

Experience in Implementing the European Language Portfolio (ELP) with Turkish Adult Learners

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*The CEFR is a guideline used to describe **achievements of learners** of foreign languages across Europe and, increasingly, in other countries.

What is Common European
Framework?

The Common European Framework of Reference for Languages (CEFR) sets out to describe “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**” (Council of Europe 2001: 1).

CEFR and its relation to ELP

- * define a curriculum
- * plan a program of teaching and learning
- * guide the assessment of learning outcomes;

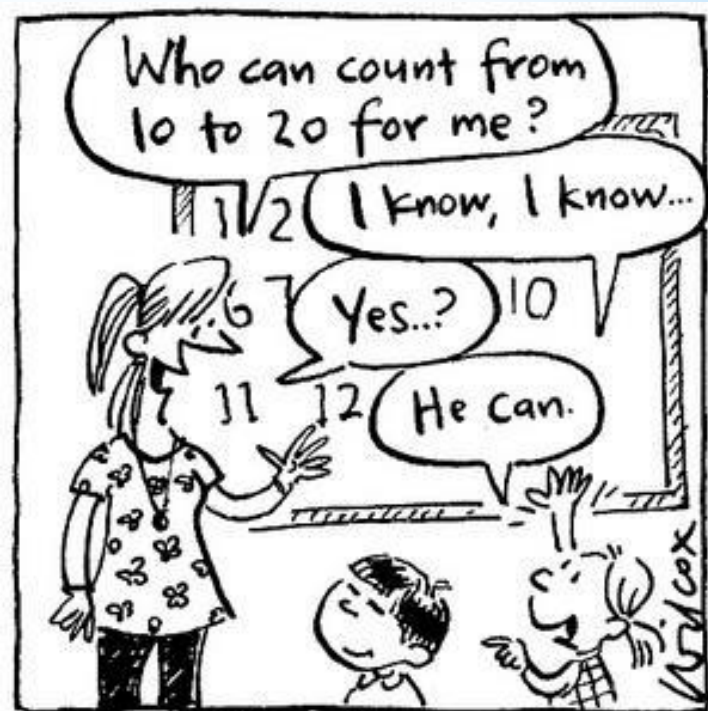


CEFR and its relation to ELP

- * communicative orientation
- * characterization of language learning as a form of language use (ibid.: 9)
- * understanding of the learner's role

CEFR and its relation to ELP

- * ELP embodies this dual focus:
- * learner autonomy
- * learning by doing (“I can” descriptors)



CEFR and its relation to ELP

*The ELP has brought the CEFR's **action-oriented** and **learner-centered approach** directly into the language classrooms!!!

CEFR and its relation to
ELP

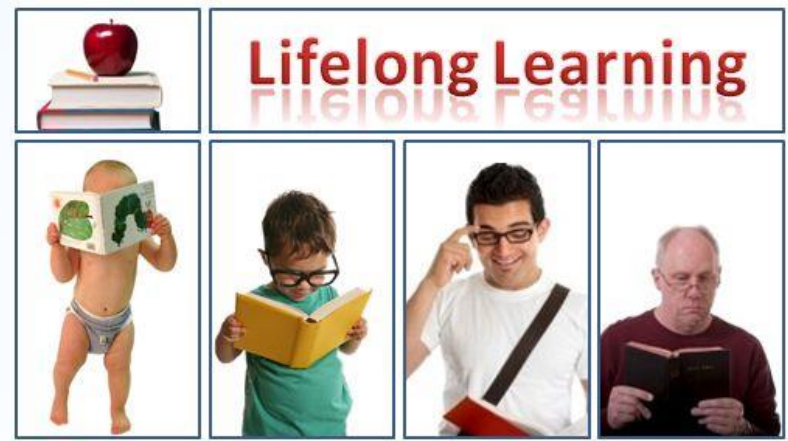
* It is a complex instrument for **self-assessment of language competences**, in accordance with the reference levels introduced by the Council of Europe and, at the same time, it is a “**document**” which provides information on its owner’s (the language user’s) **communication competences** in **several languages**.



What is ELP?

*To stimulate **lifelong language learning** in a spirit of tolerance and respect for **cultural and linguistic diversity**.

*To empower the learner by transferring the responsibility for language learning **from the teacher to the language user**



What are the main aims of ELP?

- * To provide a basis for **consistent (self-) assessment** of communication competences
- * To allow learners to present their language skills certifications in any language, at any level, in a clearly understandable way, using a standardized common European system of **six language proficiency levels**.

