoir le faire»), de lui faire comprendre qu'il s'est sous-estimé ou surestimé;
- de répéter cette activité à des dates différentes pour faire prendre conscience à l'élève de ses progrès.

On le voit, ce type de réflexion est formateur. On peut réellement parler ici d'évaluation «participative», car elle ne cherche pas à noter la performance de l'élève mais à l'informer sur ce qu'il sait faire et sur ce qui lui reste à apprendre pour savoir faire.

La vérification des résultats de l'auto-évaluation peut prendre la forme d'un jeu de rôles ou d'une simulation de la tâche communicative sur laquelle l'élève est amené à se prononcer.

Le marquage des progrès

Le marquage des progrès et des acquisitions est effectué par l'élève à l'aide de gommettes de couleurs.

On utilisera une couleur différente pour chaque langue étudiée à l'école ou pratiquée à l'extérieur. Mon premier portfolio permet de visualiser, en parallèle, les compétences de l'élève dans quatre langues différentes.

Après avoir complété sa fiche d'auto-évaluation, et après vérification par le professeur de la maîtrise de cette compétence, l'élève colle une gommette en face de la case où figure la tâche évaluée.

* Exemple au niveau A1 (première année)

Après utilisation de la fiche d'auto-évaluation, ou après discussion avec le professeur, puis vérification plus formelle à l'aide d'un exercice, l'élève, si sa compétence est prouvée, peut coller, à côté de la case de la marelle concernée, une gommette de couleur. La couleur sera différente pour chacune des langues qu'il pratique ou apprend.

Sur cet exemple, l'élève a prouvé sa compétence à parler de l'endroit où il habite et des gens qu'il connaît en deux langues différentes.

Je peux aussi ...		
<input type="checkbox"/> <input type="checkbox"/>	demander quelque chose ou demander de faire quelque chose, remercier	<input type="checkbox"/> <input type="checkbox"/>
<input type="checkbox"/> <input type="checkbox"/>	poser des questions, demander comment on dit, parler de l'endroit où l'on habite, des gens que l'on connaît	<input type="checkbox"/> <input type="checkbox"/>
<input type="checkbox"/> <input type="checkbox"/>	répondre à des questions, dire qu'on a compris ou qu'on ne l'a pas compris, demander de répéter	<input type="checkbox"/> <input type="checkbox"/>

Quand je parle,
je peux ...

* Répartition des gommettes

Suivant l'importance donnée à telle ou telle capacité, la répartition des gommettes visualisant les acquisitions sera différente. Il est évident qu'un élève suivant un enseignement essentiellement centré sur l'oral (compréhension et production) pourra placer davantage de gommettes correspondant à ces capacités que dans les marelles concernant l'écrit. En revanche, un enseignement plus intensif, de type bilingue, a de fortes chances de faire apparaître une répartition plus équilibrée.

* Rythme des séances consacrées au portfolio

Le rôle du portfolio n'est pas de se substituer aux activités d'apprentissage mais de les accompagner.

Nous suggérons deux séances de présentation du portfolio aux apprenants : une séance pour expliquer l'utilisation du plateau de la BIOGRAPHIE LANGAGIÈRE, une autre séance pour la composition du DOSSIER «Mes contacts avec d'autres langues et d'autres cultures». Ces séances ont pour but de familiariser les élèves avec le portfolio et de répondre à leurs interrogations et à leurs questions.

Par la suite une à deux séances par trimestre seront suffisantes, pour l'auto-évaluation et pour la tenue du dossier. Un espacement de ces séances est souhaitable pour que les élèves puissent prendre conscience de leurs progrès.

Les séances de mise à jour du portfolio gagneront à être faites en petits groupes de travail, favorisant ainsi les discussions entre les élèves.

* Utilisation du portfolio pour l'apprentissage du français langue étrangère

Pour des apprenants français engagés dans un apprentissage précoce de l'anglais ou de l'allemand, les consignes du portfolio, rédigées de façon aussi simple que possible, ne posent guère de problème de compréhension.

En revanche, pour les élèves étrangers apprenant le français, et, à plus forte raison, dans la situation où le français ne serait ni la langue maternelle ni la langue cible, les consignes devront impérativement être traduites dans la langue des apprenants.

- Lettre aux parents
- Exemples de fiches d'auto-évaluation

☺ : je peux le faire sans difficulté
 😐 : je commence à pouvoir le faire
 ☹ : je ne peux pas encore le faire
- Grille détaillée des niveaux du Conseil de l'Europe

Lettre aux parents

Chers parents,

Votre enfant a reçu à l'école son «premier portfolio des langues» qui a été conçu spécialement pour lui.

