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LITERATURE

The Effect of the European Language Portfolio (ELP) on
Achievement and Attitude towards Reading Skills

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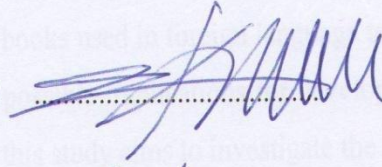
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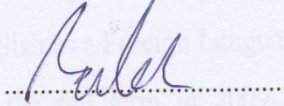
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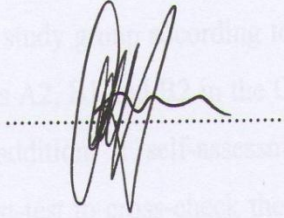
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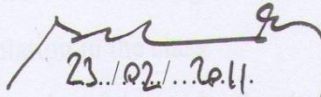


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ABSTRACT
The Effect of the European Language Portfolio (ELP) on Achievement and
Attitude towards Reading Skills
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The European Language Portfolio (ELP) has recently been created by the Council of Europe and adopted for a better learning and teaching process. Regarding ELP studies, whereas much of the research interest has been on learner autonomy, speaking skills, and course books used in foreign language teaching, it is also equally important to reflect on the possible implications for developing reading skills in the context of ELP. Therefore, this study aims to investigate the effect of ELP on reading skills of students learning English as a Foreign Language in Turkey.

At the beginning of the fall term in 2009-2010 academic years, twenty students were selected as the study group according to the results of a questionnaire which contains items of levels A2, B1 and B2 in the Common European Framework of Reference (CEFR). In addition, a self-assessment checklist in CEFR was conducted as pre-test and post-test to cross-check the study group again both at the beginning and at the end of the fall term. Furthermore, KET as a standardized test was also conducted as pre-test and post-test both at the beginning and at the end of the fall term. The obtained scores were analyzed by using SPSS 15. T-test analysis of KET scores was computed, and no significant difference was reported according to gender. Readings with materials prepared for the levels in CEFR were also implemented for the study group, and every student kept a portfolio. Moreover, retrospective interviews were held aiming to find out the participants' views about the ELP and its implementation in the class.

According to the results of the study, the students studying with the ELP had both positive attitudes about their reading skills as well as increased achievement. Besides, the results indicated that that the ELP is indeed an effective way to improve reading skills of foreign language learners in Turkey.

Key Words: language teaching, reading, ELP, CEFR

ÖZET

Avrupa Dil Portfolyosu'nun (ADP) Okuma Becerilerine Karşı Başarı ve Tutuma Etkisi **Ali GÖKSU**

Yüksek Lisans, İngiliz Dili ve Edebiyatı Bölümü
Danışman: Yard. Doç. Dr. Gencer ELKILIÇ
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Avrupa Dil Portfolyosu (ADP), son yıllarda Avrupa Konseyi tarafından yaratılmış ve daha iyi bir öğrenme ve öğretme sürecini benimsemiştir. ADP çalışmalarına ilgili olarak, araştırma ilgilerinin çoğunluğu; dil özerkliği, konuşma becerileri ve yabancı dil öğretiminde kullanılan ders kitaplarını oluştururken, ADP kapsamında okuma becerilerini geliştirmek için olası etkilerini yansıtmaları da aynı ölçüde önemlidir. Bu yüzden, bu çalışma Türkiye 'de yabancı dil olarak İngilizce öğrenen öğrencilerin okuma becerileri üzerindeki ADP etkilerini araştırmayı amaçlamaktadır.

2009-2010 akademik yılları güz dönemi başında, Avrupa Ortak Başvuru Metnindeki (AOBM) A2, B1 ve B2 seviyelerinin ifadelerini kapsayan bir anket sonuçlarına göre, yirmi öğrenci çalışma grubu olarak seçildi. Bunun yanı sıra, güz dönemi başında ve sonunda, çalışma grubunun tekrar sağlamlasını yapmak için AOBM'deki kendini değerlendirme testi, ön test ve son test olarak uygulandı. Dahası, standart bir test olarak KET de güz dönemi başında ve sonunda ön test ve son test olarak uygulandı. Elde edilen puanlar SPSS 15 ile analiz edildi. KET puanlarının t-test analizi hesaplandı ve cinsiyete göre hiçbir fark bulunmadı. AOBM'deki seviyeler için hazırlanmış olan materyallerle okumalar da çalışma grubuna yaptırıldı ve her öğrenci bir portfolyo tuttu. Ayrıca, ADP ve onun sınıftaki uygulaması hakkında katılımcıların düşüncelerini bulmayı amaçlayan geriye dönük görüşmelerde yapıldı.

Çalışmanın sonuçlarına göre, ADP ile çalışan öğrenciler başarılarını arttırdıkları gibi okuma becerileri hakkında olumlu tutumlar da elde ettiler. Bunun yanında, sonuçlar ADP'nin Türkiye'de yabancı dil öğrencilerinin okuma becerilerini geliştirmek için gerçekten etkili bir yol olduğunu gösterdi.

Anahtar Kelimeler: dil öğrenimi, okuma, ADP, AOBM

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TABLE OF CONTENTS

	PAGE
ABSTRACT.....	III
ÖZET.....	IV
ACKNOWLEDGEMENTS	V
LIST OF APPENDICES.....	IX
LIST OF TABLES.....	X
LIST OF FIGURES.....	XI

CHAPTER I

INTRODUCTION

1.0. Background of the Study.....	1
1.1. Statement of the Problem.....	3
1.2. The Aim of the Study.....	5
1.3. Research Questions.....	5
1.4. Assumptions and Limitations.....	5
1.5. Definitions of Terms.....	6

CHAPTER II

LITERATURE REVIEW

2.0. Introduction.....	8
2.1. Definitions of Reading.....	8
2.2. Reading in the Foreign Language Learning.....	9
2.3. Portfolio.....	12
2.4. European Language Portfolio (ELP)	14
2.4.1. Definition of European Language Portfolio.....	14
2.4.2. Components of ELP.....	20
2.4.3. Common European Framework (CEF)	25
2.4.4. Common Reference Levels.....	32

2.4.5. Function of the ELP.....	41
2.4.6. Reflection in the ELP.....	43
2.4.7. Self-assessment in the ELP.....	44
2.4.8. Pilot Projects in the ELP.....	46
2.4.9. Advantages of the ELP.....	53
2.5. The usage of the ELP in Turkey.....	57

CHAPTER III

METHODOLOGY

3.0. Introduction.....	61
3.1. Participants of the Study.....	61
3.2. Instruments.....	62
3.2.1. Questionnaire.....	62
3.2.2. Self Assessment Checklist.....	63
3.2.3. Key English Test (KET) from Cambridge ESOL Exams.....	64
3.2.4. Student Portfolios.....	67
3.2.5. Interviews.....	67
3.3. Data Collection Procedures.....	69
3.4. Methods of Data Analysis.....	71

CHAPTER IV

RESULTS AND DISCUSSIONS

4.1.	Introduction.....	73
4.2.	Results of the Questionnaire.....	73
4.3.	Results of the Self-Assessment Checklists.....	76
4.4.	Results of the Key English Tests (KET)	78
4.5.	Results of Student Portfolios.....	80
4.6.	Results of the Interviews.....	82

CHAPTER V

CONCLUSION

5.0.	Introduction.....	89
5.1.	Discussion.....	90
5.2.	Implications of the Study.....	92
5.3.	Suggestions for Further Studies.....	93

REFERENCES.....	94
------------------------	-----------

APPENDICES.....	103
------------------------	------------

APPENDICES

	Page
Appendix A. Components of the ELP	103
Appendix B. Questionnaire.....	107
Appendix C. Self Assessment Checklists	110
Appendix D. Key English Test (KET)	111
Appendix E. Examples from Students` Portfolios.....	116
Appendix F. Book Report	119
Appendix G. Interview	120

LIST OF TABLES

TABLES	Page
Table 1. Common Reference Levels: global scale.....	35
Table 2. Common Reference Levels: Self-assessment grid.....	37-38
Table 3. Numbers of Learners Involved.....	48
Table 4. Reported numbers of ELPs produced, distributed, used.....	51
Table 5. Numerical distribution of pilot groups of ELP.....	58
Table 6. Numbers of learners in Turkey with an ELP.....	59
Table 7. British Council courses for learners and Council of Europe levels.....	66
Table 8. Paired-Samples T-Test Results for Pre-Test and Post-Test Scores.....	79
Table 9. Difference between Pre-test and Post-test Scores according to Gender....	79

LIST OF FIGURES

FIGURES	Page
Figure 1. The relationship among components of ELP.....	25
Figure 2. From project to project (includes different ELP models)	49
Figure 3. Levels of the Students.....	75
Figure 4. The Results of Pre-Post Self-assessment Checklists.....	77

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Throughout history, people have learned and spoken foreign languages. When there was no advanced technology, reading and reading comprehension played a major part in the learning process. Because reading, one of the four language skills, is the most necessary for independent learning, the development of high level reading ability can help foreign language learners improve their overall language ability. In fact, the main method of learning a foreign language is still mostly reading in non-English speaking countries. Foreign language learners use reading materials as a way of learning new vocabulary, grammar, sentence structure, and cultural diversities (Lee, 2004).

The importance and necessity of foreign language learning have been increasing in the world which is quickly becoming globalized. In this respect, foreign language learning has become compulsory in almost all countries in the world. The aim of foreign language learning is to achieve four basic language skills which are listening, speaking, reading, and writing.

As well-known, reading is an essential educational skill and therefore almost every lesson at school flows from reading. However, if the foreign language learner has limited contact with speakers of the target language, reading becomes the major means for acquiring fluency and is often the only means (Kuzu, 1999). Since Turkey is distant to English speaking countries, conversing in and using English are so limited for many learners. Therefore, it can be possible to learn and converse in foreign language with reading.

With this disadvantage of contact, foreign language learners should have specific reading strategies to achieve meaningful reading comprehension throughout the foreign language learning process. Until now, many reading strategies have been used but they are not satisfactory for learners. The learners complain that they are

given numerous activities during the learning process, yet their reading skills remain inadequate for making the progress they need or wish to attain (Bedir, 1998).

In recent years, the European Language Portfolio (ELP) has been created by the Council of Europe for a better learning and teaching process. The European Language Portfolio (ELP) was developed and piloted by the Language Policy Division from 1998 until 2000. It focuses on instruments and initiatives for the development and analysis of language education policies for the member states and was presented to the public in the European Year of Languages in 2001 (Demirel, 2005; Kohonen, 2002). The European Language Portfolio is an instrument that facilitates the recording, planning, and validation of lifelong language learning both within and beyond the English language teaching (Vosicki, n.d.).

According to the Turkish Ministry of Education and the Council of Europe (2003), the ELP is a tool for recording our language and intercultural experiences at school and across a lifetime of learning in our daily life. It is also a document to illustrate our language competencies as well as our knowledge and experiences of other cultures through samples of work.

ELP, a document to help learners learn languages more effectively, helps learners to think about how they learn and provides a record to show other people their language abilities and progress (Ludlow, 2008).

The European Language Portfolio (ELP) of the Council of Europe has three necessary components:

- **language passport** which is a form of linguistic identity that indicates knowledge of a foreign language has significant experiences in the use of the foreign language, and the learner`s assessment of his/her current proficiency in foreign languages he/she knows
- **language biography** provides language learning target, monitors progress, and records important language learning and intercultural experiences

- **dossier** collects evidence of foreign language proficiency and intercultural experience and specifically supports portfolio learning (Little, 2002).

The aim of the ELP is to educate students to become autonomous, life-long language learners who can assess their proficiency realistically in the different language skills and can communicate this knowledge to institutions to acquire further education, future employers, and other interested parties (Mansilla & Riejos, 2007; p.193).

The ELP has been researched in many European countries including Turkey. The Turkish Ministry of Education piloted the ELP at first in 2002-2003 and since then it has been piloted and used in many schools and cities in Turkey (Demirel, 2005). Furthermore, it has been studied generally on the issue of learner autonomy, speaking skills, and course books used in foreign language teaching. In addition, the ELP has been studied with the students in primary schools, universities, and adult education facilities.

1.2 Statement of the Problem

People come across various changes every day in the world in which information and technology are constantly developing. One of these changes is about language. People have to communicate intensively every day to know and understand the cultural diversities in our current world. In the Turkish education system, English (as a Foreign Language) language teaching has undergone various changes in response to technological, economic, and political developments in the country.

One of these changes is the European Language Portfolio (ELP) which was created by the Council of Europe for a better learning and teaching process. ELP provides significant new concepts and tools for language teachers and students to proceed towards such a holistic view of foreign language education (Kohonen, 2002).

In education, reading has a big importance, especially for foreign language learners who have achieved most of their foreign language knowledge such as vocabulary, grammar, and sentence structure mainly through reading.

Today, the most frequently used instrument in foreign language learning is still reading because it has provided--to date--the most beneficial learning field which contributes intellectual improvement. During the reading process, the reader must translate and conceptualize what has been written--in a foreign language--into intellectual concepts and reconfigured into the native language. In addition, reading is a complex process which consists of various functions such as eye movement, sounds of the words, and deep structure comprehension (Köse, 2005). That`s why; almost all countries in the world give importance to reading in their education systems. Yet, foreign language learners have still problems in their reading skills.

In Turkey, there are not direct English reading lessons in the curriculum of education but all English lessons have reading skills from the 4th grade until the 12th grade. Students generally complain that they do not understand text enough or they are not able to answer the questions of texts in foreign language learning process. Besides, level of the text is too high or low, and learners have to read on the different levels of the texts which are not appropriate for their levels in the class although they have different levels. Furthermore, there are a lot of unknown words in the texts. For these reasons, they do not like reading in foreign language learning process in Turkey. To sum up, students do not feel sufficient in order to read and do reading activities.

In light of literature review on the ELP, the ELP can be a great help for reading skills of learners. Moreover, foreign language learners can improve their reading skills with ELP.

This study will focus on the problem which students improve their reading skills with the ELP. Moreover, the study will be drawn particularly on the ELP as a methodological framework. In this way, it is aimed to find out whether the European Language Portfolio is indeed a successful model on reading skills of foreign language learners.

1.3 The Aim of the Study

This study investigates the effect of ELP on the reading skills of students learning English as a Foreign Language. Therefore, this study aims;

- to find out the effect of the ELP on achievement towards reading skills
- to find out the effect of the ELP on attitude towards reading skills
- to determine whether the ELP is really a successful model for the students participating in reading activities
- to demonstrate the contribution of the ELP to Key English Test (KET)

As a result, this study will show the effect of the European Language Portfolio (ELP) on achievement and attitude towards reading skills of students learning English as a Foreign Language in a private high school in Erzurum with the help of data collected instruments such as questionnaire, self-assessment checklists, Key English Test (KET), students` portfolios and interviews. Besides, it will be also observed whether the European Language Portfolio is indeed an effective way to improve reading skills of foreign language learners.

1.4 Research Questions

The research questions in this study are:

- a. Does the ELP have a positive effect on achievements of students towards reading in foreign language learning?
- b. Does the ELP have a positive effect on attitudes of students towards reading in foreign language learning?
- c. Can the students learning English as a Foreign Language improve their reading skills with ELP?

1.5 Assumptions and Limitations

There are six levels such as A1, A2, B1, B2, C1, C2 in the European Language Portfolio. But, it was too difficult to study with all levels because the 9th

grade students at school did not have all levels. So we studied with only the level A2 according to the result of the questionnaire. Thus, this study was limited only to the level A2. In addition, the 9th grade students studying with the ELP in private high school in Erzurum cannot be generalized to the whole Turkey.

Secondly, the study was limited to the learners` achievements and attitudes on reading skills which were among four basic language skills stated in the European Language Portfolio.

Thirdly, the number of the participants was limited to twenty students as a study group in Erzurum so that the students could be observed easily and data collecting instruments such as interview could be applied easily. This study is limited to a generalization, so larger groups may help to generalize the results for other educational contexts.

Finally, this study was limited to only Key English Test (KET) from Cambridge ESOL examinations since the study group consisted of only level A2 from CEFR.

1.6 Definitions of Terms

ELP: The European Language Portfolio created by the Council of Europe is a tool for recording our language and intercultural experiences at school and across a lifetime of learning in our daily life. It is also a document to illustrate your language competences as well as your knowledge and experiences of other cultures through sample of work (MoE & Council of Europe, 2003).

CEFR: Common European Framework of Reference is a guideline developed through a process of scientific research and wide consultation that provides a practical tool for setting clear standards to be attained at successive stages of learning and for evaluating outcomes in an internationally comparable manner. The framework provides a basis for the mutual recognition of language qualifications for all European languages, thus facilitating educational and occupational mobility. It also defines levels of proficiency which

allow learners` progress to be measured at each stage of learning and on a life-long basis (Mansilla & Riejos, 2007).

Key English Test (KET): KET (Key English Test), one of the Cambridge ESOL Examinations, is a certificate that shows a person can use everyday written and spoken English at a pre-intermediate level and is also at Level A2 of the Common European Framework of Reference for Languages (CEFR) an internationally recognized framework (Cambridge ESOL Examinations, n.d.).

CHAPTER II

LITERATURE REVIEW

2.0. Introduction

This research study investigates the effect of the European Language Portfolio (ELP) on the achievement and attitude of students learning English as a Foreign Language towards reading skills in a private high school in Erzurum. In particular, it is an attempt to find out whether the ELP helps learners to improve their reading skills in a high school.

This chapter reviews the relevant literature on reading, reading in foreign language learning and European Language Portfolio in particular. Firstly, definition of reading and the importance of the reading in foreign language learning will be discussed. In the next section, the focus will be on the portfolio system, the European Language Portfolio, what it consists of, common European framework, common reference levels, its aims, functions, reflections, self-assessment in ELP, advantages and pilot projects of the ELP. In final section, the usage of ELP in Turkey will be covered.

2.1. Definitions of Reading

Although we are living in the age of information and technology, today it has been observed that there is a lack of interest towards reading in the world globalized increasingly. However, it is necessary for people to communicate with each other when they always come across each other, with their neighbours or friends. With this respect we can see better the benefits of reading in the international communication and social functions.

Reading, one of the four basic skills, is about understanding written texts. While reading texts, people use background knowledge, vocabulary, grammatical knowledge, and experience with text or other strategies to understand written text. Bedir (1998) points out that reading is a process by which readers should be actively involved and use their mental power. It also requires readers to bring their entire life experience and thinking power into what they read so that they can understand what

the writer has encoded. In reading, learners can achieve comprehension by relating what they read or what they have already known.

Kazazoğlu (2006) defines the reading as a process by which consists of writer, reader and reading. Reading has been considered a key area within language as subject. Reading can be described as a cognitive constructive process; it is not enough to describe making meaning while reading a text simply as text reception but it is the result of a complex text-reader-interaction (Council of Europe, 2009).

Reading is also defined in “*Reading and LDs*” (2007:p.1) as a very complicated skill and one of those remarkable things that most people do without understanding how or why it works.

Reading is not only a complex activity that involves both perception and thought, but also a skill that will empower everyone who learns it. Learners will be able to benefit from the store of knowledge in printed materials and, eventually, to contribute to that knowledge. Good teaching enables students to learn to read and read to learn. Learning to read is an important educational goal. For both children and adults, the ability to read opens up new worlds and opportunities. It enables us to gain new knowledge, enjoy literature, and do everyday things that are part and parcel of modern life, such as reading the newspapers, job listings, instruction manuals, maps and so on (Pang, Muaka, Bernhardt & Kamil, 2003).

From these views, these definitions of reading may be resolved into a common sense – reading, not only active but also interactive, is a process of written language to get ideas, and utilize ideas. In this respect, reading involves a complex learning process, and is more difficult than what they have expected, because the learners cannot easily control or decide what they read and how they read (Lee,2004).

2.2. Reading in the Foreign Language Learning

Today, knowing one language or a few languages is not luxury for every field of community, it is a necessity. There are some reasons which certainly necessitate

this. One of these, perhaps the most important, is the improvement of science and technology which the nations become closer friends to make contact intensively each other, to exchange information and opinions, to talk about experiences and to explore their similarities and differences.

Aarts and Broeder (2003) state that a large number of different languages are spoken in the world. Because of increasing mobility in the world, old language borders are disappearing and new language borders are arising. A lot of people often speak foreign languages which are different from their mother tongues at school, in the street or his/her country.

