

## YAKARISIM METODU

## ⇒ Linguistic Views ⇐

- Traditional view
  - a tool for understanding literature of target language
  - how to form grammatically correct sentences.
- Structuralism
  - Ferdinand de Saussure.
  - lang is for speech
  - written language is given priority.
  - everyday language we.
  - at the level of sound, word and sentence.
- The Generative Transformational Theory
  - Chomsky = human have the capability to learn a language.
  - competence is the knowledge of the language. ↓ inborn ability
  - performance is the actual use of language. observable.
  - creativity ⇒ how people can produce and comprehend utterances which they have never heard before.
  - people generate sent. on the basis of their knowledge of what is acceptable to the grammatical systems of the lang.
- The Communicative view (Hymes)
  - a vehicle to express functional meaning conveyed through struct.
  - anlaşım iletişim başlıca dilbilgisi taşıyan rededimiy.
  - contextual factors ⇒ choice of words and structures.

## ⇒ THEORIES OF LEARNING

- Behaviorism (Skinner)
  - habit formation
  - learner is a passive imitator
  - people start learning as a tabula rasa ⇒ without any previous knowledge, behaviour is shaped by means of positive, or negative reinforcement.
  - errors need to be immediately corrected by teacher.
  - drill exercises provide repetition for effective reinforcement
  - remediation, imitation.

Positive reinforcement → after the desired behavior to make the behavior more likely to occur in the future. (Praising.)

Negative reinforcement → removing an aversive stimulus.

Positive Punishment → I.T.U. ceza - presenting a negative consequence.

Negative Punishment → I.T.U. ceza

• Cognitive Theory - internal processes.

- Importance of experience, meaning problem solving.

- based on internal and mental processes.

- interaction between language and cognition.

- transferring, simplification, generalization, restructuring.

- Learners act, construct, plan, analyze their own learning.

- Positive and negative feedback is important.

- new inf. is acquired, existing knowledge is reorganized.

- Learning language needs to be meaningful.

• Humanism

emotional and spiritual needs of an individual.

- learners should feel relaxed and comfortable.

- Self-actualization

- raise open-minded, dynamic and adjustable individuals.

⇒ Definitions of Terminologies

• Approach → The broadest circle presents nature and components of language.

- Structural view → related units as grammatical, phonological, lexical.

- functional view → a vehicle to express functional meaning

- interactional view → vehicle to maintain interpersonal relationship with others.

• Method → overall plan for the organized presentation of language materials, procedural.

• Technique → smallest circle activities, practices, tasks.

• Design → function of materials, activities, roles of teacher.

• Procedure → related to techniques and practices.

- Grammar Translation Method
  - Deductive teaching - explicit
  - Correct productions of structures.
  - Translation - become more cultured and intellectual.
  - written language > spoken lang.
  - lessons are taught students' first language.
  - Grammar practices.
  - literary and ancient.
  - reading literary texts and translate them.
  - teacher is strict authority.
  - Grammar and vocabulary.
  - synonyms, antonyms and cognates.
  - writing and reading.
  - emphasis on accuracy and form. answer by inferring.
  - no interaction st, st, little interaction Tch. st.
  - immediate error correction, errors are not tolerated.
  - no real life situations. structural syllabus, simple to complex.
  - fill in the blanks.
  - Translation of literary.
  - Reading Comp. Questions
  - Using words in sentences
  - writing composition.
- Direct method (Natural M. Berlitz Method)
  - reaction to GTM
  - encourage direct and spontaneous use of target lang.
  - demonstration, action and pictures.
  - inductive grammar.
  - L1 ve L2 aynı şekilde, oral communication.
  - communicate in that lang. by learning to think in target lang.
  - daily lang. life style habits, traditions sinif ortamı için.
  - L1 not allowed.
  - teacher is a model and source of input.
  - correct pronunciation, be oral. vocabulary important.
  - demonstration, miming, fluency base.
  - interaction via question - answer.
  - Self correction

- Reading pairs about daily life
- situations (at cinema, at school)
- evaluated in terms of use of target lang. communicatively
- reading aloud, question - answer
- conversation practice
- dictation
- meaning based fill in the blank exercise
- drawing - paragraph writing,
- 41 yaşok olduğundan anxiety yok.
- Abstractları açıklanıyor sat zaman slider,
- incorrect lang. productions,
- Oral Approach and Situational Language Teaching
- vocabulary and grammar
- selection, graduation, presentation,
- behaviourism, habit formation, kolay öğrenme değildir,
- receiving the knowledge
- fixing it in memory through repetition
- using it actual practice
- speech is main element, structural view,
- accurate pronunciation
- ability to answer automatically and concretely,
- everyday behaviour, lifestyle (dialogue)
- snadilyok diğerlerinden since model İanna conductör,
- teacher-centered
- vocabulary ve grammar and en çok pronunciation inductive grammar,
- writing is neglected,
- immediate error correction,
- wall charts, flashcards and pictures,
- substitution and repetition exercises,
- demonstrations and body languages,
- roller, pictures, dictation
- controlled and boxed reading and writing activities,