Il va vous le montrer et vous expliquera mieux que nous ce que c'est et ce qu'il va en faire.

Ce portfolio n'est pas un carnet scolaire : il ne comportera pas de notes. Ce n'est pas non plus un questionnaire servant à faire des statistiques.

C'est son carnet de bord à lui, pour son voyage de découverte des langues de l'Europe et du monde, destiné à le motiver et à garder la trace de ses curiosités, de ses efforts et de ses progrès.

Aidez-le à en prendre soin et à enrichir le dossier où il va commencer à conserver les documents, les photos et les images de ses découvertes.

S'il a dans sa famille des parents qui parlent la langue d'un autre pays ou une langue de la région, encouragez-le à faire valoir cette richesse.

Ce portfolio a déjà été expérimenté par plusieurs milliers d'écoliers qui l'ont trouvé intéressant et utile.

Quand il sera plus grand, votre enfant utilisera d'autres portfolios adaptés à son âge, qui l'aideront à voyager et à se faire des amis dans le monde entier, puis plus tard, à trouver du travail, car connaître plusieurs langues est aujourd'hui un atout personnel et professionnel très important.

ÉCRIRE

NOM :

DATE :

Maîtrise de la compétence :

ÉCRIRE UNE PETITE LETTRE AMICALE Niveau A2+

Je suis capable de :

	LANGUE 1			LANGUE 2			LANGUE 3		
	😊	😐	☹️	😊	😐	☹️	😊	😐	☹️
1. écrire quelques mots pour m'adresser à la personne à qui j'écris.									
2. faire une phrase pour donner de mes nouvelles.									
3. faire une phrase pour demander des nouvelles.									
4. faire une phrase pour dire le temps qu'il fait.									
5. faire une phrase pour expliquer ce que je vais faire dimanche prochain.									
6. faire une phrase pour prendre congé.									

ÉCOUTER

NOM :

DATE :

Maîtrise de la compétence :

COMPRENDRE UNE HISTOIRE COURTE Niveau A2+

Je suis capable de :

	LANGUE 1			LANGUE 2			LANGUE 3		
	😊	😐	😞	😊	😐	😞	😊	😐	😞
1. repérer tous les personnages.									
2. repérer les lieux où l'histoire se passe.									
3. repérer l'époque où l'histoire se déroule.									
4. repérer ce qui arrive aux personnages.									
5. raconter cette histoire à quelqu'un.									
6. dire si l'histoire me plaît.									

PARLER

NOM :

DATE :

Maîtrise de la compétence :

PARLER DE MA FAMILLE Niveau A2+

Je suis capable de :

	LANGUE 1			LANGUE 2			LANGUE 3		
	😊	😐	☹️	😊	😐	☹️	😊	😐	☹️
1. décrire mon père, ma mère, mes grands-parents ou quelqu'un de ma famille.									
2. dire si j'ai des frères ou des sœurs, leurs noms, leurs âges, ce qu'ils font.									
3. parler du métier que fait quelqu'un de ma famille.									
4. parler des goûts de quelqu'un de ma famille.									
5. dire où habitent les membres de ma famille.									

ÉCOUTER

NOM :

DATE :

Maîtrise de la compétence :

EXPLIQUER UN JEU Niveau A2+

Je suis capable de :

	LANGUE 1			LANGUE 2			LANGUE 3		
	😊	😐	😞	😊	😐	😞	😊	😐	😞
1. donner les règles du jeu (qui commence, combien de joueurs, qui fait quoi, combien de temps ça dure, à quel moment on gagne...)									
2. expliquer comment on commence le jeu.									
3. expliquer le déroulement du jeu.									
4. dire ce qu'on n'a pas le droit de faire.									
5. expliquer autrement si on ne me comprend pas.									

