

COMPARISON OF NOTES, MESSAGES AND FORMS SECTION IN THE COMMON EUROPEAN FRAMEWORK OF REFERENCE FOR LANGUAGES 2001 AND 2008 EDITIONS

Research Article

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ABSTRACT

With globalization, rapid change and development in the world brought multilingualism to the agenda, thus it enables nations to get to know each other more closely. Various information about the language learning needs of individuals and what competences they need to have in the language they learn are described in the Common European Framework of Reference for Languages (CEFR) prepared by the Council of Europe. Some updates have been made in the Common European Framework of Reference for Languages over time, and hence the text has been renewed and developed. In this study, the notes, messages and forms section of the writing skill, which is one of the four basic language skills mentioned in Common European Framework of Reference for Languages, in the interactive writing category was examined as it was in the updated text which was published in 2018 and the innovations were evaluated. The aim of the study is to identify the differences of the text in the old and updated text in the notes, messages and forms section and to evaluate the possible contribution of individuals who want to learn a foreign language. In this study, document analysis method, one of the qualitative research methods, was used. With the new items added to the text and language proficiency tables in the current CEFR, an explanation has been made for open points. It has been concluded that the current text contains more guiding explanations for individuals who want to learn a foreign language and foreign language teachers more than their previous text, and significant changes have been made in language skill level fields. It is suggested that the competencies in the areas of skills that are still not clarified should be determined according to the target audience of foreign language teachers.

Key Words: Common European Framework of Reference for Languages, Notes, Messages and Forms, Foreign Language Teaching.

AVRUPA ORTAK BAŞVURU METNİ'NDE NOTLAR, MESAJLAR VE FORMLAR BÖLÜMÜ'NÜN 2018 VE 2001 BASKILARININ KARŞILAŞTIRILMASI

ÖZ

Küreselleşmeyle birlikte dünyadaki hızlı değişim ve gelişim çok dilliliği gündeme getirmiş ve böylece ulusların birbirini daha yakından tanıma imkânı doğmuştur. Bireylerin dil öğrenme ihtiyaçlarına yönelik çeşitli bilgiler ve öğrendikleri dilde hangi yetkinliklere sahip olmaları gerektiği Avrupa Konseyinin hazırlamış olduğu Avrupa Ortak Başvuru Metninde (Common European Framework of Reference for Languages,) açıklanmıştır. Avrupa Ortak Başvuru Metninde (OBM) zaman içerisinde bazı güncellenmeler yapılmış ve dolayısıyla metin, yenilenmiş ve geliştirilmiştir. Bu çalışmada OBM'de belirtilen dört temel dil becerisinden birisi olan yazma becerisinin etkileşimsel yazma kategorisinde yer alan notlar, mesajlar ve formlar bölümü 2018 yılında yayımlanan

güncellenmiş metindeki haliyle incelenmiş ve yenilikler değerlendirilmiştir. Çalışmanın amacı notlar, mesajlar ve formlar bölümünde metnin eski halindeki ve güncellenmiş metindeki farklılıklarını tespit etmek ve yabancı dil öğrenmek isteyen bireylere muhtemel katkısını değerlendirmektir. Bu çalışmada nitel araştırma yöntemlerinden doküman analizi yöntemi kullanılmıştır. Güncel OBM’de metne ve dil yeterliliklerinin bulunduğu tablolara eklenen yeni maddeler ile ucu açık noktalara açıklama getirilmiştir. Güncel metnin, yabancı dil öğrenmek isteyen bireylere ve yabancı dil öğretmenlerine önceki metne göre dil becerisi yeterliliklerine daha fazla yol gösterici açıklamalar ve dil becerisi seviye alanlarında önemli değişiklikler içerdiği sonucuna varılmıştır. Hâlen açıklık getirilmeyen beceri alanlarındaki yeterliliklerin ise yabancı dil öğretmenlerinin hedef kitleye göre belirlemesi önerilmiştir.

Anahtar Kelimeler: Avrupa Ortak Başvuru Metni, Notlar, Mesajlar ve Formlar, Yabancı Dil Öğretimi

1. INTRODUCTION

In the developing and changing world in recent years, with the increasing importance of international relations and rapid advances in science and technology, language knowledge and multilingualism have gained importance. Language learning and cultural development needs of individuals are a lifelong process. Foreign language learning is also a dynamic process that requires personal development and devoted work, open to innovations. Individuals who learn a foreign language need to know what they need to know in order to use this language in a communicative way, and what knowledge and skills they need to develop in order to gain effectiveness in this language. A common document with international validity was needed so that they could understand what skills they have in the language being learned and their level of competence and follow their individual development.