What are the main aims of ELP?

* Three focuses

- Learner autonomy
- Intercultural awareness/competence
- Plurilingualism

* Two functions

- Pedagogical
- Reporting

* Three parts

- Language passport
- Language biography
- Dossier

* Linked to CEFR by checklists of “I can” descriptors arranged by CEFR activities and levels

European Language Portfolio

The Language Biography is a **document** in which you can record **how**, **why** and **where** you learned each language that you know

- * **set learning targets**
- * **record and reflect** on language learning and on intercultural experiences.

What is Language Biography?

The Language Passport is where the user expresses his/her

- * **linguistic and cultural identity**
- * **language qualifications**
- * **experience of using different languages**
- * **contacts with different cultures**

What is Language Passport?

*The dossier is for users to collect together samples of work and other documents as **evidence of their competence** in the languages they are learning.

What is Dossier?

Dossier

The contents of the Dossier could be any of the following:

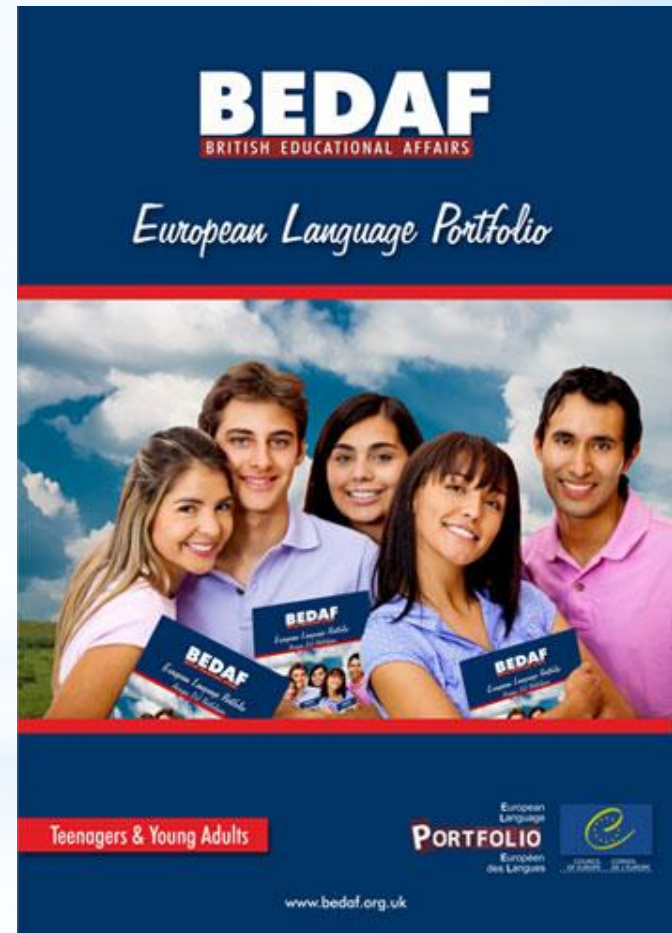
- examples of a good written language work
- audio / video recordings
- descriptions and results of project work
- documents, diplomas and certificates
- course descriptions
- reflections on language learning progress
- reports from tutors or teachers
- statements from others about your language skills
- things you'd like to keep and show others

Teachers who piloted the ELP said that they wanted to:

support their learners' thinking about their language learning	help their learners to understand the central aim of language learning	teach their learners how to assess themselves
increase their learners' motivation	help their learners to take their own initiatives	set achievable short-term learning targets
use European standards of proficiency (the Council of Europe's common reference levels)	help their learners to understand what they can already do and decide for themselves what they want to achieve	explore different ways of evaluating their learners' progress
help their learners to overcome their fear of speaking in a foreign language	show their learners how they can collect and display evidence of what they have learnt	support the development of their learners' autonomy
learn something new and increase their professional skills	http://elp.ecml.at/	

ELP

The council of language experts in British Educational Affairs- BEDAF has developed the BEDAF European Language Portfolio- BEDAF ELP, as means of **encouraging linguistic diversity, multicultural identity** as well as the **mobility across Europe**.



- * Each section of the BEDAF ELP has been developed purposefully to enable the owners to implement three principles of CEFR in their language learning process.
- * In this way, they will be able to **record** and **reflect** their **linguistic** and **intercultural attainments and experiences** in any language whenever and wherever needed.

WHAT IS THE AIM OF BEDAF?