COMPRENDRE
PARLER
ÉCRIRE

Écouter	Je peux comprendre des mots familiers et des expressions très courantes au sujet de moi-même, de ma famille et de l'environnement concret et immédiat, si les gens parlent lentement et distinctement.	Je peux comprendre des expressions et un vocabulaire très fréquent relatifs à ce qui me concerne de très près (par ex. moi-même, ma famille, les achats, l'environnement proche, le travail). Je peux saisir l'essentiel d'annonces et de messages simples et clairs.	Je peux comprendre les points essentiels quand un langage clair et standard est utilisé et s'il s'agit de sujets familiers concernant le travail, l'école, les loisirs, etc. Je peux comprendre l'essentiel de nombreuses émissions de radio ou de télévision sur l'actualité ou sur des sujets qui m'intéressent à titre personnel ou professionnel si l'on parle d'une façon relativement lente et distincte.
Lire	Je peux comprendre des noms familiers, des mots ainsi que des phrases très simples, par exemple dans des annonces, des affiches ou des catalogues.	Je peux lire des textes courts très-simples. Je peux trouver une information particulière prévisible dans des documents courants comme les petites publicités, les prospectus, les menus et les horaires et je peux comprendre des lettres personnelles courtes et simples.	Je peux comprendre des textes rédigés essentiellement dans une langue courante ou relative à mon travail. Je peux comprendre la description d'événements, l'expression de sentiments et de souhaits dans des lettres personnelles.
Prendre part à une conversation	Je peux communiquer, de façon simple, à condition que l'interlocuteur soit disposé à répéter ou à reformuler ses phrases plus lentement et à m'aider à formuler ce que j'essaie de dire. Je peux poser des questions simples sur des sujets familiers ou sur ce dont j'ai immédiatement besoin, ainsi que répondre à de telles questions.	Je peux communiquer lors de tâches simples et habituelles ne demandant qu'un échange d'informations simple et direct sur des sujets et des activités familiers. Je peux avoir des échanges très brefs même si, en règle générale, je ne comprends pas assez pour poursuivre une conversation.	Je peux faire face à la majorité des situations que l'on peut rencontrer au cours d'un voyage dans un pays où la langue est parlée. Je peux prendre part sans préparation à une conversation sur des sujets familiers ou d'intérêt personnel qui concernent la vie quotidienne (par exemple famille, loisirs, travail, voyage et actualité).
S'exprimer oralement en continu	Je peux utiliser des expressions et des phrases simples pour décrire mon lieu d'habitation et les gens que je connais.	Je peux utiliser une série de phrases ou d'expressions pour décrire en termes simples ma famille et d'autres gens, mes conditions de vie, ma formation et mon activité professionnelle actuelle ou récente.	Je peux m'exprimer de manière simple pour raconter des expériences et des événements, mes rêves, mes espoirs ou mes buts. Je peux brièvement donner les raisons et les explications de mes opinions ou projets. Je peux raconter une histoire ou l'intrigue d'un livre ou d'un film et exprimer mes réactions.
Écrire	Je peux écrire une courte carte postale simple, par exemple de vacances. Je peux porter des détails personnels dans un questionnaire, inscrire par exemple mon nom, ma nationalité et mon adresse sur une fiche d'hôtel.	Je peux écrire des notes et messages simples et courts. Je peux écrire une lettre personnelle très simple, par ex. de remerciements.	Je peux écrire un texte simple et cohérent sur des sujets familiers ou qui m'intéressent personnellement. Je peux écrire des lettres personnelles pour décrire des expériences et des impressions.

<p>Je peux comprendre des conférences et des discours assez longs et même suivre une argumentation complexe si le sujet m'en est relativement familier. Je peux comprendre la plupart des émissions de télévision sur l'actualité et les informations. Je peux comprendre la plupart des films en langue standard.</p>	<p>Je peux comprendre un long discours même s'il n'est pas clairement structuré et que les articulations sont seulement implicites. Je peux comprendre les émissions de télévision et les films sans trop d'effort.</p>	<p>Je n'ai aucune difficulté à comprendre le langage oral, que ce soit dans les conditions du direct ou dans les médias et quand on parle vite, à condition d'avoir du temps pour me familiariser avec un accent particulier.</p>
<p>Je peux lire des articles et des rapports sur des questions contemporaines dans lesquels les auteurs adoptent une attitude particulière ou un certain point de vue. Je peux comprendre un texte littéraire contemporain en prose.</p>	<p>Je peux comprendre des textes factuels ou littéraires longs et complexes et en apprécier les différences de style. Je peux comprendre des articles spécialisés et de longues instructions techniques même lorsqu'ils ne sont pas en relation avec mon domaine.</p>	<p>Je peux lire sans effort tout type de texte, même abstrait ou complexe quant au fond ou à la forme, par exemple un manuel, un article spécialisé ou une œuvre littéraire.</p>
<p>Je peux communiquer avec un degré de spontanéité et d'aisance qui rende possible une interaction normale avec un locuteur natif. Je peux participer activement à une conversation dans des situations familières, présenter et défendre mes opinions.</p>	<p>Je peux m'exprimer spontanément et couramment sans trop apparemment devoir chercher mes mots. Je peux utiliser la langue de manière souple et efficace pour des relations sociales ou professionnelles. Je peux exprimer mes idées et opinions et lier mes interventions à celles de mes interlocuteurs.</p>	<p>Je peux participer sans effort à toute conversation ou discussion et je suis aussi très à l'aise avec les expressions idiomatiques et les tournures courantes. Je peux m'exprimer couramment et exprimer avec précision de fines nuances de sens. En cas de difficulté, je peux faire marche arrière pour y remédier avec assez d'habileté et pour que cela passe presque inaperçu.</p>
<p>Je peux m'exprimer de façon claire et détaillée sur une grande gamme de sujets relatifs à mes centres d'intérêt. Je peux développer un point de vue sur un sujet d'actualité et expliquer les avantages et les inconvénients de différentes possibilités.</p>	<p>Je peux présenter des descriptions claires et détaillées de sujets complexes, en intégrant des thèmes qui leur sont liés, en développant certains points et en terminant mon intervention de façon appropriée.</p>	<p>Je peux présenter une description ou une argumentation claire et fluide dans un style adapté au contexte, construire une présentation de façon logique et aider mon auditeur à remarquer et à se rappeler les points importants.</p>
<p>Je peux écrire des textes clairs et détaillés sur une grande gamme de sujets relatifs à mes intérêts. Je peux écrire un essai ou un rapport en transmettant une information ou en exposant des raisons pour ou contre une opinion donnée. Je peux écrire des lettres qui mettent en valeur le sens que j'attribue personnellement aux événements et aux expériences.</p>	<p>Je peux m'exprimer dans un texte clair et bien structuré et développer mon point de vue. Je peux écrire sur des sujets complexes dans une lettre, un essai ou un rapport, en soulignant les points que je juge importants. Je peux adopter un style adapté au destinataire.</p>	<p>Je peux écrire un texte clair, fluide et stylistiquement adapté aux circonstances. Je peux rédiger des lettres, rapports ou articles complexes, avec une construction claire permettant au lecteur d'en saisir et de mémoriser les points importants. Je peux résumer et critiquer par écrit un ouvrage professionnel ou une œuvre littéraire.</p>