The Common European Framework of Reference for Languages, created by many language and language teaching experts, is an important resource that includes a table of indicators for foreign language teaching and learning levels and validated language proficiency criteria, first published in 2001. Its main purpose is to base foreign language teaching on three basic philosophies. These can be listed as: Learner Autonomy, Self-Assessment and Cultural Diversity. This framework program functions as a kind of language passport that enables learners to control themselves and see their level in the language learning process. Different qualities for receptive and productive skills are described in the reference text, which separates language proficiency into different components. In the reference text, which is also a guide in teaching Turkish as a Foreign Language, various criteria related to the competence of writing skills, one of the productive skills, have been determined. In this study, we will explain how to benefit from the competencies mentioned in the notes, messages and forms part of the writing skills section of the application text while teaching Turkish as a foreign language. Firstly, a brief information about the reference text and its purpose will be given. Secondly, the competence values regarding the notes, messages and forms section of the writing skill from producer skills will be evaluated by comparing the current version of the application text with the previous edition. Taking notes or leaving a message, which we often encounter in daily writing language, will help us with the reference text, which is a guide to what kind of writing at which level, while teaching Turkish. In the conclusion part, the updated reference text will explain what a Turkish student should pay attention to in formal or informal transactions for any institution or organization.

The purpose of this study is to determine the differences in the old and updated text in the notes, messages and forms section of the Common European Framework Reference Text and to evaluate its contribution to individuals who want to learn a foreign language in this sense.

2. METHOD

In this study, the document analysis method, in which the analysis of written materials about the concepts and concepts studied, was used (Yıldırım & Şimşek, 2006). It can be said that the written text with international validity can be examined systematically and in detail with the method of document analysis, comparatively with the various regulations made in the content of the Common European

Framework. During the document review, the current and previous editions of the texts in question were completely accessed, and analysis and comments were made as a result of the examinations. A classification from general to specific has been made in order to make the section examined more understandable, and new descriptors in the current text have been identified with the tables quoted from the common reference text.

3. FINDINGS

3.1. *Common European Framework and Language Skills*

Language is the most important and indispensable tool of interpersonal and inter-communal cohesion, communication and cooperation. Facilitating language teaching and increasing the interaction between European Union member countries is one of the primary goals of the European Union. The European Common Application Document is a document that was created in this context and published in 2001 in 40 languages, aiming to develop foreign language teaching and learning in the context of both multilingualism and intercultural interaction. The need to create a standard reference for the teaching, learning and evaluation of languages was put forward by the European Council. CEFR for Languages is seen as a reference especially for the member countries of the Union in terms of realizing the multilingual and multicultural European project. In this direction, member countries are expected to rearrange their foreign language teaching policies by taking CEFR as a reference. The Application Text is an evaluation system that records learning processes as well as facilitating language learning. Clearly presenting many subjects such as curricula, language criteria, exams, language courses, language course hours, tools, textbooks, teacher's handbooks, teacher training requires that the CEFR be transparent in the field of international modern languages. This is one of the main aims of the European Council. This text aims to gather the skills that individuals who want to learn a foreign language should acquire under a common understandable title. The most basic features of this text can be listed as follows:

- Multi-functional: Having all the goals and objectives in the preparation of language learning opportunities.
- Flexible: Being adaptable
- Open: suitability for refinement and refinement
- Dynamic: Continuous improvement based on experiences,
- Useful: Being clear
- Not Obsessive: Unconditionally not attached to a linguistic or educational approach.

The fact that these features are observed in the application text has made it a basic resource for individuals learning foreign languages.

“It explains in a comprehensive way what foreign language learners need to know in order to use this language in communication and what knowledge and skills they need to develop in order to gain efficiency in this language. These descriptions cover both the cultural context in which languages are established and the language proficiency levels that enable the progress of foreign language learners to be measured at all stages of learning and on the basis of lifelong learning” (CEFR, 2001).