## METHOD ERA

- Audiolingual method (Army Method)
- it's the first scientific method
- Behaviourism, structuralism
- contrastive analysis → it's a behaviorist foreign language system.
- spoken language
- to speak the target language automatically without stopping to think
- everyday behaviour
- mother lang. is not allowed. No mother tongue.
- Teacher is a orchestra leader, language laboratories
- Inductive grammar, vocabulary is strictly limited, (in context)
- listening and speaking
- errors are corrected immediately
- minimal pair
- Dialogue memorization
- Grammar games
- Mechanical drills
- Repetition drills
- Backward buildup drill → dialogue üzerinden bir kelime söyleyolar sonra diğer edgeye ekleye ekleye devam ediyolar
- Single slot substitution drill → bir resim gösteriyolar sonra kelime söyleyolar
- Multiple slot substitution drill → Buzak iprew sunuyolar sonra deyimlerle devam ediyolar
- Transformation drill
- chain drill → proby one ask and answer the same questions
- Baglamli olarak outside de kullanılmıyolar
- Silent way - (Cognitive Theory)
- Silence is used as a tool by the teacher to make stds autonomous learners
- discover, supported by physical objects, problem solving
- Inductive grammar, rule formation
- teacher's needs based
- vocabulary (memli) → Semi-luxury vocabulary → frequently used in daily life
- luxury vocabulary → political, philosophical opinions

- inner criteria for correcting their productions.
- Culture önemli. Ara dil sadece bilgi emilen,
- öğretmen technician or engineer
- feedback using gestures, notes.
- pronunciation is emphasized through colored-coded sound charts.
- Translation yok, he yapmış kelimeler önce verilir.
- Students can learn from one another.
- Errors is seen inevitable, natural, self correction, peer correction.
- Teacher monitor's students' learning.
- structured feedback → öğrendikleri hakkında konuşmaları,

## Suggestopedia

Relaxation / classical music.

- decoration, furniture and arrangement, music, authoritative teacher.
- Authority concept → reliable authoritative source.
- Infantilization → parent-child relationship
- Double-placedness → hem öğretmenler, hem öğrenciler öğrenciler.
- Intonation - rhythm → correct intonation.
- Concept pseudo-passiveness → varying rhythm, intonation.
- to activate student's mental potential.
- everyday life, fine arts
- LL to make meaning clear şilt boşu sat sonra analizler,
- teacher is a reliable authority. (trust, respect)
- feel more secure

- grammar rules → explicitly with a minimum amount.

① The receptive phase (presentation with classical music)  
 - first concert (the active concert) Teacher reads the dialog with rhythm of music. (öğrenciler etrafında kitapları takip ediyor bir bütün sesi işliyor)

- The second concert (passive concert) → students are asked to close their eyes and listen. teacher reads at a normal speed.

② The activation phase (practice stage)  
 - Primary activation → reread dialog softly, angrily, happily.  
 - secondary (creative) → use it spontaneously, dancing, dramatization, games.

- oral communication, write compositions, reading.

errors report as feedback, don't interrupt communication.

- Testbook posters → declarative learning (duygusal yeniden öğrenme.)

- creating new identity
- visualization, role plays, dramatizations.
  - Community Language Learning
- erotions and linguistic knowledge together with behavior skill.
- hollistic → cognitive and effective characteristics of human lang.
- whole person learning.
- teacher and learners are engaged in communication.
- feeling of security and belonging are established.
  - Security
  - Aggression and attention.
  - Retention and Reflection
    - ↳ familiar
    - ↳ reflect on their lang learning.
  - Discrimination
- Lang. is a vehicle for communication and for developing creative thinking
- non defensive, safe and secure environment.
- considering class as a whole person.
- Culture should be taught.
- LL should used to make meaning class.
  - Language alternation → il önce kendi dilinde sonra il de söyleme.
- Teacher is a counselor, gives clear instructions about what, how, when.
- Students are client learners. Pronunciation is given importance.
- Large chunks are analyzed by means of their mother's equivalents.
- grammar can be explicit if necessary.
- group and pair work.
- errors are treated in a non threatening way. recast.
- materials depend on student's needs.
- students talk about their feelings.
  - transcription & record They have produced.
  - Reflection on experience
  - reflective listening.
- (Human Computer) → teacher repeat correct form for correct pronct.
- Small group Tasks.
- translation in chunks by the teacher.
- based on conversation.