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APPENDIX G

Twelve Week Program of ELP Junior Model Implementation

Weekly program of ELP Junior Model Implementation

LESSON NO.	TASK	AIM	LEARNING MANAGEMENT SKILLS	META-COGNITIVE AWARENESS	RESOURCE
1	Students fill in the first half of the learner autonomy questionnaire	For learners to have an understanding of their own language learning		Insight into one's own learning style	Questionnaire
	Teacher introduces ELP and distributes an ELP to each student.	Familiarise students with the importance of the ELP and its usage.		How to use the ELP as resource for lang. learning	ELP
2	Students fill in the second half of learner autonomy questionnaire	For learners to have an understanding of their own language learning		Insight into one's own learning style	Questionnaire
	Students fill in their personal details in pp.1, 2, and 3 of the ELP	Students' reflect on where and how they have learned languages	Monitoring the learning		ELP Passport
	Teacher explains what learning logs are and how they will be used	Students learn how to monitor their weekly progress in the English course			ELP Dossier
	Teacher pins on the classroom wall the poster which states all of the objectives to be met during the semester.	For learners to be aware of their short term-goals.			
	Students are assigned to fill in their first learning log for the previous week	Students systemisation of the self-assessment Process	Evaluating the process		ELP Dossier
3	Students fill in self-assessment checklist A Zero	To update monitoring of the language learning achieved	Defining long-term objectives		ELP Passport
			Evaluating the product		

	Students are free to select the topic for their first weekly Dossier-project work	To guide students from teacher-dependant learning towards learner independency	Defining short-term objectives Defining and selecting appropriate materials	How to use different learning environments and resources	ELP Dossier
	Teacher gives feedback on learning logs.	To help the student to develop self-assessment skills.	Evaluating the process		ELP Dossier
	Students are assigned to fill in a self-report form for their Dossier-project work.	To encourage students to reflect on their own learning	Evaluating the product		ELP Dossier
	Teacher administers CoE anchor questions set 1	Students evaluate their attitudes towards the ELP			Questionnaire
4	In groups of four students show each other their projects. New vocabulary is identified and taught to each other.	To promote a collaborative and sharing classroom. To facilitate peer teaching.		Co-operative learning strategies	ELP Dossier
	Teacher and students discuss the criteria for assessing the project-work.	To make students aware of their own strengths and weaknesses.	Evaluating the product		ELP Dossier
	In pairs students assess one another's project	To promote peer correction	Evaluating the product		ELP Dossier
	Teacher gives feedback on learning logs.	To help the student to develop self-assessment skills.	Evaluating the process		ELP Dossier
	Various topics are discussed for the weekly project; the topic, which the majority of the class selects, is assigned.	Defining the objective and sharing the responsibility of learning through project work.	Defining the place and time of learning. Defining short-term objectives.	How to use different learning environments and resources	ELP Dossier
5	Students fill in "I speak, I understand, I recognize" checklist.	To make students aware of their linguistic skills.	Monitoring learning		ELP Biography
	In pairs students assess one another's project	To promote peer correction	Evaluating the product		ELP Dossier

