

Elif Dereçineli

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Volunteering

Elif Dereçineli

PERSONAL INFORMATION

Elif Dereçineli

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 elifderecineli@hotmail.com

 elif dereçineli

WORK EXPERIENCE

04/02/2016–06/06/2016

Translator

Translation, Teaching, Literature

01/11/2018–Present

Courthouse, Ankara (Turkey)

Legal expert translator

EDUCATION AND TRAINING

09/08/2013–07/07/2018

Philologist

Ankara University, Ankara (Turkey)

English, Latin, Spanish

Teaching, Literary criticism, history

24/03/2019–24/03/2019

Certificate in Criminal Psychology

[Related document\(s\): Crime Certificate.pdf](#)

26/03/2019–26/03/2019

Global Health Essentials

[Related document\(s\): Global health.pdf](#)

31/03/2019–31/03/2019

Certificate in International Relations 1815-1914

[Related document\(s\): International relations.pdf](#)

01/04/2019–01/04/2019

Certificate in Gender Equality and Sexual Diversity

[Related document\(s\): Gender.pdf](#)

30/03/2019–04/04/2019

Certificate in Criminal Investigation in the New Millennium

[Related document\(s\): Criminal Investigation.pdf](#)

PERSONAL SKILLS

Mother tongue(s)

Turkish

Foreign language(s)

| UNDERSTANDING | | SPEAKING | | WRITING |
|---------------|---------|--------------------|-------------------|---------|
| Listening | Reading | Spoken interaction | Spoken production | |

| | | | | | |
|---------------------------|----|----|----|----|----|
| English | C2 | C2 | C2 | C2 | C2 |
| İngiliz dili ve edebiyatı | | | | | |
| Latin | A2 | | | | C1 |
| Spanish | B1 | B1 | A2 | A2 | A2 |

Levels: A1 and A2: Basic user - B1 and B2: Independent user - C1 and C2: Proficient user
Common European Framework of Reference for Languages

Job-related skills Öğretmenlik ve metotlara hakim,
Translation, edebi siyasi, ekonomi, tarihi ve bilimsel konular.

Digital skills

| SELF-ASSESSMENT | | | | |
|------------------------|---------------|------------------|------------|-----------------|
| Information processing | Communication | Content creation | Safety | Problem-solving |
| Independent user | Basic user | Independent user | Basic user | Basic user |

Digital skills - Self-assessment grid

Good command of office programs
Subtitling programs






ATTACHMENTS

- Crime Certificate.pdf
- Global health.pdf
- International relations.pdf
- Global health.pdf
- Gender.pdf
- Criminal Investigation.pdf






Elif Dereçineli

Mother tongue(s)
Turkish






Foreign language(s)
English, Latin, Spanish

| English | | | | |
|--|--|---|--|--|
| Self-assessment of language skills | | | | |
| UNDERSTANDING | | SPEAKING | | WRITING |
|  Listening |  Reading |  Spoken interaction |  Spoken production |  Writing |
| C2 Proficient user | C2 Proficient user | C2 Proficient user | C2 Proficient user | C2 Proficient user |
| Certificates and diplomas | | | | |
| Title | Awarding body | | Date | Level* |
| İngiliz dili ve edebiyatı | Ankara University | | 07/07/2018 | C2 |
| Linguistic and intercultural experience | | | | |
| Description | | | Duration | |
| Using languages for study or training: Öğretmenlik ve mülteciler için gönüllü çalışmalar | | | 7/5/16–Present | |

| Latin | | | | |
|--|--|---|--|--|
| Self-assessment of language skills | | | | |
| UNDERSTANDING | | SPEAKING | | WRITING |
|  Listening |  Reading |  Spoken interaction |  Spoken production |  Writing |
| A2 Basic User | — | — | — | C1 Proficient user |

| Spanish | | | | |
|--|--|---|--|--|
| Self-assessment of language skills | | | | |
| UNDERSTANDING | | SPEAKING | | WRITING |
|  Listening |  Reading |  Spoken interaction |  Spoken production |  Writing |
| B1 Independent user | B1 Independent user | A2 Basic User | A2 Basic User | A2 Basic User |

Common European Framework of Reference for Languages - Self-assessment grid

| | | A1 Basic user | A2 Basic User | B1 Independent user | B2 Independent user | C1 Proficient user | C2 Proficient user |
|---------------|--|---|---|---|---|--|--|
| Understanding |  Listening | I can understand 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. | 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 signalled 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. |
| |  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. | 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 specialised 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, specialised articles and literary works. |
| Speaking |  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). | 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 skilfully 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. |
| |  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. | 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. |
| Writing |  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. 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. | 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 a 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. |

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