At this time, the importance and necessity of foreign language learning are known in the world and, so foreign language teaching is used in almost all levels of education programs. The fundamental aim of foreign language learning is to achieve four basic language skills such as listening, speaking, reading and writing.

The requirement of foreign language in the world is to increase, and knowing a few languages is getting more important because source of the information can be acquired with only foreign language. In many studies, it is observed that foreign language is learnt to watch foreign broadcasts, to read foreign presses and to acquire source information in researches (Kuzu, 1999).

How to learn a foreign language is important, it is as important as the method used. Bedir (1998) expresses that finding out the best method in foreign language learning has long been considered as one of the basic problems. Until now, many approaches have been proposed and practiced, but from studies conducted on language learning and teaching, one could conclude that no method can be successful unless it helps learners to develop their language learning.

Beside appropriate method, there are also other factors affecting foreign language learning. Kohonen (2001; p.11; 2002; p.85) describes that foreign language learning involves a number of important properties since students come to class with their personal properties, beliefs and assumptions of language learning. They impinge indirectly on learners' observable language performances. Such learning

outcomes include a number of properties that are essential for the development of language learning and motivation as follows:

- Commitment for and ownership of one`s language learning
- Acceptance of ambiguity and uncertainty in communicative situations and learning general
- Willingness to take risk in order to cope with communicative tasks and situations
- Understanding of oneself as a language learner and a language user in terms of the beliefs about language use and one`s role as a learner
- Understanding of one`s cultural identity and what it means to be an intercultural person and language user
- Skills and attitudes for socially responsible, negotiated learning and language use
- Plurilingualism, involving a reflective awareness and appreciation of language phenomena and language learning, as well as assuming respect for and appreciation of cultural diversity and otherness
- Learning skill and strategy necessary for continuous, increasing independent language learning, conducted in the social community of learners and in interaction with other learners and the teachers

Reading in foreign language learning has taken place third line for years because of the traditional sorting of language skills such as listening, speaking, reading and writing. But reading is a phenomenon connected with comprehension. We can understand better the importance of reading when it is thought that Turkish speakers of English are distant to target country whose language is spoken. The use of text study and reading activities to improve reading skills of foreign language learners in Turkey are very important because it is difficult to hear target language and converse with it for many learners in their countries; so many foreign language learners except for a few learners can learn the target language with reading texts (Kuzu, 1999).

Bedir (1998) states how learners achieve meaningful learning in reading lies on having appropriate strategies which enable them to overcome any difficulties they may encounter. These strategies can also enable readers to understand what they are reading even if they are not highly proficient in language skills. Traditionally, reading has been taught in a way where learners are given a text and asked questions about it. These questions have usually been in a form that requires the learner to make comparisons, find main idea, factual information in the text and so on. In this approach, reading comprehension is considered a passive process which requires readers to find the right answer. In addition, these kinds of approaches ignore the fact that different people approach situations differently, and so reading strategies should be based on purposes and situations.

2.3. Portfolio

Portfolio is a tool where one can record all one`s work and a purposeful collection of learners` work that exhibits the learners` efforts, progress, and achievements in one or more areas. Portfolio is defined as “a systematic collection of student work that is analyzed to show progress over time with regard to instructional objectives”. A language portfolio includes various written texts, drawings, learning logs, student reflections and audio or video tapes, usually with teacher and student comments on the progress made by the owner of the portfolio (O`Malley & Pierce, 1996; p.81; as cited in Kohonen, 2002).

According to Ceylan (2006) portfolios are tools where the learners can record all the tasks they carry out so that they can monitor the processes they go through. While working on their portfolios, learners learn to monitor their progress, set goals for their future studies, realize their own strengths and weaknesses, and identify their most efficient and suitable learning methods and contexts. Portfolios also enable the teachers to see the learner as an individual, each with his or her own set of characteristics, needs, and strengths.

Council of Europe (2001) states that portfolio includes not only any officially awarded recognition obtained in the course of learning a particular language but also a record of more informal experiences involving contacts with languages and other cultures.

A portfolio is also a showcase of a learner`s reading growth, experiences, and achievement. Hamp-Lyons and Condon (2000; as cited in Köse, 2006; p.42) gives a list of characteristics that are valid for almost all kind of portfolios;

- A portfolio is a **collection** of works read and responded to either orally or written, rather than a single response to any text.
- It enables the reader to display a **range** of reading performance, in different genres and for different purposes.
- A portfolio possesses **context richness** insofar as it reflects closely the learning situation and demonstrates what the reader has accomplished within that context.
- An important characteristic of most portfolio programs is **delayed evaluation**, giving students both the opportunity and the motivation to revise written products before a final evaluation is given.
- Portfolios generally involve **selection** of the pieces to be included in the portfolio, usually by the students with some guidance from the instructor.
- Delayed evaluation and selection offer opportunities for **student-centered control** in that students can select which pieces best fulfill the established evaluation criteria and can revise them before putting them into their portfolios.
- A portfolio usually involves **reflection and self-assessment**, in that students must reflect on their work in deciding how to arrange the portfolio, and are frequently asked to write a reflective essay about their development as readers and how the pieces in the portfolio represent that development.
- Portfolios can provide a means for measuring **growth along specific parameters**, such as linguistic accuracy or the ability to organize and develop an argument.
- Portfolios provide a means for measuring **development over time** in ways that neither the teacher nor the student may have anticipated.

The aim of the portfolio is to present language qualifications and learning experiences in a clear and comparable way. For example, when learners move

around Europe for study, business or travel, they can take their portfolio with them as a proof of learning (Ludlow, 2008).

In short, the process of foreign language learning and learning how to read in foreign language are brought to the fore when progress can be made visible in small steps: more exactly, in the form of a portfolio. Portfolio also provides the learner with insights into what he/she wants to learn, collecting in a dossier the concrete results of what has been learnt makes him/her aware of the learning process. In addition, learners discover they can use their brand-new knowledge in the world outside the classroom; this has a tremendous influence on their motivation (Stockmann, 2006).

2.4. European Language Portfolio (ELP)

So far reading in foreign language learning and the portfolio system in language learning have been discussed. In this section, the European Language Portfolio will be reviewed in terms of its definition, components, common European framework (CEF), common reference level, function, reflection, self-assessment, advantages and pilot projects of the ELP, and the usage of the ELP in Turkey.

Turkey, candidate to European Union, takes care of conforming to Europe in the education system as well as other fields. In this sense, Turkey tries to arrange its foreign language teaching programs in her education according to standards and reforms improved by European Union. One of these reforms is European Language Portfolio developed by European Council. The ELP is not in much difference with the discussed portfolio system in the previous section. Kazazoğlu (2006) states that it is similar to the general portfolio system which is used in the education system. In addition, the ELP also aims to motivate the learners for intercultural experiences and lifelong learning.

2.4.1. Definition of European Language Portfolio

Language policy at a European level, as opposed to the national policies of particular European states, is shaped by two organizations: The European Union and the Council of Europe.

The European Union (EU) founded in 1951 is a political and economic union of 27 member states located in Europe.

The Council of Europe (CoE) founded in 1949 serves 800 million people in 47 member states. The purposes of the Council of Europe:

- the strengthening of pluralist participatory democracy and the development of an informed, independent but socially responsible public opinion,
- the encouragement of personal mobility and interaction,
- the promotion of intensified international co-operation and joint action to tackle the significant social issues of the time,
- respect for human rights, implying,
- understanding and tolerance of cultural (and hence linguistic) diversity as a source of mutual enrichment,
- the democratization of education, with languages for all rather than for a social or professional elite and the participation in decision-making of all those affected by the decisions.

Since 1970s, The Council of Europe`s work in language policy and language education has shown a steady commitment to fundamental principles that coincide with its political, cultural and educational agenda (Jones & Savilla, 2009; Broeder & Martyniuk, 2008; Trim, 2001; Little, 2006a).

According to Martyniuk (2005; pp.10-11) the Council of Europe language education policies aim to promote:

- Plurilingualism: all are entitled to develop a degree of communicative ability in a number of languages over their lifetime in accordance with their needs.
- Linguistic Diversity: Europe is multilingual and all its languages are equally valuable modes of communication and expressions of identity; the right to use and to learn one`s language(s) is protected in Council of Europe Conventions.

- Mutual Understanding: the opportunity to learn other languages is an essential condition for intercultural communication and acceptance of cultural differences.
- Democratic Citizenship: participation in democratic and social processes in multilingual societies is facilitated by the plurilingual competence of individuals.
- Social Cohesion: equality of opportunity for personal development, education, employment, mobility, access to information and cultural enrichment depends on access to language learning throughout life.

The Council of Europe language education policy is as follows:

- Language learning is for *all*: opportunities for developing their plurilingual repertoire is a necessity for all citizens in contemporary Europe.
- Language learning is for *the learner*: it should be based on worthwhile, realistic objectives reflecting needs, interests, motivation, and abilities.
- Language learning is for *intercultural communication*: it is crucial for ensuring successful interaction across linguistic and cultural boundaries and developing openness to the plurilingual repertoire of others.
- Language learning is *for life*: it should develop learner responsibility and the independence necessary to respond to the challenges of lifelong language learning.
- Language teaching is *co-ordinated*: it should be planned as a whole, covering the specification of objectives, the use of teaching/learning materials and methods, the assessment of learner achievement, and the development of appropriate convergences between all languages that learners have in their repertoire or wish to add to it.
- Language teaching is *coherent and transparent*: policy makers, curriculum designers, textbook authors, examination bodies, teacher trainers, teachers and learners need to share the same aims, objectives and assessment criteria.
- Language learning and teaching are *dynamic* lifelong processes, responding to experience as well as changing conditions and use.

The Council of Europe helps member states to implement reforms and also encourages innovation in language teaching and teacher training.

The Council of Europe's modern languages projects have been preoccupied with the need to establish transparency in the specification of language learning objectives. In particular, they have been concerned to develop descriptions of foreign language proficiency that are directly related to communicative language use. *The Threshold Level* specifications, together with studies such as Jan van Ek's *Objective for Foreign Language Learning*, have played a central role in reorienting foreign language teaching to communicative goals (Little, 1999).

In their meeting in Cracow (in October 2000), the Standing Conference of the Ministers of Education of the Council of Europe adopted a *Resolution on the European Language Portfolio* recommending that the Governments of the member states, in harmony with their education policies, implement or created favourable conditions for the implementation and wide use of the ELP according to the *Principles and Guidelines* (Kohonen, 2002). European Language Portfolio is devised by the Council of Europe's Modern Language Division in 2001, the European Year of Languages.

The *Principles and Guidelines* are divided into four sections by Council of Europe. The first declares that the ELP reflects the Council of Europe's concern with:

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

(Council of Europe, 2000; p.2)

The first three of these concerns have always been fundamental to the Council of Europe's political, cultural and educational agenda, and the fifth and sixth (having to do with the development of the individual learner) have also been present since the 1970s. It is the fourth and seventh, with their focus respectively on plurilingualism and transparency and coherence, that reflect concerns specific to the CEFR.

The second section of the *Principles and Guidelines* explains that the ELP:

- is a tool to promote plurilingualism and pluriculturalism;
- is the property of the learner;
- values the full range of the learner's language and intercultural competence and experience regardless of whether acquired within or outside formal education;
- is a tool to promote learner autonomy;
- 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;
- is based on the Common European Framework of Reference with explicit reference to the common levels of competence;
- encourages learner self-assessment (which is usually combined with teacher assessment) and assessment by educational authorities and examination bodies;
- it incorporates a minimum of common feature which make it recognizable and comprehensible across Europe;
- 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.

(Council of Europe, 2000; p.2)

This description of the ELP briefly captures the challenge that it poses to language education. It is designed to promote plurilingualism and pluriculturalism, which thus become explicit educational goals; it insists on the equal status of all language learning, wherever it may take place; it aims to foster the development of

learner autonomy and assigns as much importance to learner self-assessment as to assessment by teachers and external authorities; and by making explicit reference to the CEFR's common reference levels which implies that in any context language learning goals and content can be expressed as a collection of 'I can' descriptors.

The third section of the *Principles and Guidelines* is addressed to ELP developers; it briefly describes the functions of the ELP's three parts and lays down basic design criteria.

The fourth section addresses implementation issues: what an educational authority needs to do in order to promote the effective use of its ELP(s) (Little, 2006a; p.183).

Little (2002;p.3) states that the *Principle and Guidelines* define the ELP's "common core" in abstract terms, essentially: an obligatory three part structure; a concern with plurilingualism, intercultural learning and learner autonomy; and the use of the Common Reference Levels of the Common European Framework for self-assessment.

According to Broeder and Martyniuk (2008) the ELP is a document in which those who are learning or have learnt a language, whether at school or outside school, can record and reflect on their plurilingual and pluricultural experiences.

The ELP helps to activate a process in which the learners gradually evolve the understanding of what learning entails, run parallel to an increasing ability to identify and categorize those learning activities that can meet a previously stated objective. Specifically, the ELP activates and supports the learning process by helping the learner to;

1. understand the extent of his or her existing language knowledge;
2. identify the language learning potential that exists in the classroom and in the world outside, in relation to his or her needs;
3. engage in self-monitoring through the use of reflection, self-assessment and individual objective setting;
4. compile a dossier that supports his or her individual objectives

Learning starts with the identification and articulation of individual learning goals, proceeds as a series of recursive cycles in which the setting of long- and short-term objectives is followed by the identification of the means of achieving the objectives and the specification of a timescale for achievement (Little,Simpson,O`Connor,2002;p.62).

The European Language Portfolio helps learners to evaluate and describe their language proficiency, situate their language proficiency, document and reflect on their language learning inside and outside school and on their intercultural experiences, inform anyone concerned about their proficiency in different languages and set personal language objectives (Pawlak, 2009).

Little and Perclova (2001; p.24) describe how the ELP can support our teaching as;

- How I organize my teaching
- How I prepare my teaching
- How I use the textbook
- How I assess my learners

More and more the ELP is used as an umbrella for different kinds of language learning activity, including bilingual classes, tandem learning, school years abroad, study weeks and preparation for in-house diplomas and external exams. The ELP is also used as an instrument of quality development, focusing on such issues as whole-school language policy, promoting plurilingual and intercultural competence, supporting co-operation among language teachers, defining and communicating desirable outcomes and reviewing diplomas (Schärer, 2003).

2.4.2. Components of ELP

The ELP has three main sections which are the language passport, language biography and the dossier (see Appendix A). Each part shows the students` language learning process with different documents and records.

Language Passport

In the Language Passport, a summary of the language skills of the student is given. It consists of an overview of the learning experiences the student has or had with other languages and cultures.

In this section the Language Passport;

- 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 a standard, presentation of a Passport summary is promoted by the Council of Europe for ELPs for adults (Council of Europe, 2000; p.3).

Schneider and Lenz (2001; p.16) point out that the application form which has to be submitted to the Validation Committee lists the relevant points developers of an ELP must respect:

The Language Passport should:

- allow an overview of the individual's proficiency in different languages at a given point in time;
- allow the recording of formal qualifications and all language competencies regardless of whether gained in or outside formal educational contexts;
- allow the recording of significant language and intercultural experiences;
- allow the recording of partial and specific language competence;
- allow the recording of self-assessment, teacher assessment and assessment by educational institutions and examination boards;

- allow the recording of the basis of an assessment, when and by whom the assessment was carried out;
- take account of learners' needs according to age, learning purposes and contexts, and background;
- ensure continuity between different educational institutions, sectors and regions;
- respect the European character of the ELP so as to promote mutual recognition of Portfolios within and across national boundaries.

In addition, the *Language Passport* should be based on the Common European Framework of Reference with explicit reference to the common levels of competence.

Language Passport is as follows:

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

Language Passport starts with an explanation for student titled *How to work with the Language Passport?* The Language Passport consists of three pages, with the following headings:

What have I learnt? On this page, student can fill page after having completed the forms in the Language Biography. Therefore, student gets an overview of the language proficiency by filling in the results of the self-evaluation.

What does my teacher say? This page is filled in by the teacher/teachers. The aim is to get an overview of the student's level of proficiency in the languages that he learnt at school.

My experiences with languages, on the page, student can write down where and when he came in contact with different languages and cultures (Aarts & Broeder, 2004; p.86 2003; pp.6-7).

The Language Biography

The student can register the measure in which he knows languages in the Language Biography. In addition, student can report what more languages he would like to learn and how he would like to learn it. In this way, the student can plan the further development of his language knowledge and monitor its progress. So the student achieves all language knowledge both at school and outside the school (Aarts & Broeder, 2004; 2003).

In this section Language Biography;

- facilitates the learners involvement in planning, reflecting upon and assessing his or her learning process and progress;
- 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;
- is organized to promote plurilingualism, i.e. the development of competencies in a number of languages.

(Council of Europe, 2000; p.3)

Schneider and Lenz (2001; p.20) states that the Language Biography is the specific part of an ELP in which processes rather than final results and products are in the centre of interest. This part in particular builds upon the idea that conscious reflection on learning processes will eventually improve learning outcomes as well as the language learners' ability and motivation to learn languages.

The Language Biography section may consist of the following elements:

- a personal and more or less detailed biography covering language learning and socio- and intercultural experiences;
- checklists related to the Common reference levels;
- checklists or other forms of descriptions of skills and competencies that are not related to the Common reference levels;
- planning instruments such as personal descriptions of objectives.

Although the Language Biography is very simple, it gives learner the opportunity to become aware of what he/she is able to do and what he/she still wants to learn. The biography can function as an introduction, a kind of visiting card in the

showcase portfolio. It provides in short who the portfolio holder is (Stockmann, 2006).

Dossier

Dossier holds the documents related to the learning of foreign language(s) student. It will help student to reflect on his/her progress in the target language(s). The Principles and Guidelines (Council of Europe, 2000; p.3) make the following provisions concerning the Dossier part of an ELP. The Dossier offers the learner the opportunity to select materials to document and illustrate achievements or experiences recorded in the Language Biography or Language Passport.

In the Dossier, pieces of evidence of the student's knowledge of the languages can be collected. The student can insert examples of his/her own work in one or more languages here. The student can also collect both documents related to languages learnt outside school and documents that are related to the languages taught language tasks at school (Aarts & Broeder, 2004; 2003).

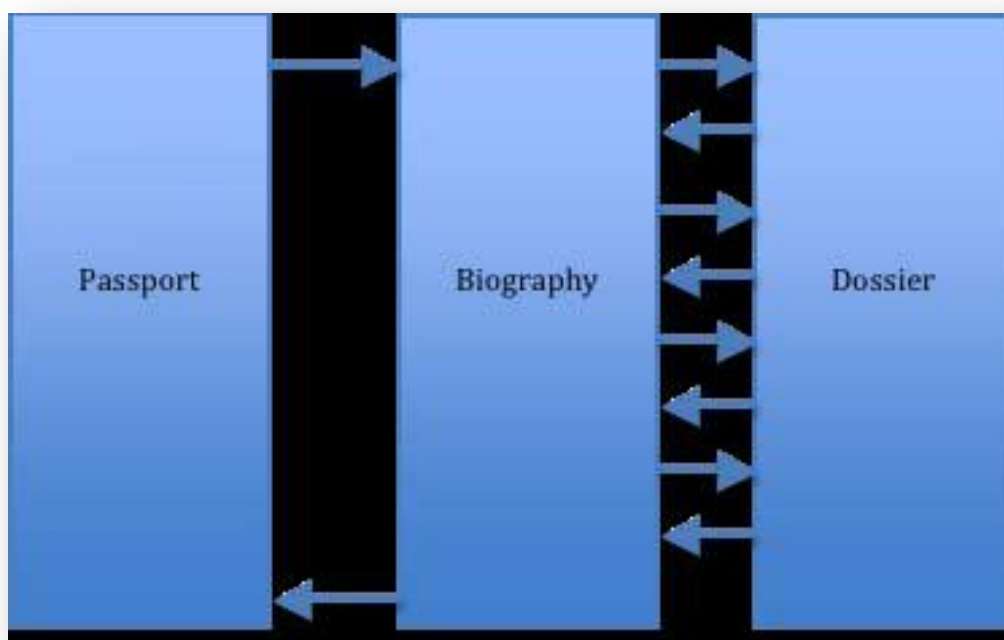
MoE and Council of Europe (2003; p.3) point out that in Dossier, learners can keep the following items listed below;

- Certificates
- Exams
- Essays
- Articles
- Poems
- Postcards
- Final reports of projects
- Homework
- Group work
- Letters
- Others

In Figure 1, the relationship among components of ELP is summarized; the language passport is introduced at the beginning as a means of challenging learners to reflect on their linguistic identity and the degree of proficiency they have already

achieved in their target language(s). From there they proceed to the biography and the setting of individual learning targets. Learning outcomes are collected in the dossier and evaluated in the biography, and this provides the basis for setting new goals. The process is repeated until the end of the course, when learners return to the passport and update their self-assessment. This approach has proved successful with adult refugees following an intensive five-month English course in Ireland.