	In turns every student holds up the best project in his portfolio and the class assesses it.	To promote peer correction	Evaluating the product		ELP Dossier
	Teacher gives feedback on learning logs.	To help the student to develop self-assessment skills.	Evaluating the process		ELP Dossier
	Various topics are discussed for the weekly project; the topic, which the majority of the class selects, is assigned.	Defining the objective and sharing the responsibility of learning through project work.	Defining the place and time of learning.	How to use different learning environments and resources	ELP Dossier
			Defining short-term objectives		
6	Students fill in "The Foreign Languages I Know" checklist	Students critical thinking of intercultural experiences		How to use different learning environments and resources	ELP Biography
	Teacher collects the project-work of this week with the self-report forms. (The researcher will evaluate the work and give feedback to the students)	Students critically think about self-assessment and teacher assessment.			ELP Dossier
	Teacher gives feedback on learning logs.	To help the student to develop self-assessment skills.	Evaluating the process		ELP Dossier
	Various topics are discussed for the weekly project; the topic, which the majority of the class selects, is assigned.	Defining the objective and sharing the responsibility of learning through project work.	Defining the place and time of learning.	How to use different learning environments and resources	ELP Dossier
Defining short-term objectives.					
7	Teacher gives feedback on learning logs.	To help the student to develop self-assessment skills.	Evaluating the process		
	In pairs students assess one another's project	To promote peer correction	Evaluating the product		ELP Dossier
	Various topics are discussed for the weekly project; the topic, which the majority of the class selects, is assigned.	Defining the objective and sharing the responsibility of learning through project work.	Defining the place and time of learning.	How to use different learning environments and resources	ELP Dossier
Defining short-term objectives.					

	-administer CoE anchor questions set 2	Students evaluate their attitudes towards the ELP			Questionnaire
8	Teacher gives feedback on learning logs.	To help the student to develop self-assessment skills.	Evaluating the process		ELP Dossier
	In pairs students assess one another's project	To promote peer correction	Evaluating the product		ELP Dossier
	Students fill in the "My Travels and Contacts" checklist	To promote students reflection of informal institutional experiences	Evaluating the process		ELP Biography
	Various topics are discussed for the weekly project, the topic which the majority of the class selects is assigned.	Defining the objective and sharing the responsibility of learning through project work.	Defining the place and time of learning.	How to use different learning environments and resources	ELP Dossier
Defining short-term objectives					
9	Teacher gives feedback on learning logs.	To help the student to develop self-assessment skills.	Evaluating the process		ELP Dossier
	In groups student conduct an activity based on speaking	To promote a collaborative and sharing classroom.		Co-operative learning strategies	
	Students fill in a self-report form based on the speaking activity	Self-assessment in group work		Insight into ones own learning style	ELP Dossier
	In pairs students assess one another's project	To promote peer correction	Evaluating the product		ELP Dossier
	Various topics are discussed for the weekly project, the topic which the majority of the class selects is assigned.	Defining the objective and sharing the responsibility of learning through project work.	Defining the place and time of learning.	How to use different learning environments and resources	ELP Dossier
			Defining short-term objectives		
10	Teacher gives feedback on learning logs.	To help the student to develop self-assessment skills.	Evaluating the process		ELP Dossier
	Students listen to English songs and answer questions on worksheet	Students enjoy themselves and hear the music of the target culture.		Using different learning resources	ELP Dossier

	In pairs students assess one another's project	To promote peer correction and constructive feedback to one another.	Evaluating the product		ELP Dossier
	Various topics are discussed for the weekly project, the topic which the majority of the class selects is assigned.	Defining the objective and sharing the responsibility of learning through project work.	Defining the place and time of learning.	How to use different learning environments and resources	ELP Dossier
			Defining short-term objectives		
11	Students update self-assessment checklist A Zero and A1	To update monitoring of the language learning achieved	Defining long-term objectives		ELP Passport
			Evaluating the product		
	Students select the best project work in their portfolios and display it to the class	Students reflect on their work	Evaluating the product		ELP Dossier
			Evaluating the process		
	Students fill in the first half of the learner autonomy questionnaire	For learners to have an understanding of their own language after using the ELP in language learning		Insight into one's own learning style	Questionnaire
12	-Administer second half learner autonomy questionnaire			Insight into one's own learning style	Questionnaire
	-Administer CoE anchor questions set 3	Students evaluate their attitudes towards the ELP			Questionnaire
	Discussion on the overall evaluation of ELP-oriented instruction.	Students evaluate the period and instrument of treatment.			