In 2001, in the first edition of the application text, the Council of Europe divided language skills into three classes as A, B and C as basic, independent and master user. However, in the revised text, it is seen that there is another proficiency in addition to the language skills of the PRE-A1 level, which is defined as the halfway of A1 level. Thus, individuals who learn foreign languages can easily see which of these levels they have.

It is possible to categorize language skills under two main headings as reception skills and productive skills. Productive skills are classified as writing and speaking skills, while receptive skills are reading and listening. Notes, messages and forms that require mutual interaction of the writing skill, one of the productive skills in the Common European Application Text, differ significantly from the previous application text. The updated version of the text clearly reveals these differences to us.

3.2. Productive Skills in Common European Framework

3.2.1. Writing Skill

Speaking and writing skills, one of the productive skills, are discussed under the title of communicative activities and strategies in the Common European Framework Reference Text. The act of correspondence is interactive; those who take this action change their roles as both receptive and productive several times. Therefore, writing is an active process that requires using both receptive and productive skills. Writing is a high-level thinking tool, thinking on thinking (Güneş, 2001: 161), using the symbols and signs necessary to express thoughts in accordance with the rules, and producing ideas legibly (Akyol, 2000). It also requires the use of cognitive and collaborative strategies related to the management of collaboration and interaction, such as taking turns, sequencing, framing the issue and plotting a path of approach, presenting and evaluating solutions, summarizing and repeating the point reached, and mediating in a conflict.

It is possible to classify examples for Interactive Activities as mentioned in the Application Text as follows:

- transactions
- casual conversation
- informal discussion
- formal discussion
- debate
- interview
- negotiation
- co-planning
- practical goal-oriented co-operation

In the text of the application, in which various descriptive scales about interactive activities are presented; at what level and what competence the foreign language students who are likely to engage in these activities will have been stated. Interactive activities can be both verbal and in written situations where verbal communication is difficult or impossible. Letter, fax, e-mail correspondence etc. online or offline computer conferences are examples of interactive written activities. By recreating drafts, making changes or edits; understanding of agreement, contract and declaration texts can be negotiated.

Written interaction is grouped under three main headings in the application text:

- 1- General written interaction
- 2- Correspondence
- 3- Notes, Messages and Forms

Before moving on to the Notes, Messages and Forms section, written interaction and how to teach Turkish to foreign language learners will be mentioned.

3.2.2. Written Interaction

Thanks to the Common Application text, language skills and foreign language teaching are becoming increasingly important. Considering that one of the main purposes of foreign language teaching is to communicate, written interaction is important in order to be able to interact and express what has been learned in the target language in writing. Individuals who learn a foreign language and want to use it are required to learn writing skills for their ordinary needs such as sending notes, leaving or sending e-mails, filling out forms in their social life. Ugan (2007) states that the most effective means of communication is written expression skills. According to Nunan (2003: 88) writing, to reveal thoughts and to indicate how they will be expressed, and to present them to the reader in sentences and paragraphs.

Of course, we cannot think about the development of writing skill independent from the other skills. Competence in writing can be achieved by developing intertwined with other skills. Writing is a process-based skill that requires knowledge. Because writing skill includes a strategy that is a control center memory such as reasoning, simulating semantic networks, analysis, synthesis, planning, as well as relationships based on logical knowledge such as sequencing, cause-effect, process in terms of time forming an integrity between text types and sentences. (Yalçın, 1998). In order for the writing process to take place, the student needs to understand what he is reading, to have sufficient vocabulary knowledge in the target language he is learning, to have a little discourse knowledge and to be able to make associations between words and text, which reveals that it is a long process. In Teaching Turkish to Foreigners, the aim is to improve the writing skill or written interactive skills; to enable individuals to translate their feelings and thoughts in writing in accordance with the linguistic characteristics of Turkish (Tiryaki, 2013). Knowing the language features in the target language and requiring planning are also the requirements of the writing skill. Having all these features explains that this skill is a difficult and time-consuming skill to acquire. Even knowing that students were in a long process to interact in the language they learned made them anxious about their writing skill. In order for individuals to provide competent and successful written expression; knowledge, cultural wealth, life experience, using language effectively and correctly, having technical knowledge in writing, establishing cause-effect relationship by looking at events from different perspectives, analyzing and evaluating different events and thoughts in line with certain criteria (Göçer, 2010).