Figure 1. The relationship among components of ELP



(Little and Perclova, 2001; p.16)

The Dossier gives an opportunity for learners to select relevant learning documents of their own and illustrative their current language skills or experiences through personal documentation.

2.4.3. Common European Framework (CEF)

Council of Europe (2001; p.1) describes that the Common European Framework provides a common basis for the elaboration of language syllabuses, curriculum guidelines, examinations, textbooks, etc. across Europe. It 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 description also covers the cultural context in which language is set. The Framework also defines levels of proficiency which allow learners' progress to be measured at each stage of learning and on a life-long basis.

According to Broeder and Martyniuk (2008) CEF is a reference document that makes it possible to compare the language proficiencies of individuals/group. CEF also indicates how a language is acquired, taught, learnt and can be assessed.

Lafargue (2006; p.10) states that CEF was developed by Council of Europe over a thirty year period and included a rigorous validation process which drew from over thirty scales of language proficiency and demonstrates many strengths including; (a) it is a criterion referenced to reflect what learners can do; (b) the descriptors are tied to a set of four broad domains of use; (c) it includes a detailed description of degrees of proficiency of in four skills.

The CEF is intended to overcome the barriers to communication among professionals working in the field of modern languages arising from the different educational systems in Europe. It provides the means for educational administrators, course designers, teachers, teacher trainers, examining bodies, etc., to reflect on their current practice, with a view to situating and coordinating their efforts and to ensuring that they meet the real needs of the learners for whom they are responsible.

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 provision 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.

Stockmann (2006) states that a framework is the basis for curriculum development, for designing appropriate, well-suited course materials and for test/assessment development. Common European Framework is common for a reason. It is aimed all types of learners, in all member countries, at all different

ages and different educational levels. It is self evident that adjustments to specific language users are necessary, not only for language specific use but also for users of different age groups and different domains such as daily life, education and work.

Martyniuk (2005;p.13) states that in a communication from the Commission of the European Communities regarding the Action Plan 2004–2006 for Promoting Language Learning and Linguistic Diversity, the CEFR is mentioned as an important reference document:

The Common Reference Scales of the Council of Europe`s Common European Framework of Reference for Languages provide a good basis for schemes to describe individuals` language skills in an objective, practical, transparent and portable manner. Effective mechanisms are needed to regulate the use of these scales by examining bodies. Teachers and others involved in testing language skills need adequate training in the practical application of the Framework. European networks of relevant professionals could do much to help share good practice in this field.

The CEF is a Council of Europe initiative aimed at improving the learning of foreign languages. The CEF describes standards for language teaching and learning and is used by an increasing number of educational institutions and organizations in Europe and other parts of the world.

Council of Europe (2009; p.3) expresses that the aim of the CEFR is to facilitate reflection, communication and networking in language education. The aim of any local strategy ought to be to meet needs in context. The key to linking the two into a coherent system is flexibility. The CEFR is a concertina-like reference tool that provides categories, levels and descriptors that educational professionals can merge or sub-divide, elaborate or summarize while still relating to the common hierarchical structure. CEFR users are encouraged to adapt language activities, competences and proficiency stepping stones that are appropriate to their local context, yet can be related to institutions and to other stakeholders like learners, parents and employers.

CEF also serves the overall aim of the Council of Europe; to achieve greater unity among its members and to pursue this aim by the adaption of common action in the cultural field.

According to Council of Europe (2001; p.7) CEF provides a comprehensive theoretical approach to modern language learning and teaching to help practitioners (learners, teachers, parents, course designers, administrators, employers etc) to orientate their options and to inform each other in a *comprehensive, transparent and coherent* way.

By *comprehensive* is meant that the CEF should attempt to specify as full range of language knowledge, skills and use as possible. It also provides a series of descriptors to evaluate the progress of learner's communication proficiency in the different languages, with reference to criterion-referenced descriptors of language proficiency at each level.

By *transparent* is meant that information must be clearly formulated and explicit, available and readily comprehensible to users.

By *coherent* is meant that description is free from internal contradictions and it requires a harmonious relationship among the components in educational systems.

The construction of a comprehensive, transparent and coherent framework for language learning and teaching does not imply the imposition of one single uniform system. On the contrary, the framework should be open and flexible, so that it can be applied, with such adaptations as prove necessary, to particularly situations. CEF aims to be **comprehensive**, not selective. Many different kinds of learning and teaching exist. All should find a place and be able to describe their provision within the Framework. On the other hand, it cannot be exhaustive. It should, however, try to be **transparent** so that users – both those who describe their objectives and methods and those who receive the descriptions – should be able to see clearly what is on offer, avoiding vagueness and obscurity. It should be **coherent** – avoiding internal contradictions and equivocations, **multi-purpose** – capable of being used in different ways according to user needs, **open and dynamic** – capable of further development by its users as they discover the inevitable gaps and deficiencies. It must be **non-dogmatic**, welcoming all approaches and viewpoints, rather than insisting upon conformity to some current orthodoxy. It should be **user-friendly**, avoiding excessive complication and jargon, –

though over-simplification is a complementary danger. Communication by means of language is a complex phenomenon, no part of which is irrelevant or a matter of course for all learners. The structure of linguistic interaction must be fully represented and some use of technical languages is unavoidable, though idiosyncratic terms should be explained (Trim, 2001; p.12).

Heyworth (2006) emphasizes the CEF attempts to bring together, under a single umbrella, a comprehensive tool for enabling syllabus designers, materials writers, examination bodies, teachers, learners and others to locate their various types of involvement in modern language teaching in relation an overall, unified, descriptive frame of reference.

It consists of two parts:

- The Descriptive Scheme is tool for reflecting on what is involved not only in language use, but also in language learning and teaching. Parameters in the descriptive scheme include; skills, competence, strategies, activities, domains and conditions and constrains that determine language use.
- The Common Reference Level system consists of scales of illustrative descriptors that provide global and detailed specifications of language proficiency levels for the different parameters of the descriptive scheme. The core of the Common Reference Level scales is a compendium of “can do” descriptors of language proficiency outcomes (Martyniuk, 2006; p.7).

Any form of language use and learning is described by Council of Europe (2001; p.9) as follows:

Language use, embracing language learning, comprises the actions performed by persons who as individuals and as social agents develop a range of **competences**, both **general** and in particular **communicative language competences**. They draw on the competences at their disposal in various contexts under various **conditions** and under various **constraints** to engage in **language activities** involving **language processes** to produce and/or receive **texts** in relation to **themes** in specific **domains**, activating those **strategies** which seem most appropriate for carrying out the **tasks** to be accomplished. The monitoring of these actions by the participants leads to the reinforcement or modification of their competences.

*The words in **Bold** designate the parameters for the description of language use and the users/learner`s ability to use the language.*

The Common European Framework of Reference for Languages (CEFR), a document published by the Council of Europe's Language Policy Division in 2001, is being increasingly consulted and used in a wide number of contexts.

The survey shows that the CEFR is frequently referred to in a variety of official documents at state and regional level, such as:

- National curricula for foreign languages at Primary and Secondary Level
- Language curricula for Higher Education
- Curricula for bilingual education and education in minority languages
- Examination/Assessment/Certification guidelines and requirements
- Language teacher education curricula
- In-service teacher training programmes
- Recommendations on the use of the European Language Portfolio
- Guidelines for the development of language textbooks
- Language requirements for migrants applying for residence permit
- Language requirements for civil servants
- Strategy documents and action plans related to language education

Moreover, the CEFR has proved to be most useful for the planning and the development of curricula/syllabi – respondents from 26 out of 29 states (90%) found it very useful or rather useful for this purpose. A similar evaluation was given to the usefulness of the CEFR for the planning and the development of testing / assessment / certification, with respondents from 26 out of 30 states (87%) viewing it as very useful or rather useful here. Respondents from 21 out of 27 states (78%) who filled in this part of the questionnaire rated the CEFR as very useful or rather useful for the planning and the development of teacher education/training (Martyniuk & Noijons, 2007;p.5).

Garrido and Beaven (2002; p.38) state that the CEF is very useful beyond the development of materials. Language practitioners will find it very valuable to:

- help them to justify their own approach to language teaching;

- consider the main questions that will help them to define language course objectives and make decisions regarding transparent levels of language competence to be pursued;
- determine how to achieve those objectives taking into account the various types of competences required to develop students into autonomous learners capable of interacting effectively with the foreign culture, and in whichever role they are likely to perform;
- help them to identify the range of authentic materials (audio-visual or printed) they want to use in their own teaching, and decide the purpose for which they will exploit those materials;
- analyze the purpose of their assessment strategy and make decisions on how to implement it via formative and summative means.

Furthermore, language teachers can feel confident of being able to offer learners language learning opportunities that address their needs, and that are transparent in terms of what is expected of them to achieve set objectives, and the outcomes that will reflect such achievements.

Council of Europe (2001) also points out that the recent developments in the Council of Europe's language programme have been designed to produce tools for use by all members of the language teaching profession in the promotion of plurilingualism. For this purpose, CEF provides not only a scaling of overall language proficiency in a given language, but also a breakdown of language use and language competences which will make it easier for practitioners to specify objectives and describe achievements of the most diverse kinds in accordance with the varying needs, characteristics and resources of learners.

To sum up, the Common European Framework of Reference for Languages has proved to be extremely influential in the promotion of plurilingualism in Europe, in syllabus design, curriculum planning, and in language examinations in a number of European countries. This is a welcome trend that the many language experts, educational officers and politicians who created, designed, promoted, and implemented the framework should be

congratulated on. Language learners, language teachers, educational institutions and employers will find the framework a helpful tool in the setting of curricular goals and entry requirements, in comparisons of curricular systems in various countries and regions, and in communicating in rather concrete terms about what language learners can and cannot do in their foreign language(s) (Hulstijn, 2007).

2.4.4. Common Reference Levels

A large number of different languages are learned in Europe. Europeans often speak different languages from their mother tongue at home or in the street. Language learning not only occurs at school. Therefore, it is important to have insight into the way in which people learn languages within a European context. In addition, it is important to know what levels of language skills are achieved when people learn languages in formal as well as in informal contexts. This contribution provides common reference level which is one part of CEFR proposed by Council of Europe (Broeder & Martyniuk, 2008).

The common reference levels are the core of the framework and its best-known features. Council of Europe (2001;p.21) states one of the aims of the Framework is to help partners to describe the levels of proficiency required by existing standards, tests and examinations in order to facilitate comparisons between different systems of qualifications. For this purpose, the Council of Europe has developed a European Framework with common reference levels.

The Council of Europe`s common reference levels are fundamental of the ELP. The ELP builds on the levels to provide a means of documenting progress, largely through self-assessment, within a portfolio that is the possession of the learner and which can be built on as the learner moves through his or her education and beyond. Each ELP is built on the scales of language proficiency (the scales in the CEF are illustrative). Therefore, it contains a self-assessment grid of language proficiency and self-assessment checklists of descriptors of language proficiency developed first and foremost from the descriptors of communicative language activities (Hasselgreen, 2005; Little & Perclova, 2001).

Little (2006a) points out that the common levels of the CEFR are fundamental of the ELP because they make explicitly the relation between the ELP and CEFR. Without levels it is difficult to imagine a coherent ELP concept capable of being translated into many different forms, all of them sharing a strong family resemblance.

The common reference levels of the Council of Europe provide a common standard against the assessment of modern language attainment in different educational sectors, target languages, linguistic regions and states. This common standard is described by;

- The global scale
- The self-assessment grid

According to Schneider and Lenz (2001) the global scale and the self-assessment grid were constructed using the most typical and stable descriptors; these level descriptions are drawn from a bank of illustrative descriptors developed and validated for the CEF using a rigorous methodology in the Swiss research project. The scales of illustrative descriptors can be used to support self-directed language learning (e.g., raising the learner`s awareness of his or her own language skills and the strategic action to be undertaken).

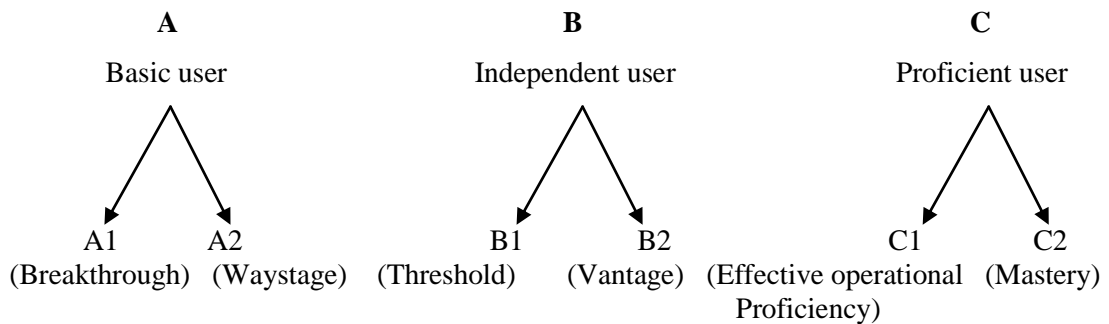
With a view to enhancing the usability of the CEFR, a simple and global distinction is made into three main user levels:

The *basic user* has the most elementary expression, however in communication is dependent of the willingness on the converser to adapt to the attain level- conversers assistance is necessary.

The *independent user* can handle the daily language practice, is mostly able to interact without too much effort and generally is able to follow a normal speech tempo- some consideration needs to be taken into account that is not his/her tongue.

The *proficient user* has hardly any or no strains in the use of the target language and no consideration needs to be taken into account that is not his/her native tongue.

A global scale describes overall communicative proficiency at each level. The scheme (see below) proposed adapts a “hypertext” branching principle, starting from an initial division into three broad levels- A, B and C



(Council of Europe, 2001; p.23)

This language scale covers five language skills (listening, reading, spoken interaction, spoken production and writing). For each language skill, self-attributed descriptors are formulated, which results in 6 proficiency levels.

It is also desirable that the common reference points are presented in different ways for different purposes. For some purposes it will be appropriate to summarize the set of proposed common reference levels in single holistic paragraphs as shown in Table 1.

Table 1. Common Reference Levels: global scale

Proficient User	C2	Can understand with ease virtually everything heard or read. Can summarize 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 in more complex situations.
	C1	Can understand a wide range of demanding, longer texts, and recognize 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 organizational patterns, connectors and cohesive devices.
Independent User	B2	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialization. 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.
	B1	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 whilst travelling in an area where the language is spoken. Can produce simple connected text on 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.
Basic User	A2	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.
	A1	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.

It is seen in Table 1 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 (Council of Europe, 2001; p.24).

This language scale can be used to compare language skills and certificates. For example a student who studied French in a high school in Poland, when applying for an apprenticeship in France, can give a potential employer a good idea of what such a diploma in French means (Broeder & Martyniuk, 2008).

Common Reference Levels are summarized from a bank of “illustrative descriptors” developed and validated for the CEF. “Can Do” descriptors are provided for reception, interaction and production. “Can Do” statements bring language learning/teaching and assessment into a much closer relation to each other than has often been the case. What is more, the relation is accessible to learners as well as teachers and test developers. Although learners may not always be able to identify formal deficiencies in their use of the target language, they generally know which communicative tasks they can and cannot perform, and with what degree of assurance. According to Little (2007; 2006a) each “Can Do” descriptor implies;

- A learning target
- Teaching/learning activities
- Assessment criteria

Table 2. Common Reference Levels: Self-assessment grid

		A1	A2	B1
U N D E R S T A N D I N G	Listening	I can recognize 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.
	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.
S P E A K I N G	Spoken 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).
	Spoken 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.
W R I T I N G	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 relating to matters in areas of immediate need. 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.

B2	C1	C2
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 signaled 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.
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 specialized 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, specialized articles and literary works.
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.
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.
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 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.

In the Table 2 (Council of Europe, 2001; pp.26-27) self-assessment grid which includes “Can Do” descriptors is shown. It provides descriptors of different

skills (understanding, speaking, writing) at six levels. Moreover, it also shows a learner's language level.

In the self-assessment grid, if one can perform the spoken interaction tasks specified for B1, it follows that one can also perform the spoken interaction tasks specified for A2 and A1. How well one can perform the B1 tasks will depend on one's linguistic competence, key aspects of which are captured in the scales of the vocabulary range and control, grammatical accuracy and phonological control. Unless one has achieved B1 in these features, it is unlikely that one will progress far towards mastering the spoken interaction tasks specified for B2 (Little, 2005; p.325).

The common reference levels have been translated into many languages so far and further language versions are in preparation. The original descriptors may be changed, if it is necessary but the exact status of the descriptors used should be made transparent. The reference level should only be changed (a) if important reasons exist, (b) after a thorough analysis, (c) in collaboration with experts (Schneider & Lenz, 2001).

Little (2006a; pp.169-174) offers four clarifications about global scale and self-assessment grid in reference level.

Firstly, the scales are multidimensional. The global scale, the self-assessment grid and the illustrative scales for the activities of listening, reading, spoken interaction, spoken production and writing: what the language user/learner can do with the target language. But these scales should be read, interpreted and used together with scales of linguistic competence.

Secondly, the levels and scales describe learning outcomes. The progression that emerges in particular from the lower levels reflects others of teaching that are familiar to us from syllabuses and textbooks.

Thirdly, the levels and scales are not an alternative system of grading, in sense that in the same language class one should expect to encounter some learners who are C2, some who are C1, some who are B2 and so on. On the contrary, levels and scales describe a succession of language learning outcomes that take many years to achieve.

Finally, the behavioural dimension of the highest levels implies maturity, general education achievement and professional experience.

The common reference levels are becoming increasingly important in the organization of language teaching and assessment. The members of ALTE (Cambridge ESOL, the Goethe Institute, the Alliance Française and other national bodies) have calibrated their examinations according to the six levels, and they are influencing the way in which course books levels are indicated (Heyworth, 2006).

Common Reference Levels are widely used by ministries, examination bodies and providers, curriculum developers, textbook writers and publishers. One example of this is the objectives set in France by the French Ministry of Education for the academic year 2007/8 onwards:

- at the end of primary education, learners should reach Level A1 of the CEFR in the language studied
- at the end of compulsory schooling, learners should reach Level B1 of the CEFR in the first language studied and A2 in the second language studied
- at the Baccalaureate level, learners should reach Level B2 of the CEFR in the first language studied and B1 in the second language studied.

More and more examination providers, language schools, textbook authors and publishers are using the CEFR Common Reference Levels (Martyński, 2005; p.14).

Council of Europe (2001) points out that the Common Reference Levels can be presented and exploited in a number of different formats, in varying degrees of detail. But the existence of fixed points of common reference offers transparency and coherence, a tool for future planning and a basis for further development. The intention of providing a concrete illustrative set of descriptors, together with criteria and methodologies for the further development of descriptors, is to help decision-makers design applications to suit their contexts.

2.4.5. Function of the ELP

According to the Principles and Guidelines (Council of Europe, 2000) adapted by the Education Committee of the Council of the Europe, the ELP project has two main aims:

- to motivate learners by acknowledging their efforts to extend and diversify their language skills at all levels;
- to provide a record of the linguistic and cultural skills they have acquired (to be consulted, for example, when they are moving to a higher learning level or seeking employment at home or abroad).

These points refer to the two functions of the European Language Portfolio;

The Pedagogic Function

The pedagogical function of the ELP emphasizes the process aspect of language learning by helping the students to identify their learning aims, to make action plan, to reflect, monitor and modify the process, and to evaluate the outcomes through self-assessment and reflection.

According to Gonzalez (2008) this function coincides with the Council of Europe`s interest in fostering the development of learner autonomy and promoting lifelong learning.

Schneider and Lenz (2001; p.3) point out that the pedagogical function;

- Enhance the motivation of the learners
 - ✓ to improve their ability to communicate in different languages,
 - ✓ to learn additional languages,
 - ✓ to seek new intercultural experiences.
- Incite and help learners to
 - ✓ reflect on their objectives, ways of learning and success in language learning,
 - ✓ plan their learning
 - ✓ learn autonomously.