APPENDIX H**Autonomy Learner Questionnaire**



ÖĞRENCİ ANKETİ STUDENT QUESTIONNAIRE



Adı Soyadı (Name Surname):

Okul(School):

Sınıf (Class):

Cinsiyet (Gender): Kız (Female)

Erkek (Male)

Sevgili çocuklar, bu anket formu sizlerin İngilizce öğreniminiz ile ilgili davranışlarınızın araştırılması amacıyla size verilmiştir. UNUTMAYIN bu anket sizin dil öğrenimdeki başarınızı en yüksek seviyeye ulaştırmak için hazırlanmıştır.

Dear children, this questionnaire is given to you so that your behaviour in learning English can be investigated. DO NOT FORGET this questionnaire is prepared so that your language learning can be more successful.

Lütfen aşağıdaki maddeleri çok çok iyi düşünün, sonra size uygun gelen sadece bir seçeneğe ait boş kutuya çarpı (X) koyarak işaretleyin, ve lütfen hiçbir maddeyi cevapsız bırakmayın.

Please think very very carefully about the items, then put a cross (X) in the box appropriate for you, and please do not leave any items unanswered.

		5	4	3	2	1
5=Her Zaman Doğru						
4=Çoğu Zaman Doğru						
3=Bazen Doğru						
2=Nadiren Doğru						
1=Hiçbir Zaman Doğru Değil						
5=Always True						
4=Mostly True						
3=Sometimes True						
2= Rarely True						
1=Never True						
1	İngilizce öğrenirken bildiklerimle yeni öğrendiklerim arasında ilişkiler kurmaya çalışırım. <i>When I am learning English I try to relate the new things I have learned to my former knowledge.</i>					
2	İngilizce yazılmış olan diğer kitaplardan ve kaynaklardan kendi isteğimle faydalanırım. <i>I use other English books and resources on my own will.</i>					
3	İngilizce konuşan bir insanı duyduğumda onu çok dikkatli dinlemeye çalışırım. <i>When I hear someone talking in English, I listen very carefully.</i>					
4	Arkadaşlarımla veya ailemle İngilizce konuşmak istiyorum. <i>I want to talk in English with my family or friends.</i>					
5	Basit İngilizce ile yazılmış olan kitapları kendi isteğimle okurum. <i>It is my own preference to read English books written in basic English.</i>					
6	İngilizce öğrenirken kendi kendime öğrenebileceğim alıştırmaları severim. <i>While learning English, I like activities in which I can learn on my own.</i>					

	İngilizce öğrenirken kendi kendime yeni şeyler denemeyi severim. <i>I like trying new things while I am learning English.</i>				
	İngilizce bir konuyu öğretmen anlatmazsa, onu öğrenemeyeceğim diye korkarım. <i>I am afraid that I wont learn a topic If the teacher doesn't explain it in the English class.</i>				
	İngilizce'yi kendi kendime öğrenmek zorunda kalmayı sevmem. <i>I don't like learning English on my own.</i>				
0	İngilizce dersinde öğrenemediğim konuyu tek başıma çalışarak öğrenebilirim. <i>If I cannot learn English in the classroom, I can learn working on my own.</i>				
1	İngilizce öğrenirken öğretmenin yanımda olması beni rahatlatıyor. <i>I feel confident when the teacher is beside me while I am learning English.</i>				
2	İngilizce'yi sadece öğretmenin yardımıyla öğrenebilirim. <i>I can learn English only with the help of my teacher.</i>				
3	İngilizce öğrenmem için öğretmenim bana her zaman yol göstermelidir. <i>My teacher always has to guide me in learning English.</i>				
4	İngilizce öğrenirken öğretmenin dilbilgisi kurallarını tekrarlayarak anlatmasını isterim. <i>While learning English I would like my teacher to repeat grammatical rules.</i>				
5	Öğretmenim bize İngilizce'deki her ayrıntıyı anlatınca sevinirim. <i>I feel happy when my teacher explains every detail of English.</i>				
6	Gelecekte İngilizce'yi tek başıma/öğretmenim olmadan öğrenmeye devam etmek isterim. <i>In the future, I would like to continue learning English on my own/without a teacher.</i>				
7	Diğer öğrencilerle çalışabileceğim İngilizce proje ödevlerinden hoşlanırım. <i>In the English lesson I like projects where I can work with other students.</i>				
8	İngilizce'nin dil bilgisini kendi kendime/öğretmene gerek duymadan öğrenebilirim. <i>I can learn the English grammar on my own/without needing a teacher.</i>				
9	İngilizce'deki sözcükleri öğrenmek için kendi yöntemlerimi kullanırım. <i>I use my own methods to learn vocabulary in English.</i>				
0	İngilizce'deki sözcükleri sözlük karıştırarak geliştirmeyi severim. <i>I like learning English words by looking them up in a dictionary.</i>				
1	Sadece öğretmenim İngilizce dil bilgisi kurallarını bana öğretebilir. Tek başıma öğrenemem. <i>Only my teacher can teach me the English grammar. I cannot learn on my own.</i>				
2	Öğreneceğimiz sözcükleri öğretmenin vermesini isterim. <i>I want the teacher to give us the words that we are to learn.</i>				