Individuals who are learning a foreign language must have full command of the language, be able to use the four basic skills in that language in relation to each other and have a good command of these skills. As it is known, language skills are examined in two classes as receptive and productive skills. Reading and listening skills, which are among the receptive skills, do not require interaction such as writing and speaking, which are productive skills. Therefore, the student is in the position of receiver. But in generative skills, the student needs to experience what they learn in a real environment. Writing skill needs more active interaction in formal or informal settings. As a matter of fact, there are many reasons why those who learn Turkish as a foreign language should write inside or outside the classroom (Harmer, 2007). There are many reasons such as correspondence on the internet, sending and receiving e-mails, writing phone messages, leaving notes and filling out the application form.

4. CONCLUSIONS

Individuals who learn a foreign language should look at the competencies in the application text in order to evaluate their stage in the writing skill they have acquired. Thus, they will be able to both self-evaluate and realize their language learning deficiencies. In the application text, each writing skill has been examined separately and the notes, messages and forms section that we will examine in this study are explained under the title of interactive skills in the European Common Application Text and

the necessary competencies are counted as a written interaction element (Table1). This table, published in 2001, was finalized by adding qualifications that were not previously defined in the updated text published in 2018 (Table 2).

As seen in Table 1 as it was published in the first edition of the application text, B2 competence was not defined and it was stated that this competence, which should be explained with higher level skills, is the same as the B1 competency. In addition, new descriptive statements were added to the qualifications B1, A2 and A1, and the PRE-A1 competency, which was never included in the table of the previous text, was also defined. Before analyzing the tables, we need to know what A1, A2, B1, B2, C1 and C2 qualifications mean according to the Common European Framework of References for Languages.

PRE-A1 Level: Pre-A1 level is aimed to be acquired at both primary school and lower secondary school level. For example, he/she can tell the day, time and hour. He/she can say thank you or apologize, make simple greetings, and write a simple postcard (Cefr, 2018).

A1 Level; (Introduction or Discovery - Breakthrough) is the most basic level in the use of language for personal purposes the level at which the learner can interact with each other can answer and ask simple questions about himself, where he lives, people he knows and possessions.

A2 Level; (Intermediate level or keeping in touch), it can be said that it corresponds to the characteristics of the Waystage level. Many of the descriptors showing social relations are included here. Social relations: use of everyday forms of courtesy and address; meeting someone; asking him for news about himself and reacting to his answer; successful conclusion of a very short purchase; To answer questions about his profession and leisure activities.

B1 Level; (Threshold level) For a person visiting a foreign country, it corresponds to the characteristics of the Threshold Level. It is characterized by two features. The first is the ability to maintain a mutual interaction and get what you want in different situations. For example; As a general rule, he can follow the main points of a long discussion about himself, provided that the discussion is conducted in clear and measured language; express or ask for opinions and views in an informal discussion between friends.

B2 Level; It corresponds to an intermediate level at the same distance to B1 (Threshold Level) at the top as well as to A2 (Intermediate and communication level - Waystage) below. It aims to clarify the features of the Advanced Level or the Independent User (Vantage). For example; speaking naturally, comfortably, and effectively; understand in detail what is said in standard language even in a noisy environment; to take the lead in the conversation, to take the floor when the turn comes and to close the conversation when appropriate, even if not gracefully; using stereotypes to save time.

C1 Level; It is called the Autonomous Level. This level is characterized by a wide range of discourses that allow for comfortable and natural communication, as can be seen from the following examples: It can express itself easily and naturally, almost without difficulty. It is adequately familiar with a wide range of vocabulary and can easily fill in gaps with indirect.

C2 Level; Although it is called mastery, there is no desire to match or almost reach the level of the natural speaker. The aim is to characterize the degree of precision, relevance and language comfort encountered in the discourse of advanced learners (CEFR, 2001).

Table 1: Notes, Messages and Forms (2001)

	NOTES, MESSAGES & FORMS
C2	As B1
C1	As B1

B2	As B1
B1	Can take messages communicating enquiries, explaining problems.
	Can write notes conveying simple information of immediate relevance to friends, service people, teachers and others who feature in his/her everyday life, getting across comprehensibly the points he/she feels are important.
A2	Can take a short, simple message provided he/she can ask for repetition and reformulation. Can write short, simple notes and messages relating to matters in areas of immediate need
A1	Can write numbers and dates, own name, nationality, address, age, date of birth or arrival in the country, etc. such as on a hotel registration form.

