

Reflections of the CEFR on the Programs of Primary Education and Secondary Education French Language Course in Turkey

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ABSTRACT

Council of Europe recommended in Switzerland in November 2001 using the Common European Framework of Reference for Languages (CEFR) to set up systems of validation of language ability. The CEFR proposes a nucleus program for all students' independent in their study fields. It reinforces the awareness about linguistic diversity all over the Europe and emphasizes the significance of multilingualism and multiculturalism to provide the opportunities for citizens to communicate with at least two languages in addition to their native tongue. Moreover, the CEFR is a comprehensive, transparent and consistent guide book for language teachers and learners in the fields of language learning, teaching and assessment. It also attaches importance to life-long learning, learner autonomy and multicultural communication. Furthermore, it describes the objectives to be reached by learners, language skills and knowledge. Such activities in Turkey which is a candidate for the EU should also be revised and adapted. Therefore, the aim of this study is to analyze the secondary French language course in Turkey in terms of a) approach employed, b) objectives, c) content, d) process of teaching and learning, and e) measurement and assessment within the framework of the CEFR.

In introduction part of the program, the principles of the CFFR were used in developing the programs. However, some differences were determined in the program. This study discusses these differences and similarities.