23	Yabancı dil derslerimle ilgili kaset/video/CD' leri sınıf dışında kullanmak isterim. <i>I would like to use cassettes/ video/CD's in the foreign language, outside of the classroom.</i>					
24	İngilizce okumayı ve dinlemeyi aslında sınıf dışında yapmayı tercih ederim. <i>In fact I like to listen and read in English outside of the classroom.</i>					
25	Yabancı dil derslerim için malzemeleri kendim seçmek isterim. <i>I would like to select the materials for my foreign language lessons.</i>					
26	İngilizce dersinde neler yapılacağı konusunda sorumluluk paylaşmak isterim. <i>I would like to share the responsibility of deciding what to do in the English lesson.</i>					
27	Ben İngilizce'yi nasıl en iyi şekilde öğrenebileceğimi bilirim. <i>I know how I can learn English the best.</i>					
28	İngilizce dersindeki bir konuyu öğrenmemişsem, sorumlusu benim. <i>If I haven't learnt something in my English lesson, I am responsible for it.</i>					
29	İngilizce dersinde öğretilecek konuları kendim belirlemek isterim. <i>I would like to choose the content of what is to be taught in the English lesson.</i>					
30	Yazılıdan iyi bir not alınca, bir daha o ders konularını çalışmam. <i>I don't study the topics after I get a good grade from my test.</i>					
31	Arkadaşlarımın yabancı dilde benden daha iyi olduklarını düşünürüm. Onların seviyesine ulaşmak isterim. <i>I think my friends are better than me in the foreign language. I want to reach their level of English.</i>					
32	İngilizce derslerimle ilgili eksiklikleri nasıl telafi edeceğim konusunda endişelenirim. <i>I hesitate on the matter of compensating what I have missed in English lessons.</i>					
33	İngilizce'de iyi bir seviyeye geleceğime inanıyorum. <i>I believe that I will reach a good level in the English language.</i>					
34	İngilizce'yi sınav olacağımız zaman çalışırım. <i>I study English when we are going to have a test.</i>					
35	İngilizce'yi kendi kendime çalışınca daha iyi öğrendiğimi düşünüyorum. <i>I think that I learn English better when I work on my own.</i>					
36	İngilizce dersini sadece öğretmenimin verdiği ödev için çalışırım. <i>I only study for the English lesson when the teacher gives homework.</i>					
37	İngilizce'yi yalnız çalışmaktansa arkadaşlarımla çalışmak bana daha faydalı oluyor. <i>I find it more useful to work with my friends than working on my own for the English lesson.</i>					
38	İngilizce alıştırmaları sadece öğretmenim not vereceği zaman çalışırım. <i>I do the English lesson activities only when my teacher is going to grade me.</i>					

9	Öğretmenimin yazılı sınavlardan daha farklı sınav türleri yapması hoşuma gider. <i>I like it when my teacher gives us different test types, other than written tests.</i>				
0	Öğretmenimin İngilizce dersi için çok sınav yapması hoşuma gider. <i>I like it when my teacher does a lot of tests in our English lesson.</i>				
1	Öğrendiğim yabancı dildeki fıkralarımı anlamaya çalışırım. <i>I try to understand the jokes and riddles of the foreign language.</i>				
2	Öğrendiğim yabancı dilin kültürünü de araştırırım. <i>I also investigate the culture of the foreign language I am learning.</i>				
3	Öğrendiğim yabancı dilin atasözlerini ve deyimlerini de araştırırım. <i>I also investigate the idioms and sayings of the foreign language I am learning.</i>				
4	Yurtdışında yaşamış olan insanlara, oradaki insanların yaşam biçimleriyle ilgili sorular sorarım. <i>I ask people who have lived abroad about the lifestyles of the people living there.</i>				

APPENDIX I**Council of Europe Learner Anchor Questions**

CoE Learner Anchor Questions –Set 1, Set 2, and Set 3.**SET 1: After the first week of the introduction of the ELP and the first self assessment**