Table 2: Notes, Messages and Forms (2008)

NOTES, MESSAGES & FORMS	
C2	No descriptors available; see B2
C1	No descriptors available; see B2
B2	Can take or leave complex personal or professional messages, provided he/she can ask clarification or elaboration if necessary.
B1	Can take routine messages that are likely to occur in a personal, professional or academic context. Can take messages over the phone containing several points, provided that the caller dictates these clearly and sympathetically.
A2	Can fill in personal and other details on most everyday forms, e.g., to request a visa or visa waiver, to open a bank account, to send a letter recorded delivery, etc.
A1	Can leave a simple message giving information on e.g., where he/she has gone, what time he/she will be back. (e.g., 'Shopping: back at 5 p.m.')
Pre-A1	Can fill in very simple registration forms with basic personal details: name, address, nationality, marital status.

In Table 2, it refers to completely newly added descriptive features that were not included in the previous text.

In the updated text, pre-A1, a proficiency level that was not included in the previous text, was added, and it was defined as being able to fill features such as name, address, nation in a simple form. This level is defined by CEFR experts as primary and secondary school level.

It is seen that a little more detail has been added to the A1 proficiency level as published in 2018. Students should be able to write a message about where he is going and when he will return.

At the A2 level, the ability to write in more detailed texts such as visa exemption application form and opening a bank account has been added. The competences in the previous text are also included again.

While it was stated that the B1 competency could receive a message in the previous text, the phrase was added in its updated version provided that the caller expresses it clearly and sympathetically. In addition, the emphasis on getting the possible message in the academic text is noteworthy. Because the first published application text did not specify any level of proficiency in academic writing.

The CEFR offers potentially relevant general scales and subscales, but also more specific subscales for writing both in academic contexts and informal contexts. However, recent challenges to traditional views of academic writing have potential implications for assessment frameworks such as the CEFR when they are used to identify readiness for, and progress in, academic study (e.g. McNamara et al. 2018).

When the tables are examined, it is seen that B2 competence has been defined in the new text. It is stated that in B2 proficiency, he can receive a complex message by adding the phrase to detail when

necessary. In other words, in this level of skill that was not defined in the previous text, students now know what they should have. C1 and C2 proficiency levels have not been defined in the updated text yet.

5. SUGGESTIONS

In our developing, globalizing and multilingual world, the European Common Application Text and the European language portfolio, first created by the Council of Europe, published in 2001, are known as a guide for individuals and nations who want to learn foreign languages. This text, which focuses on lifelong learning and communicative approach, has brought a different dimension to language education and teaching, and ensured its international standardization. In the last version of CEFR updated in 2018, the changes in the said section are important as the text has not yet been translated into Turkish. Various studies have been conducted on this text in recent years. Kara (2011) prepared a curriculum related to the common framework text in his study, İşısağ (2008) evaluated the text linguistically and also examined it in the context of speaking skill in his study with Demirel (2010) and Gün and Şihanlıoğlu (2018) In the study conducted by, the common recommendation levels in OBM were examined. In addition, the studies conducted by Güler (2005) and Yücel (2006) are among the remarkable studies on this subject. In this study, the latest changes in the notes, messages and forms that require effective communication and interaction in the written interaction section of the writing skill were examined and the findings were evaluated.

One of the most basic requirements of learning and teaching a language is to master language skills. Writing skill is one of the skills acquired at the latest by foreign language students, according to studies. Açıık (2008) observed in his study that students had the most difficulty in writing skills in Turkish teaching centers. Byrne (1982) emphasized that the ability to communicate in writing is more important than language structure. In this sense, CEFR, which is based on a communicative approach, guides individuals through the notes, messages and forms section in the written interaction section. In the updated text, higher-level skills such as taking notes and leaving notes on academic texts were added, and the competencies left open in the previous text were defined more broadly. Based on the fact that academic writing is an important need, this change will contribute to students' written papers, CV or application forms. According to Tok (2013), functional writing activities have certain forms such as notes, messages, and forms, which helps students learn more easily. The added academic text statement regarding proficiency at B1 level makes a remarkable difference in this sense.

In line with the section examined in the study, the following suggestions are presented: Foreign language teachers of the autonomous level C1, which is the autonomous level of the notes, messages and forms section, and the C2 language level defined as mastery should be clarified. The gaps in which language learners should have which competencies at which language level should be filled with the help of an expert. Pre-A1 level, which is defined as the non-productive primary or secondary school level, is used for the first time in this text and represents the basic skill level. Use of visual material and written interaction should be encouraged, especially in younger age groups, regarding the Pre-A1 level.