- Total Physical Response
- game like movements, activities reduce stress,
- innate bio-program → natural order of acquiring lang skills,
- focus on comprehension
- speaking should be postponed until comp skills are established,
- Brain Lateralization: -left-brain is responsible for lang. comprehension, production analyzing, critizing,
- right hemisphere → psychomotor skills, acting, nonverbal lang, metaphor,
- be oral, imperative form,
- culture should be taught,
- At the beginning LI is used,
- Teacher is a director, late stages teacher is being directed,
- students are actors and actresses,
- Grammar and vocabulary, pronunciation is delayed,
- single multiple word chunks are used,
- Writing and physical responses is emphasized,
- students aren't forced to speak at beginning,
- errors are inevitable but major error should be corrected,
- sentence based syllabus
- evolution is by observation,
- funny comments to make stds enjoy course,
- Commands, role reversal, action experience are used,
- Whole Language Approach (WLA)
- real life, social situations that are relevant to the needs and interests of students,
- vehicle for establishing personal relations with people,
- an emphasis on learning authenticity,
- a holistic view towards language,
- authentic literature, materials and tasks are used,
- Errors are natural tolerated but major errors should be corrected,
- Teacher is a facilitator,
- group reading and writing,
- reading authentic texts
- Portfolios, story writing, cv and letter writing,
- neglects spelling and pronunciation.

## • Multiple Intelligences

every individual possesses all of these intelligence types with different levels.

- Instruction designed to help stds develop their strong aspects
- organize instructional materials across different intelli type,
- "one size fits all"

- 1 - awaken the intelligence ✓
- 2 - Amplify the intelligence - develop ✓
- 3 - Teach with the intelligence ✓
- 4 - Transfer of the intelligence ✓

- It's hard in crowded classes.

## • Neuro-Linguistic Programming (NLP)

- alternative form of therapy.

- trains stds to eliminate their negativity and decrease anxiety and transform them into positive ones.

- Modelling, train people to develop self-awareness and effective communication. So as to fulfill their goals.

• four key principles

- 1 - Outcomes → knowing what you want to achieve ✓
- 2 - Responsibility → can minimize differences and maximize similarities, ✓
- 3 - Sensory acuity → to identify what other people express verbally or non-verbally.

- representational systems → visual

Auditory

Kinesthetic

Olfactory (Smell)

Gustatory (Taste)

↳ flexibility → finding a wide range of skills

## • Lexical Approach

- lexis, words and word combinations,

- fixed and memorized patterns,

- used in everyday interactions, lexical chunks, collocations,

- polywords by the way upside down,

- institutionalized utterances → I'll get it, that'll do. If I were you,

- text frames → first of all, secondly...

- vocabulary should be learned in chunks,

hedef

- Competency-Based Language Teaching <sup>input</sup>
  - what learners are expected to achieve with target language at the end of learning process,
  - ~~not~~ <sup>extremely</sup> essential.
  - Current Communicative approaches
    - Communicative language Teaching
      - aims: communication and employed functional-notional syllabus.
      - to develop communicative competence → the ability to use and interpret the language appropriately, effectively according to where, whom, why you are talking to.
      - functions → refusing, apologising, congratulating = speech acts,
      - types communicative competence
        - Linguistic competence: to understand and use vocabulary, grammar, punctuation, morphological rules.
        - Discourse competence: to understand how ideas are connected with cohesion and coherence rules.
        - Socio-linguistic competence - aware of politeness, formality, non-verbal behaviours, idioms.
        - Strategic competence → make up for lack of lang. knowledge, plan and assess the effectiveness of communication.
    - Seven functions of language
      - Instrumental function → using lang. to get things ✓
      - The regulatory function → using lang. to control others' behaviours ✓
      - The interactional function → using lang. to create interaction ✓
      - The personal " " → " " to express emotions, ✓
      - The heuristic " " → " " to learn and discover, ✓
      - The imaginative " " → " " create a world of imagination ✓
      - The representational " " → using " " to communicate information, ✓
    - meaningful and authentic lang. supports.
    - a truly communicative activity requires:
      - Information gaps ✓
      - Choice ✓
      - Feedback ✓
    - Meaning is essential.
    - first lang very rarely used, much exposure to L2,
    - Teacher facilitator,

- grammar errors can be tolerated, delayed correction → grammar not

- Scrambled sentences → sentinler wrong order create a unified one.

- Picture strip story → discuss which come first, what happens next.

- Role play, Long games → authentic materials.

• Natural Approach (Krashen)

Chomsky (LAD)

- adults can both acquire and learn foreign lang but children can only acquire it.