- Encourage learners to enhance their plurilingual and intercultural experience, for example through
 - ✓ contacts and visits,
 - ✓ reading,
 - ✓ use of the media.

The Reporting Function

The reporting function of the ELP is concerned with the product aspect of foreign language learning by providing a record of their language skills and cultural experiences by relating their communicative skills to the proficiency levels according to the CEF.

Little & Perclova (2001) state that the purpose of the reporting function is not to replace the certificates and diplomas that are awarded on the basis of formal examinations, but to supplement them by presenting additional information about the owner`s experience and concrete evidence of his/her foreign language achievements.

This function coincides with the Council of Europe`s interest in:

- facilitating individual mobility
- relating regional and national qualifications to internationally agreed standards

The importance of the ELP`s reporting function will vary according to the age of the owner. It will usually be much less important for learners in the earlier stage of schooling than for those approaching the end of formal education or already employment. It is particularly important to adult learners that the ELP should be accepted internationally, and this is more likely to happen if the first of its components is the same everywhere (Gonzalez, 2008).

Little (2006a) expresses that the ELP offers significant possibilities for enhancing language learning in terms of both the pedagogic function (learning process) and the reporting function (learning outcomes). The ELP`s pedagogical and recording functions are necessary for interdependent. Without a strongly developed pedagogical function, there is unlikely to be much worth recording, on the other

hand, the attempt to record aspects of the learning process as well as learning outcomes is what drives the pedagogical function forward.

In its reporting and pedagogical functions, the ELP is designed to support four of the Council of Europe`s key political aims:

- the preservation of linguistic and cultural diversity,
- the promotion of linguistic and cultural tolerance,
- the promotion of plurilingualism,
- education for democratic citizenship.

(Little & Perclova, 2001; p.3)

2.4.6. Reflection in the ELP

One of the aims of the ELP in its reporting function is to enhance reflective learning. The learners can plan, monitor and evaluate their learning processes with the help of reflection, which is one of the components of a portfolio. Reflection is also vital in terms of promoting lifelong. Learners develop such skills by being involved in planning, monitoring and evaluating their learning of which the essence of reflective teaching/learning is (Little, 1999).

The ELP supports three kinds of reflection: planning (learners reflect before they engage in a learning activity or a communicative task), monitoring (while they are doing that particular activity), and evaluation (after doing the activity). In practice, the objects and processes of reflection often merge with one another. So planning a particular learning activity may require reflection on some aspect of the target language as well as on the how the activity should be performed; while monitoring the performance of the activity may uncover a problem that can be solved only by further planning (Little & Perclova, 2001).

Little (2005) states that in planning learning; learners identify goals, selecting or devising learning activities and materials; in monitoring learning, learners are individually and collectively aware of how learning is progressing, what works and what does not work; in evaluating learning, learners determine how successful or

otherwise a phase of learning has been, what was good/bad about activities, materials, etc., what comes next on the learning agenda.

2.4.7. Self-assessment in the ELP

Assessment, one of the most important elements of a teacher`s lesson plan, is rarely given the time and effort it deserves. Many teachers in their class need to know about the use of alternative types of assessment. Although both performance assessments and discrete point, high-stakes assessments are currently being used in schools, this will concentrate only on authentic, alternative and performance-based assessments for language learners. Self-assessment is generally viewed as an alternative assessment or as an alternative in assessment.

Self-assessment can be defined as a process in which the learners evaluate their own performance, and portfolios are one of the tools which include the self-assessment process (Ceylan, 2006).

The Council of Europe has seen self-assessment as “a tool for motivation and awareness raising: helping learners to appreciate their strengths, recognize their weaknesses and orient their learning more effectively” (2001, p.192). In accordance with the CEF, the central aim of ELP pedagogy and self-assessment in foreign language teaching and learning is to involve learners deeply in the process of learning and to make learners responsible for their own learning, i.e. to help them to become autonomous.

Little and Perclova (2001) define that self-assessment is based on the learner`s developed capacity to reflect on his/her own knowledge, skills and achievement while assessment by others provides an external, objective measure of the same knowledge, skills and achievement.

Little (2005) also states that self-assessment has been developed as a central feature of portfolio learning and assessment. In language leaning self-assessment depends on a complex of skills that must be mediated by the teacher in very small steps. In addition, this necessity involves consideration of the purposes, contents and methods of learning as well as its outcomes. Self-assessment also promotes reflection, helps learners to take responsibility for their own learning, enables learners to see gaps in their learning and enables learners to take risks.

On the other hand, self-assessment in foreign language learning has three distinct focuses. First, it focuses on the learning process, and based on learners' perception and feelings. The second focus for self-assessment is the learner's communicative proficiency in terms of the Council of Europe's scales and descriptors. The third focus for self-assessment is the learner's linguistic proficiency—the words he knows, the structures he can deploy, the sounds he can articulate (Little & Perclova, 2001; pp.56-57).

According to Kohonen (2001) self-assessment provides many advantages for learners. The self-assessment of learners' language skills constitutes a significant element in the reporting. It also promotes their attitudes for life-long learning and provides them skills and tools. Learners recognize important sources for learning foreign languages in their local contexts (internet, media, fiction, travelling, textbooks and other learning materials at school). Students also realize that they are surrounded by rich intercultural input data for advancing their skills. In addition, teachers facilitate this process through an explicit teaching of the necessary self-assessment skills. They encourage their learners to use the learning opportunities and provide guidance and support for doing it successfully.

Assuming the general feasibility of self-assessment based on behavioural criteria, the question arises; what purpose does it serve? It is usual to distinguish between two kinds: summative and formative.

Council of Europe (2001, p.186) defines summative assessment as an attainment at the end of the course with a grade. It is not necessarily proficiency assessment. Indeed a lot of summative assessments are norm-referenced, fixed-point, achievement assessment.

Formative assessment is an ongoing process of gathering information on the extent of learning, on strengths and weakness, which the teacher feedback into their course planning and actual feedback they give learners. Formative assessment is often used in a very broad sense so as to include non-quantifiable information from questionnaires and consultations. Summative assessment is often the responsibility of

independent examination boards, whereas formative assessment is usually a matter for the teacher in his/her particular classroom (Little, 1999).

Little (2002) also proposes that self-assessment is the basis of reflective learning. It underlies the setting of learning goals, the planning and monitoring of learning tasks, and the evaluation of learning outcomes. Learners become good at summative self-assessment by becoming good at formative self-assessment; and they become good at formative self-assessment by sharing responsibility for setting learning goals and planning and monitoring learning tasks.

In the Principles and Guidelines, the ELP is designed to foster the development of the language learner and the development of the capacity for independent language learning. It is conceived as a tool to promote learner autonomy. Autonomy means doing things for yourself, not necessarily doing things on your own. Self-assessment is the key to exercise and development of learner autonomy. It is important for learner autonomy to accept responsibility for their own learning and to understand what, why and how they are learning. In foreign language learning, learner autonomy embraces target language use because of the central role that language use plays in the development of communicative proficiency. Autonomous language learning is promoted by a holistic, experiential learning approach as a broad theoretical orientation to foreign language education (Kohonen, 2002; Little, 1999; 2006b).

Little (1999; p.2) summarizes that learner self-assessment (a) plays a central role in the learning process and (b) interacts in an appropriate way with the assessment of learner`s proficiency by others, whether teachers or external bodies. Consequently, different systems with different learners in different contexts simplify, select and combine feature in different ways for different kinds of assessment (Council of Europe, 2001; p.196).

2.4.8. Pilot Projects in the ELP

The ELP as a European project is designed by three sets of common principles. The first set recognizes the importance of achieving unity in diversity. The second set of principles also designed the development of the CEFR and the

third set has to do with the learner`s ownership of the ELP, the value of all foreign language competence and the importance of life-long learning that builds on the individual strengths within a common framework (Schärer, 2006).

Schärer (2000) reports that the European Language Portfolio is a personal tool for all Europeans to develop into plurilingual and inter-culturally competent citizens. The practical potential, feasibility and effects of a European Language Portfolio have been explored during a pilot phase 1998 – 2000 with different learner groups, in 15 member states of the Council of Europe: Austria, the Czech Republic, Finland, France, Germany, Hungary, Ireland, Italy, the Netherlands, Portugal, Russia, Slovenia, Sweden, Switzerland, and the United Kingdom; also in private language schools under the auspices of EAQUALS (European Association for Quality Language Services) and in universities in various countries under the auspices of CERCLES (Confédération Européenne des Centres de Langues de l'Education Supérieure) and the European Language Council. Pilot projects have been carried out with different learner groups in a wide variety of educational settings under widely differing conditions. Between them the pilot projects covered all educational levels – primary, lower secondary, upper secondary, vocational, university, and adult.

A number of different ELP models have been developed, corresponding to different learner needs, though all of them respected a common core as laid down in the Principles and Guidelines. The importance of the different elements of the ELP seemed to change with the age of the learner. For instance, for very young learners the dossier seemed to be more important, for adolescents the language biography, and for adults the language passport (Schärer, 2001).

As a result, it has helped to improve both process and outcome of foreign language learning under widely differing pilot conditions. ELP piloting and the numbers of learners depending on the countries involved have been given in Table 3.

Table 3. Numbers of Learners Involved

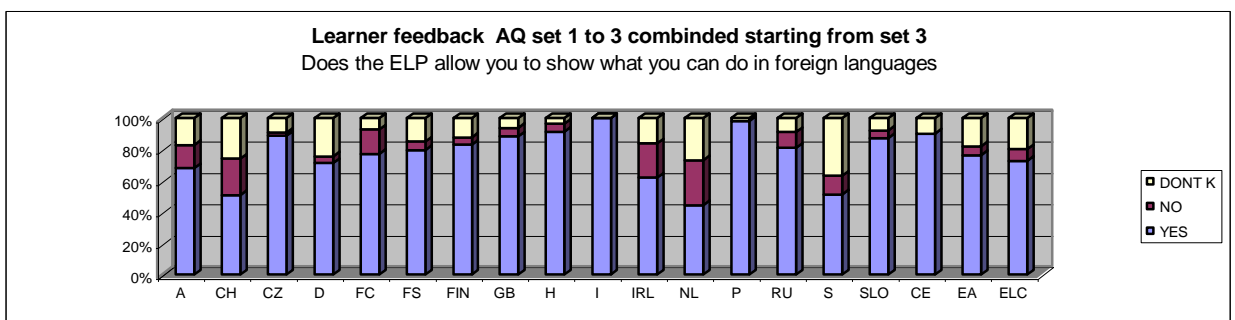
COUNTRIES and ONGs participating	JUNIOR AGE 6 - 10+	SEC I AGE 11 - 16	SEC II AC 15+	Vocational AGE 15+	University AGE 18+	ADULT AGE 16+	TEACHER initial education in-service	TOTAL
A Austria		100	1200					1300
CH Switzerland		1600	1900	2280	1300	450	490	8020
CZ Czech Rep.	399	614						1013
D Germany NRW		1200	150	500				1850
F C France CAEN			720	1310				2030
F S France CIEP	3000							3000
FIN Finland		175	150	35				360
GB UK CILT	600			200				800
H Hungary	50	330	200					580
I Italy UMBRIA	270	600					120	990
IRL Ireland				20	531	60		611
NL Holland	1952	1935	300	300				4487
P Portugal	475	572	800					1847
RU Russia	160	196	648		105		181	1290
S Sweden				90		45		135
SLO Slovenia	177	353			104			634
CE CERCLES					180			180
EA EAQUALS						700		700
ELC European Language Council					1000			1000
ICC Int Cert. Conference								
TOTAL	7083	7675	6068	4735	3220	1255	791	30827

As seen in the Table 3, the ELP was used by 30000 learners and 1800 teachers during the piloting (Schärer, 2000; p.6).

Schärer (2000; p.10) also expresses in the official report that feedback from the pilot projects was positive overall, though it varied from project to project and the ELP led teachers and learners to reflect on the reasons for learning languages. 68% of learners felt that the time they spent keeping an ELP was time well spent. 70% of teachers found that the ELP is a useful tool for learners, while 78% found that it is a useful tool for teachers. Learner`s self-assessment was considered an important innovation, and learners found it motivating to assess their own second/foreign language proficiency against the common reference levels of the CEF. 70% of learners found that the ELP helped them to assess their own proficiency, and 70% found it useful to compare their teacher`s assessment with their own; 62% of teachers thought their learners were capable of assessing their own second/foreign language proficiency. At the same time, the concept and practice of self-assessment prompted considerable discussion and in some cases controversy. According to the quantitative and qualitative feedback gathered from the different pilot projects; (1) The ELP as learning tool is feasible from a pedagogic point of view, (2) it addresses key educational issues and (3) it fosters the declared aims of the Council of Europe.

Pilot projects have important variations and one of them is to allow learners to show what learners can do in foreign languages.

Figure 2. From project to project (includes different ELP models)



In Figure 2 it is seen that the ELP allows many learners, from different countries, to show what learners can do in foreign languages. In addition, a central finding was that the ELPs were generally well received and worked satisfactorily in the different pilot setting (Schärer, 2000; p.7).

Besides pilot projects 1998 – 2000, Council of Europe published a consolidated report, European Language Portfolio from piloting to implementation

(2001-2004) in 2004. According to the official report (Schärer, 2004) over 1,250,000 learners had received and worked with a European Language Portfolio more or less intensively for a shorter or longer period. The feedback was encouraging. Positive effects on the learning process, learning outcome and learner motivation had been observed consistently in a great majority of cases. Up till May 2004, 64 ELP models were validated.

Schneider and Lenz (2001; p.7) state that for the piloting, a number of national project groups adapted mainly the Swiss version for their purposes; other models were also used but to a lesser degree. But the ELP does not have to be re-invented every time an authority or group intends to issue an ELP model in its own name. They are invited to build on the existing ELP models, i.e. to use, adapt or create elements according to their goals, the models available, and the time and effort they are prepared to invest.

Schärer (2008) reports activities and impact of the ELP from 2001 to October 2007. It was based on information contained in earlier reports and on structured and unstructured feedback gathered from a multitude of sources during this project period. Up till October 2007, 99 validated ELP models were designed by teams in 28 different member states and 93 models were accredited until 2008. At the end of the 2010, 108 ELP models were accredited by the European Language Portfolio Validation Committee. The range of ELP models developed cover all educational sectors from primary to adult in many states.

Table 4. Reported numbers of ELPs produced, distributed, used

School/academic year	Cumulated total of individual ELPs produced/distributed * 1	Learners using an ELP as reported by school/academic year * 2	Number of ELP models validated during the calendar year cumulative * 3	Average number of copies in use for all validated ELP models * 4	Number of multipliers formed during the design and pilot phase cumulative * 5
Up to 2000	~	~ 30.000	6	5000	300 300
2001-2002	~	~ 135.000	19 25	5400	950 1250
2002-2003	~	~ 220.000	16 41	5400	800 2250
2003-2004	~	~ 315.000	17 58	5400	850 3100
2004-2005	~ 1.250.000	~ 514.000	11 69	7500	550 3650
2005-2006	~ 2.000.000	~ 504.000 rev.	4 73	6900	200 3850
2006-2007	~ 2.500.000	~ 584.000	15 88	6600	750 4600
2007-2008	~ 3.000.000	~ ?	11 99	?	550 5150

* 1 not all the ELPs produced are distributed and not all ELPs distributed are being used

* 2 these totals are composed of ongoing and in some cases planned projects

* 3 validated ELP models are contextualizations of the common principles and guidelines

* 4 this indicator suggests that implementation so far only spread in line with validated ELP models

* 5 the suggestion here is that designing ELP models helps form multipliers (the figures are speculative)

In the Table 4, numbers of ELPs produced, distributed, used are shown.

Schärer (2008; p.5) also points out important evidences about ELP in the report.

- The ELP works in a wide variety of contexts as learning and reporting tool
- The ELP fosters dialogue and cooperation in the learning process beyond language learning
- The ELP fosters learner autonomy and positively affects motivation
- The ELP is an effective tool of reflection and helps develop self-assessment competence
- The ELP reflects key educational concerns such as communicative, partial and intercultural competence

- The underlying principles of the ELP promote unity in diversity without being prescriptive

The ELP was piloted not only at elementary or secondary level schools but also at universities. One of the pilot projects took place in the University of Fribourg in Czech Republic and eighty-four university students were involved. The positive aspects of the ELP most frequently mentioned were the central role of self-assessment and the instruments provided for that purpose as well as the transnational dimension. While the checklists were judged positively overall, they were also criticized. The most negative aspect mentioned was the size and bulk of the ELP files (Mansilla & Riejos, 2007).

David Little (2003) coordinated the ELP pilot implementation at Trinity College in Dublin involving 531 university level students. It was noted that the overwhelming response to the ELP from university students was positive. The results of the surveys with the students showed that after using the ELP they could identify their personal learning objectives in the target language with better accuracy.

Schärer (2000) reported that the Moscow State Linguistic University developed an ELP model for philologists including descriptors specific for translators, interpreters, and language teachers and piloted with students of philology. Learner feedback of the ELP was overwhelmingly positive. Learners enjoyed comparing their language competence to common European standards.

At higher education level, the ELP at the University of Ljubljana was piloted with 104 students: feedback in general was very positive. Students recorded a gain in self-esteem as well as in language awareness (Little, 2002).

Schneider and Lenz (2001) point out that in the course of the ELP project, the ELP has the potential to play a key role throughout Europe in the attempt to introduce transparency and coherence into the description and documentation of proficiency in modern languages. Learners, teachers and parents, school as well as employers and educational systems may benefit from ELP.

Schärer (2008) summarizes that a growing pool of formal feedback including reports, studies and dissertations provides evidence that the ELP is a practical tool which can make a difference in educational practice. Formal and informal feedback gathered during teacher reflection and learner reporting meetings illustrate a wide and increasing variety of innovative and practical applications.

2.4.9. Advantages of the ELP

Since 2000, when the ELP was piloted, its use has increased more and more. Until the end of the 2008, over 3,000,000 learners have worked with a European Language Portfolio. According to the feedback of the pilot projects of the ELP, the ELP has positive effects on language learning (Schärer, 2008).

In European Language Portfolio, students can determine (portfolio determines the level of the language proficiency and thanks to European language levels, student`s language proficiency can be compared to that of other European students); document (students file materials that are illustrative of the students language proficiency); plan (with the ELP, students are able to guide their own language learning process by indicating what they want to learn and how they want to learn it) (Broeder & Sorce, 2006). Two teachers from the Czech Republic stated that ELP helped them to make their job easier:

“I was helped by the portfolio`s clear statement about the aims of teaching and the transparency of teaching and learning results. The descriptors encouraged me to reflect more deeply on my objectives as a teacher”

“It is easy to work with the Portfolio. Children enjoy working with it and it has a much better approach than many textbooks. Children can easily see their progress” (Little & Perclova, 2001; p.17).

The English teachers from the Czech Republic and Germany summarized their experience with the ELP as:

[...]motivation of all the learners, even the slower ones; increases their self-confidences when they have a list of their actual abilities; learners spend more time thinking about their language abilities and knowledge; voluntary work makes them more active; improved relations between learners and between learners and teachers; learners are more motivated and more creative; learners become more self-confident; learners reflect on more what they do; teachers can be more creative; keeps parents informed about their child`s progress; focused on communication rather than on minor grammar mistakes; learners can develop

their own language abilities; learners realize that they can extend their English language out of school as well (Little & Perclova, 2001; p.18).

Little (2004; pp.3-4) explains why they use the ELP as:

- it belongs to the pupil and is a means of progressively capturing and declaring his or her developing linguistic identity;
- it provides a visible means of recording progress, which is useful for pupils, teachers, school principals, inspectors, and parents;
- it accommodates the multi-faceted nature of language learning, supporting the development of different skills to different levels in different timeframes;
- it provides a single focus for all language support and thus helps to ensure continuity when teachers change or pupils move to another school;
- it is infinitely flexible.

More than this, the ELP helps pupils to make consciously aware of all the languages that impact on their lives: the language(s) of the home, a foreign language at the school, and the increasing number of languages in the environment. There are also two views about ELP which was implemented in Greece and in Finland.

A view from Greece: “Most learners state that the ELP encourages them to think about their own learning process and to develop strategies for acquiring communication skills. They think that it helps them to identify their strengths and weaknesses, to improve their performance and repair their errors. They can determine their learning needs and understand the how and whys” (Little, 2003; p.28).