It is always being emphasized that communicative competence which is related to using the language actively in daily life. Writing notes, messages and forms should teach communicatively by using the descriptors of CEFR levels. Taking various tasks, organizing activities and thus getting involved in the process for students to improve their communicative skills facilitates the language learning process and supports language development (Güneş, 2017). The activity approach is suggested in CEFR, it can be used to improve communicative skills.

In addition, by preparing Language development portfolios suggested by CEFR, students can take more responsibility in developing their language skills (İşısağ and Demirel, 2010). In this way, students will increase their awareness of their language acquisition and will be able to follow their development.

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GENİŞLETİLMİŞ ÖZET

Amaç

Bu çalışmanın amacı, eski ve güncel Avrupa Ortak Başvuru Metninde Notlar, mesajlar, formlar bölümündeki farklılıkları belirlemektir. Ayrıca iki metin arasındaki farkları değerlendirmek ve tablolar kullanarak onları sunmak çalışmanın ana odak noktasıdır. Böylece, yaratıcı yazmada yol gösterici olan bu metinlerin analiz edilerek yabancı dil öğrenenlere yardımcı olunması amaçlanmaktadır.

Metodoloji

Bu çalışmada iki metinde notlar, mesajlar ve formlar bölümü taranmış ve elde edilen bulgular analiz edilmiştir. Ayrıca çalışılan kavram ve kavramlarla ilgili yazılı materyallerin analizinin yapıldığı doküman incelemesi yöntemi kullanılmıştır (Yıldırım ve Şimşek, 2006). Doküman analizi yöntemi, basılı ve elektronik materyalleri değerlendirmek ve gözden geçirmek için kullanılan aşamalı bir süreci ifade eder. Bu çalışmada Avrupa Ortak Çerçeve Metninin belirli bir bölümü ve güncel hali incelenmiş, geliştirilen özellikler ve öğeler belirlendikten sonra metnin genel bütünlüğü içinde bu gelişmenin katkısı değerlendirilmiştir. Betimleyici eklemelerin olduğu bölümler incelenmiş ve betimleyici tanımlar çeşitlendirilmiştir.

Bulgular

Dil gelişimi sürecinde öğrenmeyi öğrenme, yaşam boyu öğrenme, öz farkındalık ve öz değerlendirme kavramlarını içeren CEFR, günümüzde yabancı dil öğrencileri için faydalı bir rehber niteliğindedir. İnsan doğası gereği çevresindeki canlılarla etkileşim halindedir. Bu etkileşim ister yazılı ister sözlü olsun, yabancı dil öğrenenlerin edindikleri dili kullanmaları ve içselleştirmeleri için en etkili yollardan biridir. Avrupa Ortak Çerçeve Metninde etkileşimli beceriler başlığı altında yazılı etkileşimden bahsetmek mümkündür. Çerçeve metinde yazılı etkileşim üç alt başlıktan oluşur: genel yazılı etkileşim, yazışmalar, notlar, mesajlar ve formlar. Her biri maddeler halinde ayrı ayrı açıklanan bu başlıkların notlar, mesajlar ve formlar bölümü çalışmamızın ana temelini oluşturmaktadır.

Mevcut uygulama metninde yazılı etkileşim için iki ölçek bulunmaktadır. Birincisi yazışma, ikincisi ise notlar, mesajlar ve formlar. Yazışma daha çok bilgi alışverişi ile ilgiliyken, notlar, mesajlar ve formlar kısmı bilgi aktarımını ifade eder. Bilgi aktarımını ifade eden söz konusu etkileşim türünde, bilgilerin doğru bir şekilde ifade edilebilir ve resmi ortamlarda kullanılabilir olması gerekmektedir. Bilgi aktarımının yapıldığı bu bağlamda yazı dilinde mümkün olduğu kadar yazım ve dil bilgisi kurallarına uygun olması gerekmektedir.

Notlar, mesajlar ve formlar, bir dizi işlemsel etkileşimli yazı içerir. A düzeyinde öğrencilerin kişisel bilgileri içeren formları doldurmaları beklenirken, A2 düzeyinde mesaj alıp bırakmaya ve kısa notlar yazmaya odaklanılır.

