

ELT

Methodology

Editor: Prof. Dr. Arif SARIÇOBAN

Authors

Arif SARIÇOBAN

Özkan KIRMIZI

Gülin DAĞDEVİREN KIRMIZI

Gonca YANGIN EKŞİ

Turan PAKER

Ceylan YANGIN ERSANLI

Zekiye Müge TAVİL

Filiz YALÇIN TILFARLIOĞLU

Oktay YAĞIZ



Yazar:

Editör: ARIF SARIÇOBAN

ZEKİYE MÜGE TAVİL

TURAN PAKER

Özkan KIRMIZI

Gülin DAĞDEVİREN KIRMIZI

Gonca YANGIN EKŞİ

Ceylan YANGIN ERSANLI

Filiz YALÇIN TILFARLIOĞLU

Oktay YAĞIZ

ISBN:978-605-170-153-0

Boyut:16 X 24 cm

Sayfa Sayısı:192 sf.

Baskı:1. Baskı

Yayın Yılı: 2017

Anı Yayıncılık

CHAPTER 4

DESIGNING FOREIGN LANGUAGE TEACHING SKILLS

Assoc. Prof. Dr. Turan PAKER

Abstract

Language skills are essential in language learning, through which we receive the sent message and interact with other people by producing the appropriate message. In language teaching, they are our essential tools to provide comprehensible input and to practice appropriate discourse. Therefore, we need to present foreign/second language by listening and reading skills and subskills, and practice it by speaking and writing. Initially, teachers focus on these skills individually, however, when the students reach a certain level, they attempt to integrate various skills depending on their purposes and activities such as listening and speaking, listening and writing, reading and writing or reading and speaking. This integration may even take place as a combination of three or four skills depending on the nature of the task or activity. In this chapter, we are going to focus on teaching four language skills both as individual and integrated skills. We are going to display certain principles and techniques as to how to teach and practice through various proficiency levels.

Introduction

In both second and foreign language teaching and learning, four language skills; namely, listening, speaking, reading and writing have been considered essential in almost all language teaching methods and approaches except the Grammar Translation Method throughout the history. In fact, we communicate through four language skills, and therefore, the purpose of a foreign/second language teaching is to enable communication by all means in the target language. Thus, we need to prepare our students for the daily life by having them use four language skills in the classroom. Nowadays, we get a lot of information by watching TV channels, reading newspapers or web pages on the internet, magazines, books, etc. We write e-mail, Facebook, WhatsApp, SMS, twit messages to each other, and we talk with each other face to face, on the mobile phone, or through skype, google and so on. It is inevitable that we can communicate more easily and faster today than 25 years ago as the world has become "a global village" thanks to internet, satellites and other technology (McLuhan, 2003, p. 6). As we have all such different facilities, we should teach the foreign/second language through communication in which four language skills are abundantly used through various tasks based on different topics in the classrooms. As language teachers, we should keep in mind that all students have the four language skills in their mother tongue, and we help and encourage our students to refurbish and adjust their skills by using the foreign/second language that they try to learn. In addition, we also teach them some academic and practical subskills to use in their academic life throughout their education and life-long learning. Thanks to learning some receptive subskills such as skimming, scanning, information transfer, referencing, guessing the meaning of new words from context, inferencing, etc., our students improve their listening and reading skills, and thanks to learning some productive subskills such as narrating, describing, comparing/contrasting, having a debate or an argument, they improve their productive skills, namely, speaking and writing skills at an academic level. Finally, teaching four language skills is one phase of language teaching as well as effective planning. In addition, teachers should assess the four language skills effectively depending on the level and purpose of the tests in order to create positive backwash effect in teaching/learning a foreign/second language.

CONTENTS

FOREWORD	iii
CONTENTS	iv

CHAPTER 1 INTRODUCTION Prof. Dr. Arif SARIÇOBAN1

CHAPTER 2 LANGUAGE AND FOREIGN/SECOND LANGUAGE CONCEPTS

Assist. Prof. Özkan KIRMIZI, Dr. Gülin DAĞDEVİREN KIRMIZI

INTRODUCTION	5
World Englishes.....	8
Overview of English as an International Language	10
Native Speaker and Non-Native Speaker Dichotomy	13
Aspects of EIL Pedagogy	16
Overview of English as a Lingua Franca Paradigm	18
Selecting Instructional Variety	20
An Evaluation of EIL, WE, ELF	23
Recent Developments in Assessment of EIL/WE/ELF	25
Historical Development of Foreign/Second Language Studies in Turkey.....	26
CONCLUSION	30
REFERENCES	33