A view from Finland: “The ELP was always integrated with the daily work of our language classrooms. According to our approach, the dossier had a central role in the process. We also made regular use of the self-assessment grid and the CEF to set further aims for learning. The students made individual action plans on the basis of their self-assessments and reflections carried out at the end of each course” (Little, 2003; p.8).

Kohonen (2003) reports in evaluating the Finnish pilot project 1998-2001: The ELP provides an important interface between language learning, teaching and

assessment. The consistent and regular use of the ELP motivates and enables students to take gradually more responsibility for their learning. The descriptors and checklist help students to develop a meta-cognitive understanding of language in terms of the different skills, linguistic forms and communication strategies.

Ushioda and Ridley (2002) also report that they know from what teachers said that by the end of the evaluation period in order that the ELP had become a natural part of their classroom practice. What is more, the process of overseeing the ways in which each member of the class engaged with the ELP helped the teachers to understand more about the benefit of the explicit and reflective aspects of language learning and teaching. Their own professional knowledge was thus enhanced. As far as the learners were concerned, they know that on the whole they enjoyed working with the ELP.

Learners participating in the pilot projects felt that their ELP belonged to them had a positive attitude towards it and enjoyed working with it. Working with the ELP young learners (a) learn to assess themselves in behavioural terms; what they can do in their target language, (b) develop essential metacognitive/metalinguistic skills, (c) come to understand their curriculum in terms of goals, process and outcomes, (d) learn close to the task based test that is used as an external measure of their language development. Students` senses of individual ownership could be increased in various ways. For example, young learners could colour the pages of their ELP and collect interesting pictures, cuttings, songs and poems in their dossier; older learners could make the ELP the focus of project work; adults tended to find class discussion, self-assessment and personal goal-setting especially stimulating (Little, 2005;p.3).

The ELP also helps teachers to become more aware of how they perceive and fulfill their tasks. Aarts and Broeder (2003) state that the aim of a language portfolio for teachers is to help teachers;

- document their actual abilities, for themselves as well as for others
- direct their professionalization activities
- make the effect of their professionalization activities visible

Staneviciene (2006) points out that the ELP also assigns new roles to teachers and students. It helps students to be independent, active, responsible, motivated and

confident while it allows the teacher to be an advisor, a monitor and a counsellor. Because the ELP gives teacher and students a common goal, it makes possible to break the old routine of teaching.

The ELP may become easier if teachers and students feel comfortable using levels. Learning to use levels is useful for teachers even if they do not move on with the ELP. The levels are useful because they are already flexible tool for both formal and informal assessment (Glover, Mirici & Aksu, 2005).

The ELP serves to stimulate the learning of languages throughout life by giving the value to language skills in all languages and by demonstrating the payoff of all language learning in both formal and informal learning environments. Since it highlights achievements and involves learners in building new learning on old learning, it helps making the overall process of learning appear more relevant, coherent, economical, and motivate further effort.

For the individual citizen, the ELP is meant as a tool in support of life-long language learning. It is a tool to help build new learning on old learning.

For the teacher, the ELP is a tool to promote language learning in effective, transparent and coherent ways.

For teaching institutions, the ELP is a tool to define and communicate the purposes and values of language education. It is a tool to produce benefits beyond formal education.

For the Council of Europe, the ELP is a tool to help maintain and foster linguistic and cultural diversity, to promote plurilingualism, mutual respect and understanding (Schärer, 2004; pp.22-23).

Little (2001; p.6) summarizes by drawing attention to three principal benefits of the ELP:

- transparency – any language curriculum that aims to develop learners` communicative proficiency can be restated in terms of the common reference levels elaborated in the CEF and included in the language passport of the ELP;
- transferability – because it is based on the common reference levels, the ELP facilitates “transfer” both inside and outside educational systems;

- awareness raising and reflection – it is fundamental to the ELP that it involves the learner in planning, monitoring and evaluating learning; the ELP can thus facilitate the development of learner autonomy.

All the reports declare that the ELP can serve as an instrument of renewal, not just in individual foreign language classrooms but within national systems. It can improve learners' motivation, develop their reflective capacities and encourage them to take their own learning initiatives; but in doing this, it can also help them to carry their foreign language learning beyond the confines of the classroom (Little & Perclova, 2001).

In addition, some studies also mention problems with the usage of the ELP such as time constraints, the size and bulk of the ELP files, its coherence with curriculum whereas the ELP is an effective tool for language learners.

2.5. The usage of the ELP in Turkey

Turkey is a member of the Council of Europe and has taken part in all the Council's initiatives from the very beginning. Turkey has close relations with the Language Policy Division since the early 1970s on, when the Turkish Ministry of National Education reformed foreign language curricula and introduced new standards for the design of textbooks.

Language learning is a lifelong process and, encouraging widespread language learning is one of the most important educational objectives in an age of increasing globalisation. English, German and French are necessary for Turkey's economic, cultural and political relations with other countries. In Turkey, one foreign language is compulsory from the fourth grade of primary education. Most people would like to learn a foreign language, especially English (98% of pupils take English) (Demirel, 2003; p.15).

The Turkish ELP project began by focussing on learners of English in private and public schools with the leading role of the Education of Ministry. Demirel (2005) reports that the project was planned to be piloted first in the private schools, Anatolian High Schools and High School with one year English teaching program, later the project was going to be expanded to other schools. At the first stage, the

ELP was piloted in 20 state schools and 4 private schools in Ankara and Antalya. The implementation process started at the beginning of the school year 2002–2003 and a feedback seminar was held in Ankara on 20–21 March 2003. In May 2003 the Turkish ELP model for secondary learners was validated by the European Validation Committee in Strasbourg. In 2004, the piloted cities increased to 30 as it is seen in Table 5. It was planned to conduct pilot projects of the ELP gradually in an expanded way in whole Turkey in 2005 and later.

Table 5. Numerical distribution of pilot groups of ELP

City	School	Teacher	Student
1. Ankara	12	24	486
2. Antalya	7	14	224
3. Istanbul	5	10	285
4. Izmir	1	2	76
5. Adana	1	2	80
6. Gaziantep	1	2	72
7. Bursa	1	2	48
8. Edirne	1	2	46
9. Düzce	1	2	40
Total	30	60	1357

In Table 5 it is seen that this project is piloted at 30 schools, 60 teachers and 1357 students took part in pilot project.

In addition, a small group including experts from TÖMER Language Teaching Centre in Ankara University worked on another ELP for adults learning Turkish as a foreign language. TÖMER is the first language school in adult education which uses the ELP in Turkey. The application of (Ankara University) TÖMER, Turkish and Foreign Languages Research and Application Centre, to the European Council for the use of ELP was accepted by the European Validity Committee in 2004. Thus, TÖMER has become the first language school which provides its students with language passports in the field of teaching adults foreign languages. With the work of TÖMER and the Ministry of Education, the ELP was submitted to the Council of Europe and has been approved. Now, students have attended TÖMER work with the ELP, so TÖMER gives learners the chance to own one (Ceylan, 2006).

According to consolidated report (Schärer, 2004) the project phase 2001-2004 was based on formal and informal information and feedback received from a great number of sources and people. Projects in Turkey were piloted by Turkish Ministry of Education and Ankara University-TÖMER.

Table 6. Numbers of learners in Turkey with an ELP

Educational sector	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005
Primary Pilot version 6-11				150	300
Secondary I Pilot version* 11-14				300	500
Secondary II 19.2001 47.2003* 15-18			500	750	1500
Adult 56.2004**					7500
Total Turkey	All		500	1200	9800

* Projects of the Ministry of Education, Board of Education for secondary education

** Ankara University, TÖMER for adult education

In Table 6, numbers of learners in educational sectors in Turkey with the ELP are shown by the academic years.

At university level, although no pilot projects have been conducted; one study related to the ELP has been found. The study took place in preparatory school at Muğla University and was conducted for six months. Fifty students and six teachers worked with the ELP. The results of the study revealed that the attitudes of the teachers and students towards the ELP were positive (Glover, Mirici & Aksu, 2005).

Mirici (2008) states that Turkey has completed the process of piloting the use of ELP and has adapted the ELP implementation to the national educational system. The Turkish Ministry of Education has introduced a new English language curriculum based on the CEFR and ELP and aims to introduce a nationwide ELP use through electronic format of the validated models for 10-14 and 15-18 years of age groups. Both models are accessible on the website of the Ministry. Until the end of the 2010, 5 ELP models of Turkey were accredited by the European Language Portfolio Validation Committee.

The Ministry of Education is committed to quality in foreign language teaching and learning in the school system, and places special emphasis on teacher

training and the use of information and communication technologies. For instance, in the 2006-2007 academic years, the Ministry of Education increased the extent of the piloting towns and decided to gradually implement the programme throughout the whole country (Şahinkarakaş, Yumru & İnözü, 2010).

To date there are many master`s theses, doctoral dissertations and articles related to the ELP-related matters as learner autonomy, language descriptors, the learning process, self-assessment, skill-based testing, and teacher education. The studies have shown that it motivates students and helps them to gain insight into their own learning.

CHAPTER III

METHODOLOGY

3.0 Introduction

This study which is conducted on a private high school is a not only qualitative but also quantitative study. The purpose of the study is to investigate the effect of the European Language Portfolio (ELP) on achievement and attitude towards reading skills of students learning English as a Foreign Language. In the light of theories in this study so far, we have discussed the importance of reading, and the definition, contents, CEFR, functions, assessment, pilot projects, advantages and usage of the ELP.

This chapter outlines the methodology of the study including participants, instruments, data collection procedures, and data analysis.

3.1 Participants of the Study

This study was conducted on 20 students who were in the 9th grade in a private high school in Erzurum. There were three reasons of choosing in the 9th grades in a private high school. One of the reasons is that the ELP has been never studied as academic with the 9th grade students so far. The other reason is that participants of the study learnt English as a foreign language which the ELP was applied at the first time. The last reason is that teachers in the private school were very eager to learn about how to apply the ELP in their classes. The teachers at the school were also aware of what the ELP was and how they used the ELP in their classes. In addition, the private school had almost all the necessary equipments such as materials prepared for the levels in CEFR, story books, an English study room and etc. Ages of students ranged about 14. Since there were both male and female students in the study group, the gender was important in the study.

The study was implemented nearly throughout a fall term from the beginning of October to the end of December in 2009-2010 academic years. A questionnaire which

consisted of language proficiency levels such as A2, B1 and B2 from the self-assessment grids in the Common European Framework of Reference (CEFR) was conducted on 45 students, and according to given responses, level classes were arranged as A2, B1 or B2. According to the ELP, the level B2 consisted of successful students while the level A2 consisted of less successful students. There were 20 students for level A2, 14 students for level B1 and 11 students for level B2 according to the results of questionnaire. But the levels B1 and B2 had to study in a class because number of the students in a class at school consists of 20-25 students. Our study group was the level A2 so that we had to study only a level class at school. Besides, the study was implemented to the level A2 since studying with a level class at school would be more realistic. If we had studied with other class which consisted of B1 and B2 students, we would have accepted levels B1 and B2 as a level class. But, this would be a problem for our study.

3.2 Instruments

Data were collected from the students at the beginning, during and at the end of the fall term (between October and 2009-December 2009). In order to find out the effect of the European Language Portfolio (ELP) on achievement and attitude towards reading skills of students learning English as a Foreign Language, the following instruments were used: questionnaires, self assessment checklists, Key English Test (KET), student portfolios and interviews.

3.2.1. Questionnaire

Council of Europe (2001; p.25) expressed that self-assessment grid in the Common European Framework of Reference (CEFR) has shown major categories of language use at each of the six levels. It is also intended to help learners to profile their main language skills, and decide at which level they might look at a checklist of more detailed descriptors in four basic skills in order to self-assess their level of proficiency.

Questionnaire in this study consisted of language proficiency levels such as A2, B1 and B2 from the self-assessment grids in the CEFR (see Appendix B). The

questionnaire provided us determine the study group which we studied together during the implementation. At the beginning of the term, the questionnaire was conducted on 45 students and then students were selected according to the answers they had given and classes were arranged according to language proficiency levels of the students such as A2, B1 or B2. There were 20 students for level A2, 14 students for level B1 and 11 students for level B2 according to the results of questionnaire. According to the ELP, the level B2 class consists of successful students while the level A2 consists of less successful students. So we decided to study with the level A2 with the help of the questionnaire.

3.2.2. Self Assessment Checklist

One instrument often used in ELP is “checklist” (see Appendix C). Little (2006a) states that checklists are important advance for self-assessment in language learning, for they make it possible for learners to assess themselves using the same objective scales that in principle may underpin the test and examination they are required to take. At the same time, the presence of such checklists as a key element in the ELP adds a significant new dimension to portfolio based language learning and assessment.

Checklists, in the common reference levels elaborated in Common European Framework, describe the skills involved in language proficiency at certain levels in more detailed than overviews such as the self-assessment grid do, thus checklists provide more support in setting concrete goals. They are attractive to many categories of learners and teachers because they describe concrete and worthwhile objectives and allow for learner self-assessment (Schneider & Lenz, 2001).

At the beginning of the fall term, pre-self-assessment checklist which consisted of sample “Can-Do” statements of only reading part of the level A2 in the CEFR was conducted on target level class to cross-check the level A2 again. Self-assessment checklist which had also the sort of five-likert scale had choices such as (5) Always, (4) Frequently, (3) Occasionally, (2) Rarely, (1) Never. In this way, we tried to cross-check the study group more detailed in their reading skills again. It was also conducted as post

self-assessment checklist at the end of the term. Both of the pre and post tests crossed check the reading skills of study group again at the beginning and at the end of the fall term. Besides, it was observed whether there was a significant difference between them.

3.2.3. Key English Test (KET) from Cambridge ESOL Exams

Council of Europe (2001) purposes that language testing has a common reference point and transparency and comparability between language tests can be possible.

The English for Speakers of Other Languages (ESOL) Examinations are provided by Cambridge ESOL which is a department of Cambridge University and is also a founder member of ALTE (Association of Language Testers in Europe) which is a group of leading language testing organizations in Europe. These examinations are recognized by thousands of employers throughout the world. Cambridge ESOL exams are aligned to the Common European Framework of Reference for Languages: published by the Council of Europe. This internationally recognized framework describes language ability in a scale of levels which ranges from A1 for beginners to C2 for those who have mastered a language. This makes it easy for anyone involved in language teaching and testing (learners, teachers, teacher trainers etc.) to see the level of different qualifications. It also means that employers and educational institutions can easily compare qualifications and see how they relate to exams they already know in their own country (ESOL Examinations, n.d., retrieved from <http://www.cambridgeesol.org/exams/>).

According to Taylor and Jones (2006;p.4) the CEFR plays a key role in language and education policy within Europe and the wider world – perhaps in ways not originally envisaged by its authors. Within Europe it is believed to serve policy goals of fostering linguistic diversity, transparency of qualifications, mobility of labour, and lifelong language learning. Beyond Europe it is being adopted to help define language proficiency levels with resulting implications for local pedagogy and assessment. For Cambridge ESOL it offers a valuable frame of reference for our work and for our

stakeholder community. The quality of the relationship between the CEFR and Cambridge ESOL exams is perhaps best judged by the extent to which together they enable language learning to flourish, encourage achievements to be recognized and so enrich the lives of individuals and communities.

KET (Key English Test), one of the Cambridge ESOL Examinations, is a certificate that shows a person can use everyday written and spoken English at a pre-intermediate level and is also at level A2 of the Common European Framework of Reference for Languages (CEFR) an internationally recognized framework. Taylor and Jones (2006) also point out that KET was originally based upon Waystage (A2) from basic user from CEFR.

British Council, which applied Cambridge ESOL Examinations around the world, has a system consisted of 8 levels from level 1 (Beginners) to level 8 (Proficiency). The equivalences between British Council courses and the Council of Europe levels are shown in Table 7 (Manasseh, 2004; p.3; Demirel & Güneyli, 2006; p.112).

Table 7. British Council courses for learners and Council of Europe levels

British Council Level	Council of Europe Level	Cambridge exams	Age ranges
Beginner	A1	Starters	6 – 8
Elementary	A1	Movers, Flyers	6- 10
Pre Intermediate	A2	KET (Key English Test)	10 – 16
Intermediate 1	B1		10- 16
Intermediate 2	B1	PET (Preliminary English Test)	11- 16
Pre advanced	B2	FCE (First Certificate in English)	14 – 18
Advanced 1	C1		14 – 18
Advanced CAE	C1	CAE (Certificate in Advanced English)	14 – 18
Very Advanced	C2		14 – 18
Very Advanced 2	C2	CPE (Certificate of Proficiency in English)	14 – 18

In this study, Key English Test (KET) was used as a standardized test from Cambridge ESOL exams. Because it is seen in Table 7 that Key English Test (KET) from Cambridge ESOL exams and A2 from the Council of Europe levels are at the same language level. The questions in the KET were prepared beforehand using in the “Key English Test” of the Cambridge ESOL Examinations (2006). The reading proficiency part of KET (Key English Test) which consisted of fifty questions and every question had two points was applied to the study group as pre and post test both at the beginning

and at the end of the fall term (see Appendix D). After the results of both of the pre and post tests were compared in SPSS 15 and t-test analysis of KET scores was computed, it was observed whether there was a significant difference between them.

3.2.4. Student Portfolios

Student portfolio, namely, the European Language Portfolio was also an instrument of the data collection tools in this study. Readings with heavily materials and course book named Solutions at pre-intermediate level from Oxford University Press (2008) prepared for the levels in CEFR were implemented to the study group during the fall term and participants did many activities about reading. Generally, the portfolios were filled up with participants` own studies, class workings, book reports, exercises of the readings and reading activities (see some examples in Appendix E).

It has been also well known that learners have not read many books in foreign language learning process. Many teachers have tried many reading strategies but it has been so difficult that students read continuously and voluntarily book. Students often complain that they do not understand or like reading. So, in this study all participants read story books from Oxford, Cambridge and Macmillan publishings which consisted of levels 1, 2, 3. Every student prepared a book report for every story book which they read. All book reports were also put in the students` portfolios. The book report consisted of the basic information about the reading book, exercises of vocabulary and sentence in the book, and a short summary written by students own sentences (see Appendix F). Student portfolio and book reports provided us information about both the ELP and its implementation, and almost all the examples of every session during the learning process.

3.2.5. Interviews

Interview can be described generally that one can understand how the world is known by asking informants to answer open-ended questions about their experiences.

Interviews differ in the degree to which informants set the agenda, but in all instances informants describe their own experiences at length, including personal narratives or life histories (Shah & Corley; 2006 p.1828).

The standardized open-ended interview, one of the different kinds of interviews, includes many questions prepared and organized cautiously. The order and the wording of the questions are the same for each participant in this kind of interview in order to increase the generalizability of the study through the answers of the same questions from different participants since one needs the same answer from different participants in a limited time. In addition, it is easier to make data analysis with the standardized open-ended interview by putting each answer for the same question into the same category (Patton, 1990, as cited in Koyuncu, 2006).

At the end of the study (fall term), we interviewed with the participants who consisted of study group (twenty students) to provide us qualitative data about the ELP and its implementation. Through the interview we aimed to find out students' perceptions about the ELP and the effects of ELP on their attitudes towards reading skills in foreign language learning process and to illuminate unclear points in the study. The interviews with participants were held in Turkish to make participants easily express their ideas about the ELP. The length of the interviews varied according to the participants. All the interviews were recorded. The questions in the interviews were prepared beforehand using in the "The Effect of the European Language Portfolio on Learner Autonomy for Young Learners" of Koyuncu (2006) (see Appendix G). The questions of interview were classified in two parts. One part was about the students' feelings about the ELP and other part was about the effect of the ELP on students in learning process and learner autonomy. The interviews were useful for the participants so that they described detailed their activities, the benefits and the drawbacks of the ELP.

3.3 Data Collection Procedures

We started our study with a comprehensive research. Firstly, publications and documents which were studied before about our study were researched intensively. Many documents and publications were obtained from European Union and Turkish Ministry of Education publications and their web sites, periodical journals from Turkey or abroad and internet. We also took MA and PhD theses written in Turkey from Higher Education Council and a lot of documents from the libraries of different universities in Turkey.

In the study we used different instruments for data collecting such as questionnaire from the self-assessment grids in the CEFR, self-assessment checklists as pre and post in the CEFR, Key English Test (KET) as pre and post from Cambridge ESOL exams, students' portfolios and interviews with the all participants in study group. This study started at the beginning of October 2009 and ended in last week of December.