Avrupa Ortak Başvuru Metninin notlar, mesajlar ve formlar bölümü, mevcut metinde tanımlanan niteliklerle karşılaştırılarak farklılıklar ve geliştirilen unsurlar değerlendirilmiştir. Öncelikle eski metinde tanımlanmayan bir yeterlilik olan ve hem ilköğretim hem de ortaöğretim düzeyinde kazandırılması amaçlanan bir düzey olarak bilinen Pre-A1 düzeyinin bu metinde yer alması önemli bir

noktadır. Bu seviyede, bireyler yazı dilinde teşekkür edebilir, özür dileyebilir veya sadece kartpostal yazabilir. Günü, saati veya saati söyleyebilir.

A1 seviyesinde ise nereye gittiği ve ne zaman döneceği hakkında biraz daha detaylı yazılması istenir.

A2 düzeyinde, kısa ve basit bir mesaj almanın ve yazmanın yanı sıra çoğu günlük formda kişisel ve diğer ayrıntıları doldurma yeteneği tanıtılır.

B1'deki yeterlilik düzeyi ayrıntılandırılmıştır ve akademik düzeyde mesajları alabilmek ve bu mesajları net ve sempatik bir şekilde ifade edebilmek temel gerekliliktir.

Bir önceki metinde tanımlanmayan B2 seviyesi, mevcut metinde tanımlanmıştır ve bu seviyede daha karmaşık mesajların alınmasının vurgulanması dikkat çekicidir.

C1 ve C2 yeterlilik seviyeleri önceki metinde olduğu gibi bu metinde tanımlanmamıştır.

Sonuç ve Tartışma

Bu çalışmada, çok dillilik ve çok kültürlülük temalarına odaklanan ve bireylerin dil öğrenme süreçlerini yönetmelerini ve belirli bir program dahilinde kontrol etmelerini sağlayan Avrupa Ortak Çerçeve Metninin güncel hali incelenmiştir.

Yabancı dil öğretmenleri ve öğrenciler için rehber niteliğinde olan bu metne bazı değişiklikler eklenmiş ve temel beceriler detaylandırılarak yeterlilik tanımları genişletilmiştir. A2 düzeyinde ise önceki metindeki yeterlilikler ile birlikte vize muafiyet başvuru formu ve banka hesabı açmak gibi kişisel bilgilerin daha ayrıntılı istendiği metinlerde yazabilme yeterliliği eklenmiştir. B1 düzeyinde tanımlanan akademik metin ifadesi ile aynı düzeyde açık ve sempatik bir şekilde ifade edilmesi koşuluyla ifade edilen tanımlayıcı, işlevsel yazma eyleminin kapsamının genişletildiğini göstermektedir. Ve bu dil öğrenen bireylerin buldukları yeterlilik seviyesinde halen sayılabilmeleri için öncekinden daha yetkin olma zorunluluğunu da beraberinde getirmiştir. Benzer şekilde, daha önce tanımlanmayan Pre-A1 seviyesinin tanımı belki de tüm dil becerileri sınıflandırmalarını yeniden düzenleyecek bir gelişmedir. Basit selamlama, küçük kartpostal yazma veya kısa notlar bırakabilme becerilerinin bulunduğu bu düzey, aslında seviyeler öncesi hazırlık gibi düşünülebilir. Bireylerin dil öğrenme sürecinin başlangıcındaki becerileri ancak bu düzeyin yeteri kadar tanımlandığı takdirde edinileceği düşünülürse kapsamının yeteri kadar geniş olmadığı açıktır. Gelişmeye ve değiştirilmeye açık bir alan bırakılmıştır. Yabancı dil öğretmenleri, dil öğretim programlarını hazırlarken öğrencilerin hazır bulunuşluklarını tespit etmeli ve yaş gruplarını da göz önünde bulundurmalıdır. Bu düzeydeki bireylerin küçük yaş grupları olduğu göz önünde bulundurulursa öğretmenler görsel materyal kullanmaya teşvik edilmelidir.

Notlar, mesajlar ve formlar bölümü akademik ve resmi yazışmaları ve bu aracılıkla bilgi aktarımını ifade ettiği için yazım ve noktalama çok önemlidir. Üst düzey becerilere yazım ve noktalama ile ilgili yeterlilik tanımlarında eksiklik olduğu gözlenmiştir.