CHAPTER 3 DESIGNING CURRICULUM FOR SECOND/FOREIGN LANGUAGE STUDIES

Gonca YANGIN EKŞİ

INTRODUCTION	39
Curriculum Versus Syllabus	39
Curriculum, Syllabus, Input, Process and Outputs	41
Curriculum Design Processes	42
Forward Design	42

Central Design	43
Backward Design	43
Principles and Stages in Syllabus Design	44
Types of Language Syllabi	46
The Structural Syllabus	47
The Situational Syllabus	48
The Notional and Functional Syllabus	49
The Skill-Based Syllabus	49
The Task-Based Syllabus	50
The Content-Based Syllabus	52
The Lexical Syllabus	52
LANGUAGE SYLLABUS DESIGN IN TURKEY	54
English Language Syllabus in Pre-School Education.....	54
English Language Syllabus in Primary and Secondary School Education.....	54
English Language Syllabus for High Schools (Grades 9-12).....	56
English Language Syllabus at the Tertiary Level	56
CONCLUSION	57
REFERENCES	59

CHAPTER 4 DESIGNING FOREIGN LANGUAGE TEACHING SKILLS

Assoc. Prof. Dr. Turan PAKER

INTRODUCTION	61
A. TEACHING FOUR MAIN LANGUAGE SKILLS	62
1. TEACHING RECEPTIVE SKILLS	62
1.1. TEACHING LISTENING SKILLS	65
1.2. TEACHING READING SKILLS	69
2. TEACHING PRODUCTIVE SKILLS	71
2.1. TEACHING SPEAKING SKILLS	72
2.2. TEACHING WRITING SKILLS	76

B. TEACHING OTHER LANGUAGE AREAS	83
1. TEACHING GRAMMAR	83
2. TEACHING VOCABULARY	85
3. TEACHING TRANSLATION	88
C. DEVELOPING INTEGRATED SKILLS	89
REFERENCES	95

CHAPTER 5 DESIGNING MATERIALS IN TEACHING ENGLISH

Ceylan YANGIN ERSANLI

INTRODUCTION	97
The Educational and Individual Factors Affecting the Selection of ELT Materials.....	98
ELT Materials for Young Learners	99
Developmentally Appropriate Materials for Young Learners	99
ELT Materials to Teach Language Skills	101
Materials to Develop Reading Comprehension	101
Traditional vs. Contemporary Materials to Foster Reading Comprehension.....	102
Strategic Readers	103
Schema Theory and Its Relation to Reading Material Selection	104
The Types and Effects of Activities Accompanying the Reading Materials.....	105
Materials to Develop Listening Comprehension	105
Bottom-up and Top-down Processes of Listening Comprehension	106
Purposes for Listening	107
Product vs Process Approaches to Listening Comprehension	108
The Selection of Listening Materials and the Use of Authentic Listening Texts.....	109
Materials to Develop Writing Skills	110
Writing Materials in the Past and Today	110 vii

Materials and Approaches to Writing	111
Materials to Develop Speaking Skill	112
Characteristics of the Spoken language	113
REFERENCES	115

CHAPTER 6 FOREIGN/SECOND LANGUAGE TEACHING STRATEGIES, METHODS, APPROACHES AND TECHNIQUES

Zekiye Müge TAVIL

I. STRATEGIES	117
1. Definition of Strategy in Foreign/Second Language Learning	117
2. Classifications of Language Learning Strategies	117
3. The Effect of Language Learning Strategies in Foreign/Second Language Learning.....	125
4. Sample Activities	126
II. METHODS, APPROACHES AND TECHNIQUES	127
1. Definition of Terms	127
III. TECHNIQUES IN FOREIGN/SECOND LANGUAGE LEARNING AND TEACHING.....	154
REFERENCES	157

CHAPTER 7 TESTING AND EVALUATION IN ELT METHODOLOGY

Filiz YALÇIN TILFARLIOĞLU

INTRODUCTION	159
Reliability.....	159
Validity	160
Pedagogical Purposes in Testing	160
EVALUATION & ASSESSMENT	165
Assessment	165
Evaluation	169
MEASUREMENT	171
CONCLUSION	172
REFERENCES	174

CHAPTER 8 PLANNING ACTIVITIES IN FOREIGN/SECOND LANGUAGE TEACHING Oktay YAĞIZ

A) ANNUAL PLAN	179
B) UNIT PLAN	181
C) DAILY PLAN	183
REFERENCES	186
SAMPLE	187
CONTENT	188
APPENDIX B	190