- it emphasizes the delay of prod. production until learners feel comfortable.

- communication, vocabulary, lexical items, structures, messages

• Hypothesis

→ The acquisition learning hyp → acquisition is unconscious learning is conscious children only acquire lang, subconsciously.

→ The Monitor Hypothesis → conscious learning can function only as a monitor, repairs, checks the output of acquired system.

→ The Natural order hyp → grammatical structures proceed in a predictable order.

(errors) are signs of development.

→ The Input (i+1) Hyp → input should be beyond their level.

Speak fluently occurs over time.

→ The affective filter hyp → motivation, self confidence, anxiety, low anxiety & parental.

- Comprehensible input → lang input can be understood by learners despite unknown words.

- focus on reading and listening.

- authentic materials, less emphasis on grammar.

- In pre production → only listen

- early production → give short responses

→ speech emergent st → complex utterances.

- question answer.

- pictures, visual aids, whole class discussions, audiovisual aids.

- neglect accuracy.

- Cooperative Long Learning
- Collaborative Learning
- maximum use of cooperative activities and interactions.
- scaffold each other, teamwork activities,
- learner centered.
- humans are born to speak and communication.
- long learning in natural settings.
  - Positive interdependence  $\rightarrow$  contribute to each other's learning.
  - individual and group accountability  $\rightarrow$  each student is assessed individually as well as group.
  - interpersonal skills  $\rightarrow$  trust building, leadership,
  - face-to-face promotive interaction  $\rightarrow$  teach to each other.
  - group processing  $\rightarrow$  reflect on how well team is functioning.
- std-managers of their own learning
- teacher is a facilitator,
- cooperation rather than competition.
- heterogen groups.
- peer tutoring, conversation cards, think pair share, free conversations
- Information gap or problem solv. Hidden act, cooperative projects,  
sharing opinions and debating.
- Talk based Long Teaching
- bringing real life contexts into the classroom.
- primary focus will be on meaning,
- problem solving, practise and feedback from teacher,
- learner's own personal experiences.
- The linking of classroom lang. learn with lang use outside.
- Talk provide both input and output,
- concep notes on what is to be learned.
- teacher are designer, selector, sequencer of tasks,
- focus on process
- information gap activity  $\rightarrow$  exchange inf. about their weekly schedules,
- opinion gap //  $\rightarrow$  stats may be asked to find solutions for --
- $\rightarrow$  reading " "  $\rightarrow$  derive new inform. from data they are presented. choose most appropriate one for themselves.

## • Content -Based Instruction

- is suitable for teaching object
- long integrated learning,
- discourse based, drawn on integrated skills
- teacher provides support.
- long, skill improvement, vocabulary organization, discourse org., communicative interaction, study skills, note-taking, writing term papers, reading academic textbooks.

## • Participatory Approach (Freeman Approach)

- integrator themes or contents interesting for students.
- Topics come from real life situations have an impact in std's lives,
- stds take ownership of their learning.
- meaning comes before the structure.
- Bill learner principle Azrettyal
- teacher is a guide/facilitator.
- experience centered
- student generated materials, publication.

## → THE POST METHOD ERA

### • Eclectic Approach

- teacher should make preferences regarding features of students, culture, course objectives and long content to be taught.
- depending on course objectives, needs and characteristics of learners.
- combine different methods and approaches.
- provides teacher with the flexibility to choose among many options of approaches.

### • Post method Pedagogy

- an alternative to Method.
- std's social needs first.
- teachers are autonomous to design their own methods.
- Particularity parameter: context determines how to teach
- Proximity parameter: method general has to be general
- Plurality parameter: method should be suitable for specific groups.

## → Global Scale

-enables teachers to decide on curriculum and syllabus content and to select textbooks,

Breadthwise } → use familiar everyday expressions,

A1 → Beginner } → introduce herself  
 → interact in a simple way,

A2 → Waystage } can understand sentis,  
 elementary } communicate routine tasks,  
 describe in simple terms,

B1 → Threshold } deal with most situations  
 Intermediate } produce simple connected text,  
 describe events

B2 → Vantage } understand complex texts,  
 upper-Interm. } interact fluently  
 produce clear text

C1 → Effective } larger texts,  
 Operational } interact spontaneously  
 Proficiency } well structured sentis,

C2 → Mastery } understand everything,  
 proficiency } summarize  
 most complex situations,

## → The European Lang. Portfolio

→ The lang. Biography / Diary: personal history of learner's lang. experience  
 information on linguistic and cultural experiences,

→ The European Lang. Passport: overview of lang. abilities at a given moment, skills, self-evaluation, grid, records & certification.

→ The Dossier: selected materials, exemplify learner's achievement  
 personal work, projects, written, audio works.