At the beginning of the study, firstly, a presentation about ELP containing its aims, components, functions and usage in Turkey was introduced to 45 students. It was not necessary to introduce to the teachers because all English teachers at the school were aware of the ELP.

The questionnaire which consisted of levels A2, B1 and B2 from the self-assessment grids in the Common European Framework of Reference (CEFR) was conducted on 45 students in the first week of October. Questions were held in Turkish to make students easily understand expressions in levels. Through this questionnaire we tried to find out level of the students which we would study during the term. Students were selected according to the answers they had given, and classes were arranged according to language proficiency levels of the students such as A2, B1 or B2. There were 20 students for level A2, 14 students for level B1 and 11 students for level B2 according to the result of questionnaire. But the levels B1 and B2 had to study in a class because number of the students in a class at school consists of 20-25 students. This was the first problem that we encountered in selecting the participants. Thus, we decided to

study with the level A2 since studying with a level class at school would be more realistic. If we had studied other class which consisted of B1 and B2 students, we would have accepted levels B1 or B2 as a level class.

After selecting the study group, pre-self-assessment checklist which consisted of sample “Can-Do” statements of reading part of the level A2 in the CEFR was conducted on target level class to cross-check level. Self-assessment checklist which had also the sort of five-likert scale had choices such as (5) Always, (4) Frequently, (3) Occasionally, (2) Rarely, (1) Never. In this way, we both tried to cross-check the study group in the reading skills again and it was observed whether there was a significant difference between them.

The reading proficiency part of KET (Key English Test) was also conducted on the study group as a standardized test and pre and post tests which consisted of fifty questions and every question had two points.

It was also expressed that every student in the study group should keep a portfolio and introduced how they would keep a portfolio during the study. Thus every participant kept a portfolio during the learning process. Readings with heavily materials and course book named Solutions at pre-intermediate level from Oxford University Press (2008) prepared for the levels in CEFR were implemented to the study group during the fall term. Participants studied with Solutions and did many activities about the reading during the learning process. Generally, the portfolios were filled up with participants` own studies, class workings, book reports, exercises of the readings and reading activities. Moreover, all participants in the study group read story books from Oxford, Cambridge and Macmillan publishings which consisted of levels 1, 2, 3 during the study. All students chose their story books themselves from the library of school according to their interests and read them. Every student prepared a book report for every story book which they read. All book reports were also put in students` portfolios.

At the end of the study, portfolios given voluntarily by students were collected. Many students except for a few students were not willing to give their works to be used in this study. Generally, their portfolios were filled up with participants` own studies, class workings, book reports, exercises of the readings and reading activities. Given all

portfolios of the students provided us important information about the ELP to improve their reading skills.

The same self-assessment checklist was conducted on the study group as post test again. In this way, we both crossed-check the target group in their reading skills again at the end of the term and compared the results between pre and post tests. In addition, only reading proficiency part of KET (Key English Test) from Cambridge ESOL exams was conducted on the target group as a standardized and post test. The scores of pre and post KET were analyzed with the SPSS 15. software package and t-test analysis of KET scores was computed. Besides, we also tried to find out whether there was a difference according to gender.

We interviewed all the participants with some questions which provided us qualitative data about the study. The interviews with participants were held in Turkish to make participants easily express their ideas about the ELP. The length of the interviews varied according to the participants and all the interviews were recorded. During the interview we aimed to find out students` perceptions about the ELP and the effects of ELP on attitudes of participants towards reading skills in the learning process and to illuminate unclear points in the study.

3.4 Methods of Data Analysis

In this study, we used both qualitative and quantitative data analysis procedures. Questionnaire, KET (Key English Test) as pre and post tests, and self-assessment checklist as pre and post tests were analyzed quantitatively; the interviews and students` portfolios were analyzed qualitatively.

After data collection procedures, firstly, the data of questionnaire were analyzed quantitatively in order to decide which level we should study with. We compared levels A2, B1 and B2 according to results of the questionnaires and determined the group which we studied during the term.

Secondly, self-assessment checklists as pre and post tests which consisted of five Likert scales were analyzed. According to both of the data from self-assessment checklists, the target level was crossed-check in detail in the reading skills again and it was observed whether there was a difference between them.

Thirdly, the data from the Key English Test (KET) as pre and post tests were analyzed by using the Statistical Packages for Social Sciences 15 (SPSS 15.). The analysis of the data was based on descriptive statistics. The frequencies for the KET were found and t-test analysis of KET scores was computed as well. In addition, it was also observed whether both there was a significant difference between pre and post tests, and there was a difference according to gender.

Students` portfolios were carefully examined and analyzed qualitatively. The activities in the students` portfolios were also analyzed to see commonly mentioned points during the interviews.

Finally, the aims of the interview conducted on all participants of the study were to get information about students` perceptions about the ELP and its effects on attitudes of participants towards reading skills in learning process and to illuminate unclear points in the study. Each question answered by the participants in the interview was analyzed in terms of the content analysis. It was also triangulated with all the findings and interpretations gained by questionnaire, self-assessment checklists, KET, students` portfolios and interviews.

CHAPTER IV

RESULTS AND DISCUSSIONS

4.1. Introduction

The results of the data analysis in this study are presented in the following order: 1) results of the questionnaire, 2) results of the self-assessment checklists, 3) results of the Key English Test (KET), 4) results of the student portfolios, 5) results of the interview.

The discussion will be based on the research questions as follows:

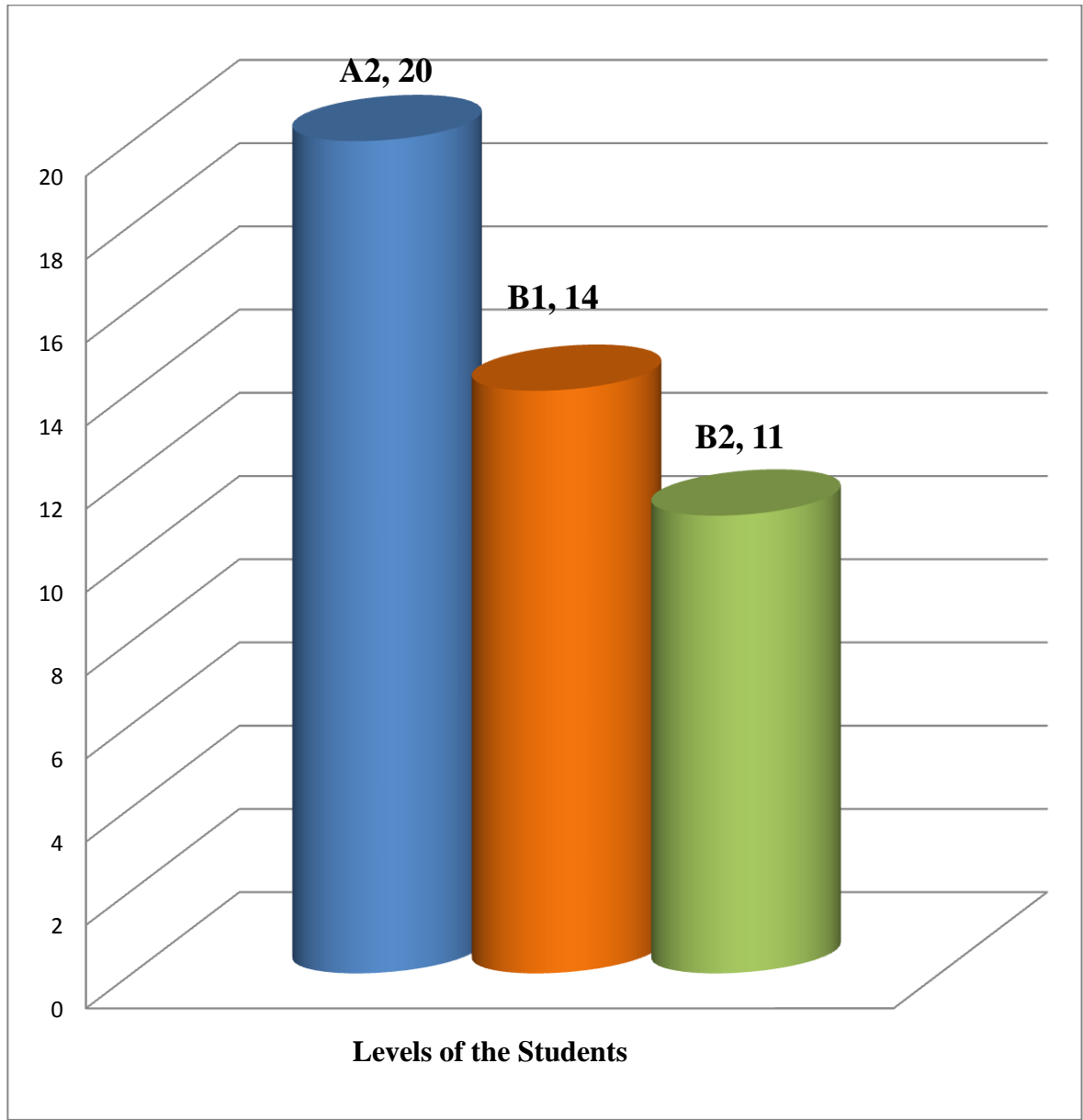
- a.** Does the ELP have a positive effect on achievements of students towards reading in foreign language learning?
- b.** Does the ELP have a positive effect on attitudes of students towards reading in foreign language learning?
- c.** Can the students learning English as a Foreign Language improve their reading skills with ELP?

4.2. Results of Questionnaire

At the beginning of the study (fall term) the questionnaire which consisted of A2, B1 and B2 from the self-assessment grids in the CEFR was conducted on 45 students in order to determine the study group which we studied together during the study. The questionnaire was filled in the class after the presentation about the levels of ELP given by me. Questions were held in Turkish to help students easily understand expressions in questionnaire. Through the questionnaire I was also in the class if a student had a question about the items. After finishing the questionnaire, classes were arranged according to language proficiency levels of the students such as A2, B1 or B2.

There were 20 students for level A2, 14 students for level B1 and 11 students for level B2 according to the results of the questionnaire. According to the ELP, the level B2 class consists of successful students while level A2 consists of less successful students. The level A2 had to study in another class whereas levels B1 and B2 had to study together in a class because number of the students in a class at school consists of 20-25 students. We decided to study with the level A2 since studying with a level class at school would be more realistic. If we had studied other class which consisted of B1 and B2 students, we would have accepted levels B1 or B2 as a level class. But, this would be a problem for our study. Thus, our study group was level A2.

Figure 3. Levels of the Students



Questionnaire which consisted of statements of four basic skills (reading, listening, speaking and writing) of A2, B1, B2 from the self-assessment grids in the CEFR was conducted on 45 students at the beginning of the study. According to the results of the questionnaire shown in Figure 3, there were 20 students for the level A2, 14 students for B1 and 11 students for B2.

4.3. Results of Self-Assessment Checklists

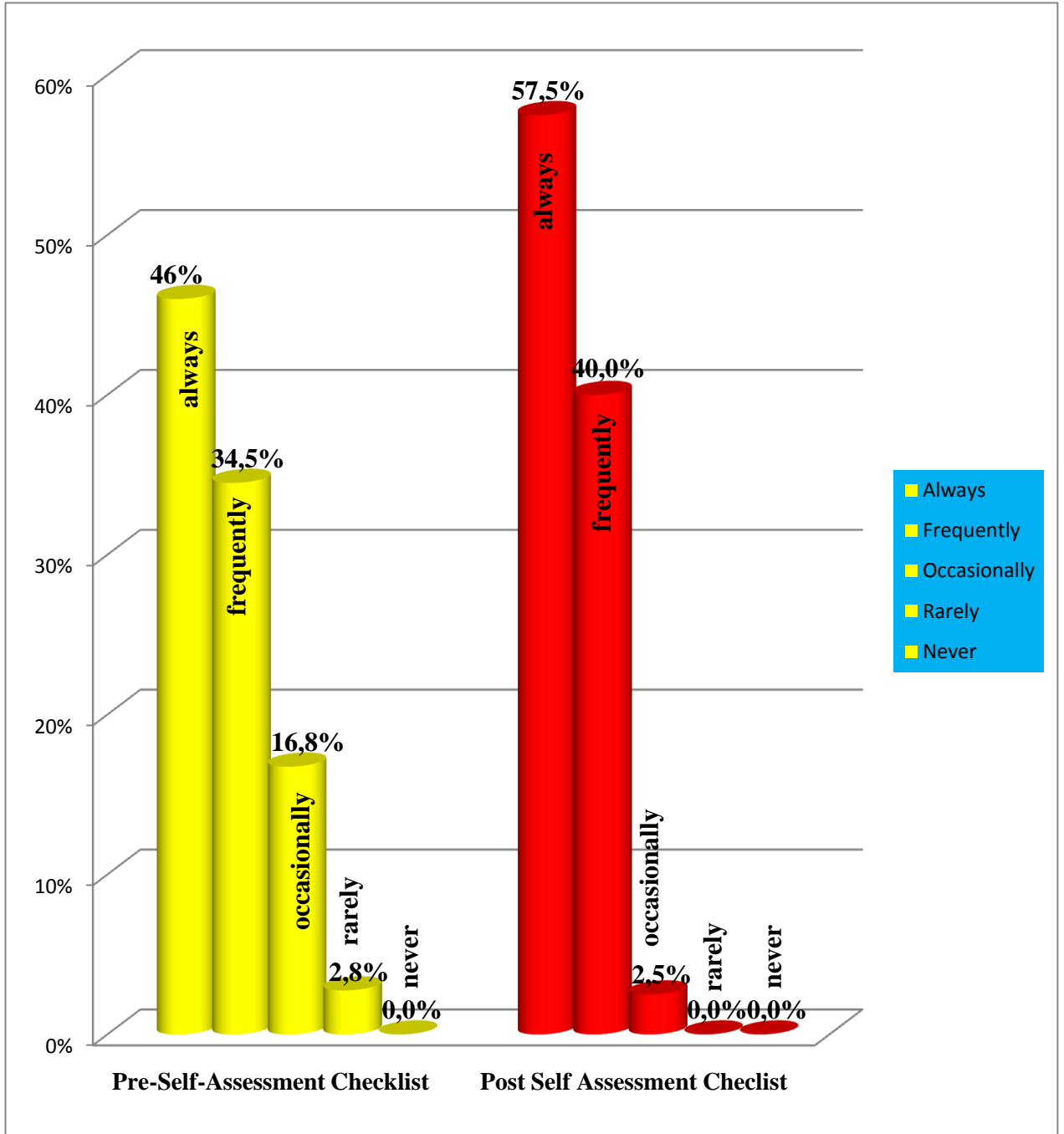
In this section, results of the self-assessment checklists as pre and post will be discussed. We aimed both to cross-check the target group in their reading skills at the beginning and at the end of the study again and to observe whether there was a significant difference between pre and post self-assessment checklists. The results of the data collected and analyzed will be presented in this section in order to answer the research questions (1); does the ELP have a positive effect on achievements of students towards reading in foreign language learning and (3); can students learning English as a Foreign Language improve their reading skills with ELP?

After determined as the study group was A2, pre self-assessment checklist which consisted of sample “Can-Do” statements of reading part of the level A2 in the self-assessment checklist in the CEFR was conducted on the target group to cross-check level A2 again. These sample “Can Do” statements in used pre and post self-assessment checklists have included more detailed than reading part of A2 in self assessment grids in used questionnaire. Pre self-assessment checklist which had also the sort of five- point likert scale had choices such as (5) Always, (4) Frequently, (3) Occasionally, (2) Rarely, (1)Never. Questions were held in Turkish to make students easily understand statements in pre self-assessment checklist, as well.

At the end of the study (fall term), we conducted on the target group the same statements in the pre self-assessment checklist as post self-assessment checklist again. With the post self-assessment checklist, we tried to find out whether students had any changes in their reading skills in level A2 by compared with the pre test.

According to the results of the pre and post self-assessment checklists, the level of the students for A2 was confirmed again and it was observed that there was a positive difference between them.

Figure 4. The Results of Pre-Post Self-assessment Checklists



Pre and Post self-assessment checklists measured reading proficiency level of students for the level A2. According to the results pre and post self-assessment checklists as shown in Figure 4, firstly, pre and post tests confirmed that the level of the students was A2 again. In addition, when we compared both of the self-assessment checklists, it can be observed that there was a significant difference between them. For example, 57.5% of the students said Always in the post self-assessment checklist whereas 46% of students said Always in pre self-assessment checklist. Besides, the students said 40% for Frequently and 2.5% for Occasionally in the post test while the students said 34.5% for Frequently, 16.8% for Occasionally and 2.8% for Rarely in the pre test. So we can conclude that the percentage of the post self-assessment checklist has increased more according to the percentage of the pre-self-assessment checklist. Furthermore, students have seen themselves stronger for their reading skills at the end of the study (term) when the percentages of the pre and post tests were compared. In addition, one can observe easily that the post test conducted at the end of the term has showed that almost all students (57.5% for Always and 40% for Frequently) in the study group studying with ELP felt better and more successful in their reading skills. They also presumed that the process of studying with the ELP was very useful.

4.4. Results of Key English Tests (KET)

Results of the Key English Tests (KET) as pre and post will be discussed in this section. Our aim was to compare pre and post KET, to find out t-test of KET applied to the study group at the beginning and at the end of the term, and to observe whether there was a significant difference between both of the tests. In addition, it was observed whether there was a difference between pre-test and post-test scores according to Gender. Data collected from the pre and post tests were analyzed with SPSS 15 software package. The results of the data collected and analyzed will be presented in this section in order to answer the research question (1); does the ELP have a positive effect on achievements of students towards reading in foreign language learning? and (3); can students learning English as a Foreign Language improve their reading skills with ELP?

The questions in the KET were prepared beforehand using in the “Key English Test” of the Cambridge ESOL Examinations (2006). KET consisted of only reading proficiency part of KET (Key English Test) as fifty questions and every question had two points. The reading proficiency part of KET (Key English Test) as a standardized test was applied to the study group as pre and post tests both at the beginning and at the end of the study (fall term) in 2009-2010 academic years.

After the data analyzed according to the descriptive statistics, the frequencies for the KET were found. When the results of pre and post tests were compared, it was observed that there was a significant difference between pre and post tests.

Table 8. Paired-Samples T-Test Results for the Pre-Test and Post-Test Scores

	M	N	SD	t	df	p
Pre-test	64.80	20	12.50	11.50	19	.00
Post-test	86.30	20	8.36			

A paired-samples t-test was conducted to evaluate the impact of the intervention on students` scores. There was a statistically significant increase from pre-test (M= 64.80, SD= 12.50) to post-test (M= 86.30, SD= 8.36), $t(19)= 11.50$, $p<.05$.

Table 9. Difference between Pre-test and Post-test Scores according to Gender

Gender	N	Mean Rank	Sum of Ranks	Mann-Whitney U	p
female	11	9.09	100.00	34.000	.23
male	9	12.22	110.00		

A Mann-Whitney U-Test was run to explore if there was a significant gender difference between pre-test and post-test scores. As can be seen from the Table 9, there is no statistically significant difference between females and males ($U=34,000$, $P>.05$).

It was observed that there was a significant difference according to the results of pre and post tests applied to the study group. We can arrange in order the reasons why there was a significant difference between both of the tests such as studying with the ELP, distinguished into the levels, doing activities according to their levels and lastly, using prepared materials for their levels.

Furthermore, according to the results of pre and post KET, it was also observed that the ELP had a positive effect to improve students' reading skills and to increase achievement levels of the students in their reading skills. So we can conclude that the ELP contributes the students to improve their reading skills. In addition, when the results of pre and post tests were compared, it can be also seen that students studying with the ELP are more successful in their reading skills.

4.5. Results of Student Portfolios

The results of the data collected and analyzed will be presented in this section in order to answer the research question (2); does the ELP have a positive effect on attitudes of students towards reading in foreign language learning?

At the end of the study, portfolios given voluntarily by students were collected. Many students except for a few students were not willing to give their works to be used in this study. But some students tried to fill up their portfolios with their activities done in the learning process. Generally, students' portfolios were filled up with the participants' own studies, class workings, book reports, exercises of the readings and reading activities. Given all portfolios of the students provided us important information about the ELP in their reading skills. Most of the students expressed that they enjoyed doing activities in the classroom or outside but it was difficult for them to carry out the activities to their portfolios. But, however, students pointed out that keeping portfolio was important in their learning process. Because they learnt many new things while they were doing activities. Some examples about the portfolio from the results of the students' interviews can support the findings above.