- A. IL Does the ELP allow you to show what you can do in foreign languages?**
Avrupa Dil Gelişim Dosyanız yabancı dilde neler yapabildiğini gösteriyor mu?
- B. IL Does the ELP help you understand the learning objectives?**
Avrupa Dil Gelişim Dosyanız yabancı dili öğrenmedeki amaçlarınızı anlamanızı sağlıyor mu?
- C. IL Does the ELP help you assess your language skills?**
Avrupa Dil Gelişim Dosyanız dil becerilerini ölçmenize yardım ediyor mu?
- D. IL Do you find it useful to compare the teacher's assessment of your language competence with your own assessment?**
Öğretmenin senin dil becerilerini ölçüyor. Sen de kendi dil becerilerini ölçüyorsun. Sence öğretmenin ölçümünü seninki ile kıyaslamak faydalı olur mu?
- E. IL Should building up an ELP be part of regular class work?**
Sence bir Avrupa Dil Gelişim Dosyası yabancı dil dersinde düzenli olarak kullanılmalı mı?
- F. IL Do you like having an ELP?**
Avrupa Dil Gelişim Dosyanızın olması hoşunuza gitti mi?

SET 2: After four weeks of ELP implementation.

A. 2L Does the ELP allow you to show what you can do in foreign languages?

Avrupa Dil Gelişim Dosyası yabancı dilde neler yapabildiğinizi gösteriyor mu?

B. 2L Has the ELP helped you to see progress in learning?

Avrupa Dil Gelişim Dosyası dil öğrenmedeki sürecinizi görmeyi sağlıyor mu?

C. 2L Did the ELP help you to self-assess your competence?

Avrupa Dil Gelişim Dosyası dildeki kendi yeteneklerinizi kendi kendinize değerlendirmenize yardımcı oluyor mu?

D. 2L Did your teacher(s) agree with your self-assessment?

Avrupa Dil Gelişim Dosyanızdaki kişisel değerlendirmelerinizi öğretmenleriniz doğru buldu mu?

E. 2L Should the ELP be part of regular class work?

Avrupa Dil Gelişim Dosyası düzenli sınıf çalışmalarının bir parçası olmalı mı?

F. 2L Do you like your ELP?

Avrupa Dil Gelişim Dosyanızı sevdiniz mi?

G. 2L Has the portfolio helped you to learn better?

Dosya dili daha iyi öğrenmenizi sağladı mı?

H. 2L What do you like best about your ELP?

Avrupa Dil Gelişim Dosyanızın nesini en çok seviyorsunuz?

I. 2L What do you like least about your elp?

Avrupa Dil Gelişim Dosyanızın nesini en az seviyorsunuz?

SET 3: In the 12th. Week of Experimentation

- A. 3L Does the ELP allow you to show what you can do in foreign languages?**
Avrupa Dil Gelişim Dosyası sizin yabancı dillerde neler yapabileceğinizi gösteriyor mu?
- B. 3L Does the ELP help you see progress in learning?**
Avrupa Dil Gelişim Dosyası sizin öğrenmede sürecinizi gösteriyor mu?
- C. 3L Does the ELP help you assess your competence?**
Avrupa Dil Gelişim Dosyası size dil becerilerinizi ölçmeniz için yardımcı oluyor mu?
- D. 3L Does the ELP stimulate you to participate more fully in the language learning process?**
Avrupa Dil Gelişim Dosyası dil öğrenme sürecine daha etkin bir şekilde katılmanız için sizi etkiliyor mu?
- E. 3L Do you feel that the ELP puts more responsibility on you as learner?**
Avrupa Dil Gelişim Dosyası size bir öğrenci olarak daha fazla sorumluluk yüklediğini düşünüyor musun?
- F. 3L Do you like added responsibility for your own learning?**
Kendi öğreniminiz için daha fazla sorumluluk eklenmesini seviyor musun?
- G. 3L Do you think the time spent on keeping your ELP was time well spent?**
Sence Avrupa Dil Gelişim Dosyasını tutmak için harcadığım süre iyi bir şey için harcanmış süre midir?
- H. 3L Do you think all learners should be encouraged to keep an ELP?**
Sence tüm öğrenciler bir Avrupa Dil Gelişim Dosyasına sahip olmak için teşvik edilmeli mi?
- I. 3L What do you like best about your ELP?**
Avrupa Dil Gelişim Dosyasının nesini en çok sevdin?
- J. 3L What do you like least about your ELP?**
Avrupa Dil Gelişim Dosyasının nesini en az sevdin?

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