- * In *The Language Biography*, you can:
- * reflect your **language learning experiences**
- * your **intercultural experiences**
- * reflect your **linguistic achievements.**

How can I use the BEDAF ELP?

In *The Language Passport*, you can

- * reflect your **linguistic skills**
- * **intercultural experiences**
- * **achievements**

in any language via **self-assessment grids**
and **tables** provided.

* *The Dossier* is the part in which you can keep **samples of your work** in the language(s) you have learned or are learning.

* [2012R004-BEDAF_European_Language_Portfolio-Final.pdf.pdf](#)

FALL TERM

- * 05-09 October – Language Biography
- * 09-13 November – ELP Check
- * 28-31 December – ELP Presentation & Check

SPRING TERM

- * 14-18 March – ELP Check
- * 25-29 April – ELP Presentation & Check

Implementation in the classroom

WRITING	SPEAKING	READING	LISTENING	VOCABULARY	GRAMMAR
2	2	2	2	2	1

DOSSIER

*Turkey, 2006 Bilfen Schools Model for Learners Aged from 10-14

[Turkey_79-2006_Bilfen schools model for learners aged from 10-14.pdf](#)

*Turkey, 2006 MEB Model for Learners Aged from 10-14

[Turkey_80-2006_Model for learners aged from 10 to 14.pdf](#)



*Turkey, 2003 MEB Model for Learners Aged from 15-18

[Turkey_47-2003_Model for learners aged 15-18.pdf](#)

*Turkey, 2004 Ankara University Model for Adult Learners

[..\ELP\ELP\Turkey_56-2004_Ankara University Model for adult learners.pdf](#)

ELP Samples from Turkey

S P E A K I N G	Spoken Interaction 	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.
	Spoken Production 	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.

A2 descriptor

*What does it enable you?

*It enables you to realize e.g. speak about subjects related to your field of interest; describe yourself, give short, basic descriptions of events; describe your interests in a simple way; describe personal experiences etc.

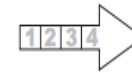
Level A2 - Spoken Production**A2 Düzeyi - Üretimsel Konuşma**

... using body language, basic words and simple sentences.

Vücut dilini, basit sözcük gruplarını ve basit cümleleri kullanarak...

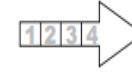
I can describe myself and my family

kendimi ve ailemi tanıtabilirim.



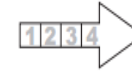
I can describe my interests in a simple way

basit bir şekilde ilgi alanlarımdan bahsedebilirim.



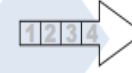
I can talk about my educational background or about my job

eğitim durumumu ve işimi anlatabilirim.



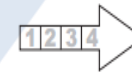
I can say something about my hobbies and my school

hobilerim ve okulum hakkında birşeyler söyleyebilirim.



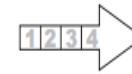
I can give basic descriptions about simple daily events.

basit günlük olayları ana hatlarıyla anlatabilirim.



I can make a short presentation on a simple topic if I am prepared

önceden hazırlanırsam basit bir konu hakkında kısa bir sunu yapabilirim.



Level A2 - Spoken Interaction**A2 Düzeyi - Karşılıklı Konuşma**

... if the other person speaks slowly and uses body language.

Karşımdaki kişi yavaş bir hızla ve vücut dilini kullanarak konuştuğunda...

I can make myself understood in everyday life with gestures

vücut dilimle destekleyerek günlük yaşamda kendimi ifade edebilirim.

1 2 3 4

I can participate in conversations about everyday life in short sentences

günlük yaşamıyla ilgili konuşmalara kısa cümlelerle katılabilirim.

1 2 3 4

I can make simple transactions in shops, post offices or banks

mağaza, postane ya da bankalardaki basit işlemleri yapabiliyim.

1 2 3 4

I can ask for necessary information about public transports, and can purchase tickets

toplu taşıma araçları hakkında gerekli bilgileri öğrenebilirim ve bilet satın alabilirim.

1 2 3 4

I can get information about a trip which I will take

yapacağım bir yolculukla ilgili bilgi alabilirim.

1 2 3 4

I can order something to eat or drink in a restaurant

bir restoranda sipariş verebilirim.

1 2 3 4

I can act a part in a simple play or dialogue

basit bir drama ya da karşılıklı konuşmada rol alabilirim.

1 2 3 4

I can ask the price of something I want to buy, and can make simple purchases

satın almak istediğim şeyin fiyatını sorabilir ve basit alışverişler yapabiliyim.

1 2 3 4

ANY QUESTIONS?



T H A N K

Y 😊 U!