Student N

“It was good for me to study with the ELP during the term. We taught English with our course book, Solutions, and activities which were appropriate for our level and did many activities about reading in the class. But, to tell truth, I have not enjoyed much more to keep a dossier or a portfolio. However, I tried to fill up my portfolio with some activities.”

Student T

“Keeping a portfolio was very useful. Because I saved in my portfolio my all activities which I studied during the term. When I needed a document about lesson or exam, I could find it easily from my portfolio. For example, someday, our teacher wanted everybody in class to make a brochure about a city in Turkey. I remembered that there were some reading documents about cities in Turkey in my portfolio. Then I read all the documents about cities and I made a fine brochure. In addition, I should admit that I was also well-arranged with the portfolio.”

In addition, we made an extra activity for the portfolios of the students. All students in the study group read many story books from Oxford, Cambridge and Macmillan publishings which consisted of levels 1, 2, 3 in order to have students like reading book and improve their reading skills. Every student could borrow story books from the library of the school and read them during the term. Every student also prepared a book report for every story book which they read. The book report consisted of the basic information about the reading book, exercises of vocabulary and sentence in the book, and a short summary written by students own sentences. Lastly, all book reports were also put in their portfolios. Almost all participants read average five story books in three months. Generally, the students expressed that they enjoyed choosing themselves their reading books (story books) which consisted of adventures, action, short story, love, horror, legend, miracles etc. It can be said that book reports had positive effects on attitudes of students towards their reading skills because students could choose their story books themselves, read voluntarily them and complete the book

reports themselves. According to Fenner and Newby (2000) when students choose themselves, according to their personal interpretations, interests and needs, one consequence is that there must be room for freedom of choice for the individuals. Through a rich variety of texts, genres, tasks, approaches and methods they can learn how gradually to make qualified choices that will suit their own personal learning processes. Thus we can state that the story books and book reports had significant contributions for the students in their reading skills. Some examples about the story books and book reports from the results of the students` interviews can support the findings above.

Student I

“The ELP helped me to see my own language skills. For example, in this process, the level A2 showed me which level book I could read. Firstly, I borrowed a story book at level 1 but I realized that the level 1 was too easy for me and then I also took a book at level 3 but it was too difficult for me because there were subjects which we have not studied yet. Finally, I borrowed it at level 2. While reading it, I realized that the level 2 was suitable for me. Then I completed the book report with my understandings. It was very surprised me. Because I realized that I could read a book and comprehend it myself. Finally, reading with the ELP was very useful.”

Student O

“Normally, I have not enjoyed reading book and have been scared of it until the beginning of this term. But now, my thoughts changed. Henceforth, I like reading book. I read six books only in these three months although I read, maybe, totally five books until this year. So I am very glad of this result.”

4.6. Results of the Interviews

In this section, results of the interviews with the students will be discussed. At the end of the study (term) we interviewed with all the participants in order to find out students` perceptions about the ELP and the effects of ELP on their attitudes towards reading skills in learning process and to illuminate unclear points of the ELP in their

reading skills. Questions in the interview were also held in Turkish to make students easily understand. All the interviews were recorded. The questions in the interviews were prepared beforehand using in the “The Effect of the European Language Portfolio on Learner Autonomy for Young Learners” of Koyuncu (2006). The results of the data collected and analyzed will be presented in this section in order to answer the research question (2); does the ELP have a positive effect on attitudes of students towards reading in foreign language learning?

The questions of interview were classified in two parts. The 5th and the 10th questions in the interview were about the students` feeling about the ELP.

The students` feeling about the ELP

Q5 How much do you like studying for the ELP?

Q10 How much is the studying process for ELP helpful?

When students were asked about their feelings about the ELP, their answers were generally positive. Almost all students expressed their positive attitudes towards reading skills in their answers about how much they liked studying with the ELP and the ELP was useful for their studying process. The following examples taken from the results of the students interviews can support the findings above.

Student N

“The ELP was very useful for our foreign language learning. In this system, one can realize easily his level and know better what he should do while studying foreign language. I think that I will be able to reach to my targets as better, more conscious and faster. The ELP really contributed to my individual success. I enjoyed much more from done activities especially preparing a brochure of a city.”

Student A

“Yes, this studying process with the ELP was helpful for me. Our English lessons passed efficiently and we did not spend inefficiently our time about the subjects which we had already known so that the level of everybody in the class was the same. Because everybody in the classroom has known the same subjects.”

Student S

“This process was very positive and useful for me. I think that I could improve much more my foreign language with the ELP in the learning process. I also consider that the ELP has been useful not only for me but also my other classmates.”

We can conclude from these answers of the students that the students were happy to learn languages with the ELP and they were also so pleased that the ELP contributed to their successes. It can be said that many of the students have believed that studying process with the ELP was helpful for them.

Other questions except for the 5th and the 10th questions in the interview were about the effect of the ELP on students in learning process and learner autonomy.

The effect of the ELP on students in learning process and learner autonomy

Q1: To what extent does the ELP show what you can do in a foreign language?

Q2: To what extent does the ELP help to understand the learning aims?

Q3: How much does the ELP help to assess your own language skills?

Q4: To what extent does the ELP make possible for you to compare teachers` assessment and students` assessment of themselves?

Q6: How much does the ELP help to see your own learning process?

Q7: To what extent does the ELP provide to see capabilities in foreign language?

Q8: How much does the ELP help you to participate in learning process?

Q9: How much does the ELP facilitate to feel responsible for learning?

1st and 2nd questions were about the effect of the ELP on students in learning process which includes the understanding the purposes of learning program. Most of the students stated that the ELP helped them to understand their learning aims and showed them what they can do in a foreign language. Many students in the study group believe that the ELP has a great contribution to their understanding. The following examples taken from the results of the students interviews can support the findings above.

Student S

“The ELP really helped us to understand our learning aims because I have studied my lessons according to my aims since the beginning of the fall term. The ELP showed

us that the foreign language is necessary for me not only at the school but also all around my life.”

Student E

“The ELP was very effective in order to improve my foreign language. In addition, I developed my ability of foreign language with the ELP and I realized that I would be able to increase my level of foreign language myself especially my reading abilities. For example, now, I can read and understand reading texts without any helps such as my teacher or a dictionary even if I cannot sometimes understand exactly.”

3rd and 4th questions were about investigating the effect of the ELP on students in learning process and especially learner autonomy which is the sharing in the setting of learning goals and in reviewing and evaluating learning. Many students pointed out the ELP helped to assess their own language skills and they could compare the assessments of both their teacher and them. For example, they expressed that in foreign language lessons all students were studying like Mathematics, Physics before, and they knew all teachers of foreign language were teaching like other teachers. But, after they met with ELP, they realized that their teachers of foreign language lesson could teach according to their levels. Almost all students have also accepted the ELP helped them to see their learning processes. The following examples taken from the results of the students interviews can support the findings above.

Student O

“The ELP was very useful to compare our teacher and us. Firstly, I learnt which level I had with the help of the ELP. Our teacher was teaching according to our level and we were also studying with documents according to our level. If we had been in a mixed class like last year, our teacher would have taught English to all the class although he could not know the levels of everybody in the class.”

Student E

“Before I did not study with the ELP, I had not known that I was insufficient at pronunciations, understanding and interpretations in my reading and speaking skills. But I saw myself that I was insufficient about which subjects and what I could do to improve them with the ELP.”

6th and 7th questions were about how much the ELP affects the learning process which is regularly reviewing, evaluating students` own learning processes and capabilities of foreign language. The results of the questions were generally positive. The majority of the students expressed that the ELP showed them clearer their learning processes and capabilities, and they studied English according to the necessities in the process of the foreign language learning. The following examples taken from the results of the students interviews can support the findings above.

Student S

“The ELP helped me to see my own learning process. I have never studied with this system before, but I have though that I could improve my foreign language step by step. For example, I had never thought that I could understand a reading book myself until I met the ELP, but I understood that I would be able to read and understand a book myself. Indeed, I began to read and speak in foreign language like my father.”

Student T

“The ELP showed me as a picture what I could do in learning process. That is, everybody knows his level and what he learnt in their learning process. In addition, everybody can see how much they can improve their skills.”

Student B

“The ELP always provided me to see my capabilities in foreign language. Although I have known enough vocabulary and grammar, I could never dare to read a book, but I realized that I could read a book with the ELP. Beside reading, of course, the ELP contributed to my other skills”

8th question was about the effect of the ELP on learning process which is taking initiatives in planning and executing learning activities. Many students stated that they participated in learning process because they have felt more courageous in the classroom since the level of everyone was the same. When they compared their before learning process, the ELP really contributed them to participate in learning process much more. The following examples taken from the results of the students interviews can support the findings above.

Student E

“We, all the students, were at the same level in the class and I felt more courageous among my friends. So I participated in the lessons much more and integrated easily to lessons and reading activities. In addition, I studied lessons myself, read story books myself, and did activities and exercises myself at my level.”

Student N

“It was very useful for me so that I was in a level class which was the same with my level. I could read easily all reading documents and participate in confidently and do freely all activities. Because there were not any handicaps to decrease my desire in the class.”

Finally, 9th question was about accepting responsibility of students own learning. Most of the students pointed out that the ELP helped them to take responsibility for their learning. The following examples taken from the results of the students interviews can support the findings above.

Student Y

“Since the level of the students was the same, I felt more responsible. I have known that I would fall down from A2 to A1 even if I have not studied someday. So I realized my responsibilities which I should do and how I would study them. Besides, I felt more determined while studying foreign language because my aim has better learning and pass the level B1.”

Student A

“Since the ELP has a level for every student, everyone in level class wants to save their levels, and so they feel more responsible for their learnings. In addition, other friends in my level class hearten and encourage me for my language learning, too.”

According to the other findings in the interview except for above examples, the students also reported that they always studied together with the ELP, and they did a lot of studies with the ELP in learning process. Whenever they went through their ELP, they could check what they learnt, what kind of responsibilities they had. Moreover, they stated that “can do” parts and checklists made them be aware of their improvement in their learning process. Consequently, almost all participants in the study group pointed out that the ELP really contributed to their reading skills in their learning process.

CHAPTER V

CONCLUSION

5.0. Introduction

The aim of the this study was to investigate the effect of the European Language Portfolio (ELP) on achievement and attitude towards reading skills of students learning English as a Foreign Language in a private high school in Erzurum. The research questions addressed in this study were about the ELP has a positive effect on achievements and attitudes of students towards reading skills in foreign language learning process, and students learning English as a Foreign Language can improve their reading skills with ELP.

In this study, we used different instruments for data collecting such as questionnaire from the self-assessment grids in the CEFR, self-assessment checklists as pre and post in the CEFR, Key English Test (KET) as pre and post tests from Cambridge ESOL exams, students` portfolios and interviews with all participants in the study group in order to achieve our aims.

The instruments in the study were analyzed both qualitatively and quantitatively. At the beginning of the study, the questionnaire which consisted of A2, B1 and B2 levels from the self-assessment grids in the CEFR was conducted on 45 students in order to determine the study group. We also conducted on the study group pre self-assessment checklist to cross-check the target level again. Then the pre KET was conducted on the target group. During the implementation, every student in the study group kept their portfolios. At the end of the fall term (study), post KET and post self-assessment checklist were conducted again and students` portfolios were collected. Besides, we interviewed with all the participants about the ELP.

5.1. Discussion

The findings for the data analysis revealed that the ELP can be a significant tool to improve the reading skills of learners. In this study, the questionnaire determined language levels of students. The results of the questionnaire showed the study group as the level A2 at the beginning of the study. Furthermore, students could learn English better as a foreign language in their levels. Because, according to the ELP, everybody in the class had the same level and their teacher taught them according to their levels.

Pre and post self-assessment checklists which had the sort of five-point likert scale were also conducted on the study group at the beginning and at the end of the study in order to cross check the study group in the reading skills. The results of both of the tests indicated that the level of the study group confirmed A2 again. Besides, when the percentages of the pre and post self-assessment checklists were compared, it was observed that the percentage of the post self-assessment checklist increased more according to the percentage of the pre-self-assessment checklist. Students studying with the ELP also saw stronger themselves in their reading skills at the end of the study.

The Key English Test (KET) which conducted as pre and post tests at the beginning and at the end of the study showed us whether the ELP contributed to the reading skills of students. The findings analyzed with SPSS 15 for the pre and post KET indicated that there was a significant difference between the pre-test and post-test scores, the ELP was an important tool to improve students` reading skills and also had positive effects on achievements of students towards their reading skills. According to analysis of t-test, there was a statistically significant increase from pre-test to post test. In addition, it was observed that students studying with the ELP were more successful when the frequencies of pre and post tests were compared. Furthermore, no significant difference was found out according to gender.

At the beginning of the study, we also asked all the participants for the portfolio which should be kept by everybody in the study group during the implementation. Portfolios given voluntarily by students were collected at the end of the study and many

students except for a few students were not willing to give their works to be used in this study. Even so, we obtained a few portfolios. They included many activities done in the learning process. We used students` portfolios and examples from these portfolios to support their findings. Many students expressed that they enjoyed doing activities with the ELP and they felt positive about working with the ELP. Most of the students believed that the ELP was a significant tool for their foreign language learning. On the contrary, some students participated in the study stated that they felt forced to keep a portfolio. Because it was difficult for them to carry out the activities to the portfolio. But, however, students pointed out that keeping portfolio was very important in their learning process. Because they learnt many new things while doing activities. In addition, all participants in the study group read many story books from Oxford, Cambridge and Macmillan publishings which consisted of levels 1, 2, 3 as an extra activity for the portfolios of the students and every student prepared a book report for every story book which they read. This activity had really positive effects on attitudes of students towards reading skills because students could choose their story books themselves, read voluntarily them and complete the book reports themselves.

At the end of the study, interviews were applied to all participants to achieve participants` perceptions about the ELP and the effects of ELP on their attitudes towards reading skills in learning process and to illuminate unclear points of the ELP in their reading skills. Generally, the results of the questions were positive. Almost all students studying with the ELP expressed their positive attitudes towards reading skills in their answers. Many students in the study group believe that the ELP has a great contribution to their reading skills, understandings and successes. They also stated that they liked the ELP very much and they felt more courageous in the classroom.

In addition, some students expressed their negative attitudes towards keeping a portfolio and they did not like keeping a portfolio so much. They also stated that always keeping a portfolio and applying completely the ELP were difficult for them since they did not have enough time because of their other lessons.

According to obtained all findings from the instruments, we can conclude that the ELP was both a useful and helpful tool for learners in foreign language learning process. All results of collected data showed that the ELP had an important role in improving learners` reading skills in high school. Almost all participants in the study group felt more independent, active, determined, responsible and motivated with the ELP in learning process in order to participate in more reading activities and improve their reading skills. Furthermore, all these findings also indicated that the students studying with the ELP had both positive attitudes and achievements towards their reading skills.

5.2. Implications of the Study

In this study, we used the ELP to improve the reading skills of students learning English as a Foreign Language. Since Turkey is distant to speaking English countries, it is difficult to learn, use and practise English as foreign language for many learners in Turkey. Therefore, it can be possible to learn and practise English with reading. Today, although some learners can learn and practise a foreign language with the internet, watching movies and other technological instruments or opportunities like abroad, most of the foreign language learners do not have the same opportunities. Thus, recently the ELP offered by the Council of Europe for a better learning is a good choice for many learners. The ELP provides the students give information about their levels and learning process.

The findings obtained from questionnaire, self-assessment checklists, Key English Tests (KET), students` portfolios and interviews indicated that the ELP could be an important tool for learners` reading skills. For instance, as participants had studied the foreign language in the mixed classes before, in this study participants knew their level according to the questionnaire from the self-assessment grids in CEFR. Additionally, self-assessment checklists provided them cross-check their levels more detailed in their reading skills. Key English Test (KET), students` portfolios and examples from these portfolios supported their findings. The interview also indicated that the participants

studying with the ELP had both positive attitudes and achievements towards their reading skills.

5.3. Suggestions for Further Studies

In this study, we conducted all data collecting instruments on a study group, which consisted of the level A2, to observe whether the ELP has an effect to improve the reading skills of students learning English as a Foreign Language. Maybe, it can be studied with both an experimental and a control group for other studies. It can be studied with other levels in CEFR, as well.

Besides, we studied with the study group in a limited period of time. Next studies can be organized for longer time. In this study, we tried to improve the reading skills of students learning English as a Foreign Language. The effects of the ELP towards other skills (listening, speaking, and writing) can be also investigated. Furthermore, different instruments can be conducted for next studies to obtain more data. We used the participants studying in a private high school for our study. It can be conducted on other learners in different schools and also universities.

We aimed to improve students` reading skills with the ELP in this study. Other studies can be conducted on teachers about their perceptions for the ELP and can be also the effects of ELP to foreign language learning process. In addition, the advantages and disadvantages of the ELP for teachers and schools may be investigated.

Finally, the European Language Portfolio (ELP) created recently by the Council of Europe has been a new model for foreign language learning in Turkey. Thus, it is necessary for us to investigate and try to implement the ELP with different ways in Turkey which aims to become a full member of the EU.

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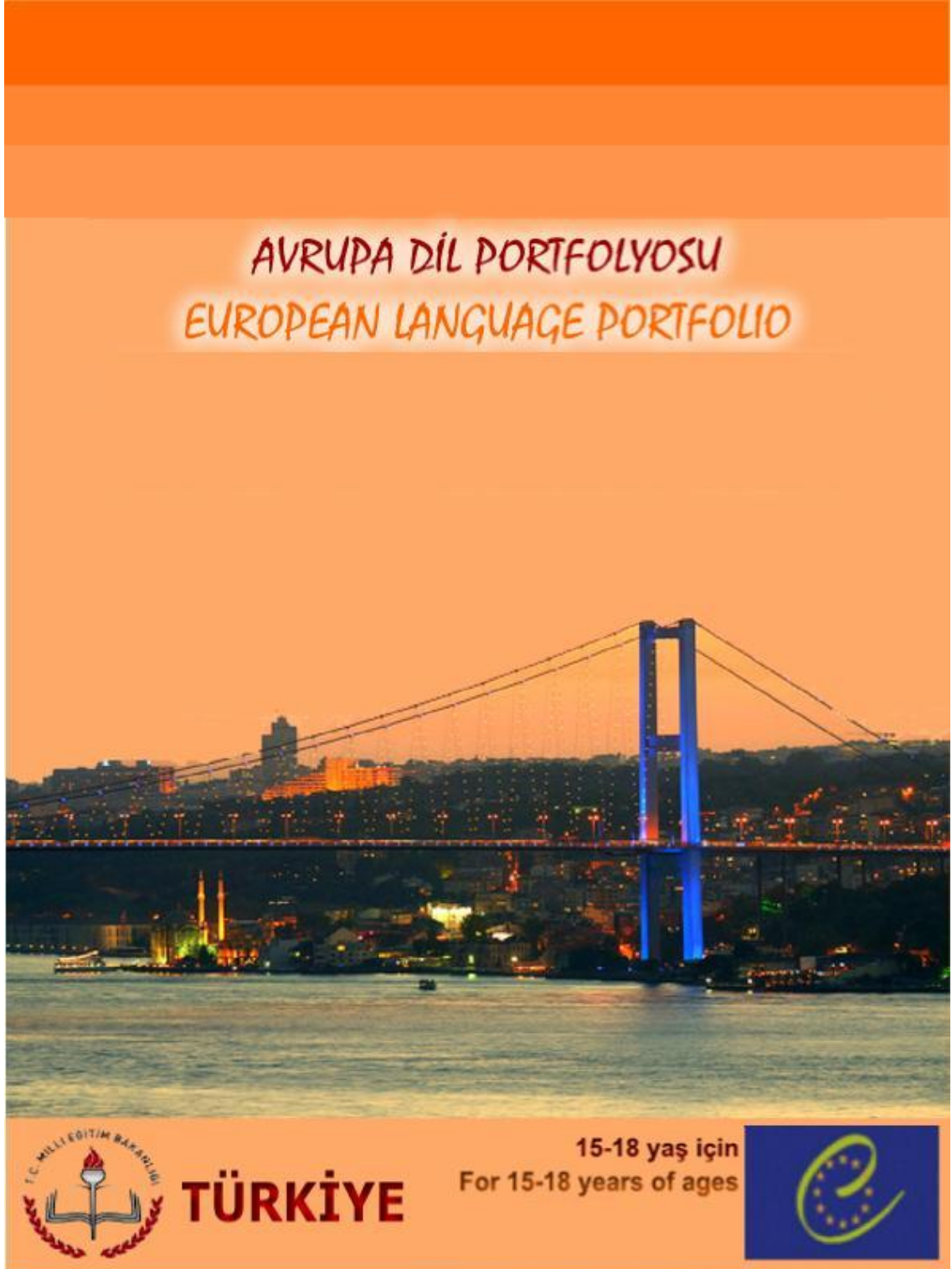
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APPENDIX A
Components of the ELP





