

CEFR

The Common European Framework of Reference (CEFR) was developed through forty years of work by the Council of Europe and is now used all over the world along with changes in pedagogy, curricula and testing. The CEFR supports an ‘action-oriented’ approach (Europe, 2001, p. 9) to pedagogy and focuses on learners, teaching and testing as linked concepts (Faez, Majhanovich, Taylor, Smith, & Crowley, 2011) and promotes the use of self-assessment to develop learners’ awareness of skills and knowledge. was developed by the Council of Europe, with the CEFR, aimed to to ‘provide a common basis for the elaboration of language syllabuses, curriculum guidelines, examinations and textbooks across Europe’ (Europe, 2001, p. 1). The CEFR describes language learning and the abilities required for learners to be effective, communicative users of a language. There is extensive use of ‘Can Do Statements’ for second language proficiency in five skills (reading, writing, listening, spoken production and spoken interaction) and six levels (C2, C1, B2, B1, A2, A1). The CEFR provides statements known as descriptors that describe what learners ‘can do’ at different levels, the focus is not on what learners cannot do. In this way, the CEFR aims to be practical and user-friendly. The influence of the CEFR on foreign language education is widespread in Europe and elsewhere in the world. The CEFR is used in a variety of ways in different contexts, and this study aims to contribute to our understanding of how school teachers understand and use the CEFR.

It has been two decades since the first introduction in Turkey of the CEFR and European Language Portfolio (ELP). Turkey stated its support for the goals and objectives of the European Union (EU) for language education with the adoption of the CEFR as a reference document for foreign language teaching (Demirel, 2005). There were pilot projects that involved 20 schools in two towns in the academic year 2001-2002. Subsequently, the Ministry of National Education or *Milli Eğitim Bakanlığı* (MEB) extended the pilot projects to ten towns in total for the academic year 2006-2007 (Sahinkarakas, Yumru, & Inozu, 2009). However, further in-service training programmes in more schools for more teachers were not provided comprehensively in the years that followed. As a result, most teachers knowledge, understanding and experience of the CEFR is not clear. This study aims to look at the extent to which teachers are familiar with the CEFR and how they view the application of CEFR principles and practice.

The CEFR has influenced teachers’ views on language teaching, testing and curriculum design in Turkey, and the MEB adapted its educational policy according to the CEFR. The CEFR seeks to be a comprehensive document that guides the teaching of different languages in

various learning situations. Whilst it aims to be as transparent as possible, the content is complex in some parts. The CEFR can act as a guide for decisions made by any teacher of foreign languages (Goullier, 2007). However, to gain a full understanding of the CEFR and its potential for application in testing and in class, several readings may be necessary and some writers have raised questions of whether some parts of the CEFR are clear enough for all users (Piccardo, Berchoud, Cignatta, Mentz, & Pamula, 2011) and some researchers have observed implementation problems. If language teachers do not know and use the CEFR it cannot affect classroom practice for teaching and assessment and the benefits for teachers will be reduced.

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1. The Common European Framework of Reference (CEFR) supports an 'action-oriented' approach to pedagogy, which emphasizes:
 - a) Memorization of grammar rules
 - b) Rote learning of vocabulary
 - c) Practical application of language skills
 - d) Translation exercises

2. The CEFR provides descriptors known as "Can Do Statements" that focus on:
 - a) Learners' weaknesses and areas for improvement
 - b) Learners' proficiency in different language skills
 - c) Learners' cultural knowledge and awareness
 - d) Learners' preference for learning materials

3. The main aim of the CEFR is to:
 - a) Standardize language teaching across Europe
 - b) Develop a common curriculum for language education
 - c) Improve foreign language testing procedures
 - d) Enhance learners' communicative abilities in a language

4. In Turkey, the adoption of the CEFR as a reference document for foreign language teaching was accompanied by:
 - a. In-depth in-service training for all teachers
 - b. Extensive pilot projects in multiple towns
 - c. Increased emphasis on grammar-based instruction
 - d. Substantial changes in the national curriculum

5. The challenges associated with the implementation of the CEFR include:
 - a. Lack of clarity in certain parts of the framework
 - b. Overemphasis on teacher-centered instruction
 - c. Insufficient support from the Ministry of National Education
 - d. Inadequate coverage of cultural aspects in language teaching

The answer key :

1. Practical application of language skills
2. Learners' proficiency in different language skills
3. Enhance learners' communicative abilities in a language
4. Extensive pilot projects in multiple towns
5. Lack of clarity in certain parts of the framework