COUNCIL OF EUROPE CONSEIL DE L'EUROPE

European Language Portfolio
Portfollo européen des langues

Language Passport

Passeport de langues



Dil öğrenim geçmişi Language biography

Adı:
Name:

Adres:
Address:

Doğum Tarihi:
Date of Birth:

Avrupa Dil Portfolyosunu kullanmaya başladığım tarih:
I started to use the European Language Portfolio on:

BENİM DİL DOSYAM
MY DOSSIER



APPENDIX B

Questionnaire

A2		Evet	Hayır
Dinleme	Beni doğrudan ilgilendiren konularla ilişkili kalıpları ve çok sık kullanılan sözcükleri anlayabilirim. (Örneğin; En temel kişisel ve ailevi bilgiler, alışveriş, yerel çevre, meslek). Kısa, net, basit ileti ve duyurulardaki temel düşüncüyü kavrayabilirim.	<input type="checkbox"/>	<input type="checkbox"/>
Okuma	Kısa ve basit metinleri okuyabilirim. İlanlar, kullanım kılavuzları, mönüler ve zaman çizelgeleri gibi basit günlük metinlerdeki genel bilgileri kavrayabilir ve kısa kişisel mektupları anlayabilirim.	<input type="checkbox"/>	<input type="checkbox"/>
Karşılıklı Konuşma	Bildik konular ve faaliyetler hakkında doğrudan bilgi alışverişini gerektiren basit ve alışılmış işlerde iletişim kurabilirim. Genellikle konuşmayı sürdürebilecek kadar anlamasam da kısa sohbetlere katılabilirim.	<input type="checkbox"/>	<input type="checkbox"/>
Sözlü Anlatım	Basit bir dille ailemi ve diğer insanları, yaşam koşullarımı, eğitim geçmişimi ve son işimi tasvir etmek için bir dizi kalıp ve cümleyi kullanabilirim.	<input type="checkbox"/>	<input type="checkbox"/>
Yazma	Kısa, basit notlar ve iletiler yazabilirim. Teşekkür mektubu gibi çok kısa kişisel mektupları yazabilirim.	<input type="checkbox"/>	<input type="checkbox"/>

B1		Evet	Hayır
Dinleme	İş, okul, tatil vb. ortamlarda sürekli karşılaşılan bildik konulardaki net, standart konuşmanın ana hatlarını anlayabilirim. Güncel olaylar ya da kişisel ilgi alanıma giren konularla ilgili radyo ve televizyon programlarının çoğunun ana hatlarını yavaş ve net olduğunda anlayabilirim.	<input type="checkbox"/>	<input type="checkbox"/>
Okuma	Meslekle ilgili ya da günlük dilde en sık kullanılan sözcükleri içeren metinleri anlayabilirim.	<input type="checkbox"/>	<input type="checkbox"/>
Karşılıklı Konuşma	Dilin konuşulduğu ülkede seyahat ederken ortaya çıkabilecek bir çok durumla başa çıkabilirim. Bildik, ilgi alanıma giren ya da günlük yaşamla ilgili (Örneğin; aile, hobi, iş, yolculuk ve güncel olaylar) konularda hazırlık yapmadan konuşmalara katılabilirim.	<input type="checkbox"/>	<input type="checkbox"/>
Sözlü Anlatım	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 anlatabilirim, bir kitap ya da filmin konusunu aktarabilirim ve izlenimlerimi belirtebilirim.	<input type="checkbox"/>	<input type="checkbox"/>
Yazma	Bildik ya da ilgi alanıma giren konularla bağlantılı basit bir metin yazabilirim. Deneyim ve izlenimlerimi tasvir etmek için kişisel mektuplar yazabilirim.	<input type="checkbox"/>	<input type="checkbox"/>

B2		Evet	Hayır
Dinleme	Güncel bir konu olması şartıyla uzun konuşmaları, konferansları ve açık oturumları ana hatlarıyla takip edebilirim. Televizyon haberlerini ve günlük olaylara ilişkin programların çoğunu anlayabilirim. Standart dildeki filmlerin çoğunu anlayabilirim.	<input type="checkbox"/>	<input type="checkbox"/>
Okuma	Yazarların belirli tutum ya da görüşü benimsedikleri, güncel sorunlarla ilgili makaleleri ve raporları okuyabilirim. Çağdaş edebi düzyazıyı anlayabilirim.	<input type="checkbox"/>	<input type="checkbox"/>
Karşılıklı Konuşma	Anadilini konuşan kişilerle anlaşmayı mümkün kılacak bir akıcılık ve doğallıkla iletişim kurabilirim. Bildik bağlamdaki tartışmalarda, kendi görüşlerimi açıklayıp destekleyerek etkin bir rol oynayabilirim.	<input type="checkbox"/>	<input type="checkbox"/>
Sözlü Anlatım	Çok çeşitli konularla ilgili açık ve ayrıntılı tasvirler sunabilirim. Çeşitli seçeneklerin olumlu ve olumsuz yanlarını ortaya koyarak bir konu hakkında görüş bildirebilirim.	<input type="checkbox"/>	<input type="checkbox"/>
Yazma	İlgi alanıma giren çok çeşitli konularda anlaşılır, ayrıntılı metinler yazabilirim. Belirli bir bakış açısına destek vererek ya da karşı çıkarak bilgi sunabilir ve nedenleri sürebilirim. Olayların ve deneyimlerin benim için taşıdıkları önemi ön plana çıkaran mektuplar yazabilirim.	<input type="checkbox"/>	<input type="checkbox"/>

APPENDIX C

Self Assessment Checklist

	Hiç	Az	Orta	Çok	Tam
Rakam ve adların çok olduğu, iyi düzenlenmiş ve resimlerle desteklenmiş haber özetlerinin ya da gazete makalelerinin ana fikrini anlayabilirim.					
Günlük yaşamın anlatıldığı ya da sorulduğu kişisel bir mektubu anlayabilirim.					
Arkadaş ya da meslektaşlardan gelen örneğin; futbol oynamak için buluşma zamanını belirten ya da işe erken gelmemi isteyen basit yazılı mesajları anlayabilirim.					
Sosyal etkinlikler ve sergi broşürlerindeki gerekli bilgileri anlayabilirim.					
Reklâmlardaki ürünlere ilişkin fiyat ve ebat gibi temel bilgileri anlayabilirim.					
Ankesörlü telefonlar gibi aletlerin kullanım talimatlarını anlayabilirim.					
Bilgisayar programlarının nasıl kullanılacağına ilişkin basit talimatları ve mesajları anlayabilirim.					
Fikir sahibi olduğum konulara ilişkin kısa metinleri basit bir dille yazılmışsa anlayabilirim.					

APPENDIX D

Key English Test (KET)

Test 1

PAPER 1 READING AND WRITING (1 hour 10 minutes)

PART 1

QUESTIONS 1-5

Which notice (A-H) says this (1-5)?

For questions 1-5, mark the correct letter A-H on your answer sheet.

Example:

0 You can take your old shirts or trousers here. Answer:

A	B	C	D	E	F	G	H
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

1 These cost less than usual.

A

KEEP THIS MEDICINE AWAY FROM CHILDREN
--

2 This is a bad time to be ill.

B

Check your holiday insurance now - before you go away.

3 Be careful where you put this.

C

SORRY! No showers in the Sports Centre this week
--

4 You will need to take a heavy sweater or jacket with you.

D

Dr Jenkins is on holiday until Friday.

5 You will not be able to wash yourself here for a few days.

E

TODAY Day trip to the mountains Wear something warm!

F

CAR WASH - £4 We'll make it look like new

G

All our winter holidays - 25% cheaper

H

<i>We buy and sell second-hand clothes.</i>

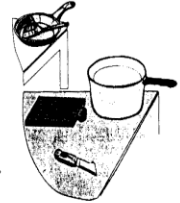
PART 2

QUESTIONS 6-10

Read the sentences about cooking a meal.

Choose the best word (A, B or C) for each space.

For questions 6-10, mark A, B or C on your answer sheet.



Example:

0 Last week, Louise some friends at her new school.

A made B started C played

Answer:

0	A	B	C
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6 She all of them to dinner at her house on Saturday evening.

A phoned B invited C said

7 Louise wrote the things she needed to buy for the meal on a of paper.

A piece B slice C part

8 She was on Saturday morning so she went shopping in the afternoon.

A full B busy C difficult

9 Louise two hours cooking the meal.

A waited B spent C passed

10 When the meal was, everyone sat down to eat.

A right B sure C ready

PART 3

QUESTIONS 11-15

Complete the five conversations.

For questions 11-15, mark A, B or C on your answer sheet.

Example:

0  **A** New York.
B School.
C Home.

Answer: 

- 11 Are you sure the match starts at two? **A** It started well.
B It's all right.
C I think so.
- 12 I saw the new Spielberg film last night. **A** Did I go?
B Has he come?
C Was it good?
- 13 How did the accident happen? **A** I can't go there.
B I didn't see it.
C I don't know how to.
- 14 Hello, I'd like to speak to Mr Green, please. **A** Sorry, can you say that again?
B I'm sorry, I'll call again later.
C I'm afraid I don't know.
- 15 May I leave now? **A** When we've finished.
B Until tomorrow.
C I don't agree.

QUESTIONS 16-20

Complete the conversation.

What does Tom say to the receptionist?

For questions 16-20, mark the correct letter A-H on your answer sheet.

Example:

Receptionist: Good evening, can I help you?

Tom: 0 _____

Answer: 

Receptionist: I'm afraid all our single rooms are full. How long do you want to stay?

Tom: 16 _____

Receptionist: I have a double room for £60.

Tom: 17 _____

Receptionist: I'm sure they're full too. There are a lot of tourists in town at the moment.

Tom: 18 _____

Receptionist: I'm afraid the restaurant is closed. Breakfast starts at 7 tomorrow.

Tom: 19 _____

Receptionist: Your room must be empty by 12 o'clock. But you can put your luggage in reception.

Tom: 20 _____

Receptionist: Would you write your name in the book, please?

A I see. Can I get something to eat in this hotel?

B Would you show me the room?

C I'm looking for a single room.

D What time does it finish?

E If I stay here, can I leave my suitcase in my room tomorrow afternoon?

F That's rather expensive. Are there any other hotels near here?

G Just for one night.

H OK. I'll take the room.

PART 4


QUESTIONS 21-27

Read the article about Bill Bryson, a writer.

Are sentences 21-27 'Right' (A) or 'Wrong' (B)?

If there is not enough information to answer 'Right' (A) or 'Wrong' (B), choose 'Doesn't say' (C).

For questions 21-27, mark A, B or C on your answer sheet.



Bill Bryson

I was born in the United States but I have written several travel books about England. I lived there with my wife and four children for 20 years, but for the last three years we have lived in the United States. Our children are now learning about life in the United States. I'm sure they will be happier because they have lived in two countries. I like Britain and I want to return, but my daughter, Felicity, is going to start college here soon, so it won't be for another four years.

I have just been to England for six weeks to work on a radio programme about the English language and also to talk about the book I've just written. Most writers don't like doing this; they don't like travelling around the country, selling their book. I don't mind it. I like visiting new places and meeting lots of people. It's very different from the life I have in the United States when I'm writing. In England, people drove me around in big cars and I stayed in expensive hotels. It was good because I didn't have to pay any bills. Everyone was kind to me and it was fun.

Example:

0 Bill has written about a country he has visited.

A Right B Wrong C Doesn't say

Answer:



21 Bill returned to the United States after living in England for a long time.

A Right B Wrong C Doesn't say

22 Bill thinks it will be good for his children to live in more than one country.

A Right B Wrong C Doesn't say

23 Bill's daughter didn't want to go to college in England.

A Right B Wrong C Doesn't say

24 Bill has just visited England to finish writing his new book.

A Right B Wrong C Doesn't say

25 Bill is happy with the things he has to do to sell his books.

A Right B Wrong C Doesn't say

26 Bill has travelled to many different places in the United States.

A Right B Wrong C Doesn't say

27 It cost Bill a lot of money to travel around England for six weeks.

A Right B Wrong C Doesn't say

PART 5

QUESTIONS 28–35

Read the article about crocodiles.

Choose the best word (A, B or C) for each space.

For questions 28–35, mark A, B or C on your answer sheet.

CROCODILES


We can find crocodiles in tropical parts of (0) world, for example Africa, South America and Northern Australia.

They spend most of the time (28) slow-moving water but they (29) move fast through the water and on land.

You often see crocodiles together in large groups. They (30) everything they catch, (31) fish, birds and small animals. And sometimes they make a meal of large animals or even people.

There are (32) than ten types of crocodile. They all have very sharp teeth. They often lose (33) teeth, but soon get new ones.

Crocodiles are usually about 3.5 metres long, but some are much (34) Crocodiles live (35) a long time. The oldest one kept in a zoo was 66 years old.



Example:

0 A the B an C a

Answer:



28 A in B on C at

29 A are B can C have

30 A eats B eat C ate

31 A by B like C to

32 A more B most C many

33 A this B that C these

34 A bigger B big C biggest

35 A for B since C during

PART 6

QUESTIONS 36-40

Read the descriptions of some things you can read.

What is the word for each one?

The first letter is already there. There is one space for each other letter in the word.

For questions 36-40, write the words on your answer sheet.

Example:

0 When your friends go on holiday, they send you this. p _ _ _ _ _

Answer: postcard

36 If you don't understand a word, you can look in this. d _ _ _ _ _

37 You can buy this every week and read about many interesting subjects in it. m _ _ _ _ _

38 If you write about your daily life in this, you may not want anyone to read it. d _ _ _ _

39 You write this for your mother when you answer the phone for her. m _ _ _ _ _

40 People buy this every morning to read about what has happened in the world. n _ _ _ _ _

PART 7

QUESTIONS 41-50

Complete the letter.

Write ONE word for each space.

For questions 41-50, write the words on your answer sheet.

Example: 0 be

Paris

Dear Maria,

It's good to (0) back home in my country but I still think (41) all the friends I made in our English class, especially you. I cried (42) I left England because my visit (43) too short. I would (44) to return to England but (45) time I will stay in a different city.

I have started English classes again here. I learnt a (46) of things in England but I know I (47) to study even harder.

(48) about you? (49) you still looking for a job? I hope you find (50) soon.

Love,

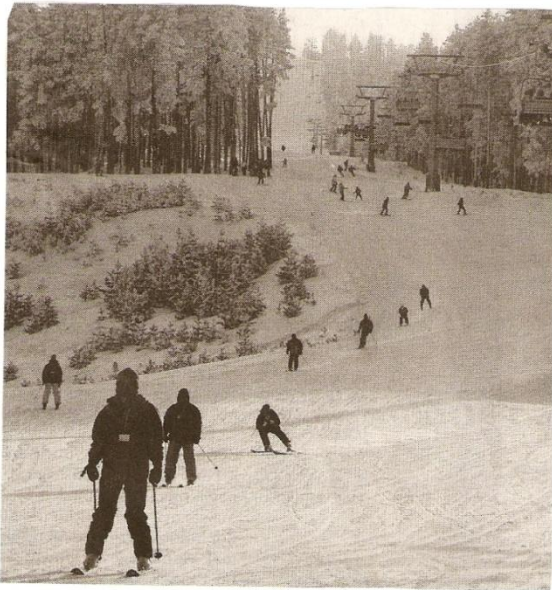
Sophie

APPENDIX E

Examples from Students' Portfolios

ERZURUM - PALANDÖKEN - Something for everyone

If you come to Turkey, you must come to Erzurum. Because Erzurum is very great city. Erzurum has got a lot of historical places and wonderful skiing center. Name of skiing center is Palandöken. It is in the south of Erzurum.



If you like snow, you can play snow ball with your friends.

If you like adventure, you can get on the cable car.

If you want to take clear air, you must climb the Palandöken mountain.

Palandöken skiing center is ^{the} biggest and most developed skiing center of Turkey.

I think, if you come to Palandöken mountain, you will be pleased.

Come on to Erzurum, come!
Erzurum is pretty, beautiful!





KARACA

LOCATION

Karaca Cave is surrounded by the forest of Çeltek Village which is in the South. This is 19 km far away from the city center and 1000 m high from the sea level. This cave is the foremost tourist place in Sinop.

ARRIVAL

This 2 km road is paved with asphalt and has double hand. So the tour buses can travel on it very easily. All kinds of resting and eating facilities where the visitors can meet all their needs are available near the cave.

KARACA MAĞARASI

CAVE

RESISTANCE OF WATER IN THE CAVE

There is no stream in the cave of Karaca, but water flowing through the roof of cave 1000 provides formation of dripstones. Apart from this, inside the cave there are travertine ponds and a flow ponds. The ponds which are at the entrance of cave and both have lots of water content.

THE ATMOSPHERE IN THE CAVE

The humidity rate in the atmosphere changes relatively from the entrance. In some parts of the cave by increasing. The humidity rate is 45% at the entrance, 70-75% in the middle. 1 m and it rises up to 95% in the middle. 1.5 m. The air inside the cave is cooler than outside the cave. In summer the temperature in the cave is lower than outside. Because of these conditions, the cave is considered as a really air conditioning system.

CONSTITUTION OF THE CAVE

The cave of Karaca is rich in formation. These dripstones are in different colour. Inside the cave, there are stalactites, stalagmites, travertines, flowstones, and other formations. The dripstones are very large in the cave. The height of the dripstones is up to 1 meter deep. The harmony of these formations is very beautiful. The existence of these formations is a really interesting sight. The existence of these formations is a really interesting sight. The existence of these formations is a really interesting sight.

CONCLUSION

The cave possesses the most beautiful, magnificent and fascinating examples of dripstones. It is such a beautiful and a valuable place that deserves to enter the World Heritage List of UNESCO. So it is foremost and the principle tourist place in Sinop. In the aspects of the health tourism, it is very effective in treatment of respiratory diseases.

The Karaca Cave was open to the visitors in 1996. It was visited by the 500000 people since 1996. Having seen the Karaca Cave is a really fascinating, mystical adventure.

THE SHAPE OF CAVE

The cave has an irregular shape. The height of the cave is 10 m. The width of the cave is 10 m. The length of the cave is 10 m. The cave is very beautiful and interesting. The cave is a really interesting sight. The cave is a really interesting sight. The cave is a really interesting sight.

APPENDIX F

Book Report

BOOK REPORT

NAME AND SURNAME:

CLASS:

TITLE:

AUTHOR:

STAGE:

PAGE:

I have read pages.

1. Who are the characters in the book? Describe them.

2. Write a summary about book.

3. Write 10 words .

NEW WORDS

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

EXAMPLE SENTENCE

APPENDIX G

Interview

1. ELP yabancı dilde neler yapabileceğini ne kadar gösterdi?
Bunlar nelerdi, açıklar mısın?
2. Sence ELP öğrenme amaçlarını anlamanda ne kadar yardımcı oldu?
Açıklar mısın?
3. ELP senin kendi dil becerilerini değerlendirmede ne derece yardımcı oldu?
Örneğin:
4. Sence ELP öğretmenin değerlendirmesi ve öğrencinin kendi kendini değerlendirmesini karşılamayı sağladı mı?
Nasıl:
5. ELP` ne çalışma hazırlamaktan ne kadar hoşlandın?
Örneğin en çok hangi çalışma, neden:
6. ELP kendi öğrenme sürecini görmene ne derece yardımcı oldu?
Nasıl:
7. ELP ne derece sana dildeki yeterliklerini görmeni sağladı?
Nasıl:
8. Sence ELP senin kendi öğrenme sürecine daha çok katılmana ne kadar yardımcı oldu?
Nasıl:
9. Sence ELP sana kendi öğrenme sürecinle ilgili kendini sorumlu hissetmende ne kadar yardımcı oldu?
Nasıl:
10. Sence ELP` ne bir şeyler hazırlarken geçirdiğin süreç yararlı mıydı?
Açıklar mısın?