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VIDEO DERSLERİ HEMEN İZLE
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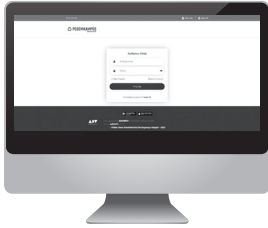
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SECTION I METHODOLOGY

İngilizce Öğretmenliği Alan Bilgisi Testinde %40 oranında paya sahip olan **Alan Eğitimi** bölümü 30 soru ile karşılık bulmaktadır. Bu bölümde takip edeceğiniz konulardan 2013-2018 yılları arasında her bir üniteden bir soru olmak üzere 10 soru sorulmuştur. 2019 sonrasında gerçekleştirilen sınavlarda ise 30 soru sorulmuştur.

2019 yılı itibarıyla bir artı bir eksi düşünebileceğiniz şekilde soru dağılımları konu başına soru dağılımı şu şekilde gerçekleşmiştir: Grammar-Translation Method veya Direct Method gibi öğrenme ve öğretme yöntem, teknik ve yaklaşımlarını öğrenebileceğiniz **Methodology** konu başlığından 3-4 soru, **Innate Theory, Cognitive Theory** gibi öğrenme teorilerini öğrenebileceğiniz **Second Language Acquisition** konusuna bağlı olarak **Language Theories** konusundan 1 soru, **Construct Validity, Test Items** gibi konuları öğrenebileceğiniz **Testing Language Skills** konu başlığından 2-3 soru, **Listen and Do** etkinlikleri, **Inductive Teaching** gibi konuları öğrenebileceğiniz **Teaching Young Learners** konusundan 3 soru, **Functional Notional Syllabus, Material Adaptation** gibi konuları öğrenebileceğiniz **Material Development** konu başlığından 3-4 soru, **Error Types, Corrective Error Feedback** gibi konuları öğrenebileceğiniz **Factors Affecting Language Learners** konusundan 3-4 soru ve **Reading Types, Subskills, Intelligibility** gibi kavramları öğrenebileceğiniz **Teaching Skills** konu başlığından ise 14-15 soru sorulmuştur. Çıkmış sınav soruları dikkatle incelendiğinde konuların bu tutarlılıkta sorulmaya devam ettiği ve bazı soruların ise tekrar sorulduğu görülmektedir.

CHAPTER 1

PART 1

APPROACHES, METHODS AND
TECHNIQUES IN LANGUAGE TEACHING

When the history of language teaching and learning is searched and examined, it can be seen that depending on the needs and the educational conditions of the time, different perspectives have emerged. This, together with the pursuit of the best method, led to the appearance of a wide range of approaches and methods regarding how language teaching needs to be carried out. The shortcomings of an approach and method paved the way for another one in order to compensate for these lacks and problems. The complexity of the contexts and the dynamic nature of the classroom have led us to the conclusion that there is no best method that can be universally accepted. Instead, teachers now acknowledge the need to adopt an informed and eclectic approach, incorporating elements from the range of methods and approaches at hand.

As mentioned above, throughout the history of the field of foreign language teaching, different approaches and methods have emerged and were affected by certain linguistics and psychology theories in this process. In order to discover and clearly understand the principles and underlying assumptions of the approaches and methods of language learning and teaching, linguistic and psychological views in language teaching methodology first need to be understood. Therefore, linguistic and psychological views are briefly explained below.

1. LINGUISTIC VIEWS

1.1. THE TRADITIONAL VIEW

Considering that the everyday spoken language is neither pure nor perfect and it includes errors, for centuries scholars have focused on the written language and its grammatical structures. With the emphasis on the accurate production of the language and determining the correct way of putting things into words, they followed a *prescriptivist approach* to the language (Please See Linguistics Chapter 1 for further information about prescriptivism). They were not concerned with the usage of the language for communication purposes, yet a tool for understanding the literature of the target language. To do that, they taught how to form grammatically correct sentences along with the knowledge of vocabulary.

1.2. STRUCTURALISM

In structuralism, language is viewed as a system of structurally related elements to convey meaning. It is an approach to linguistics which originated from the studies of Ferdinand de Saussure. The core idea of this theory for teaching language is that language can be

analyzed as a formal system of differential components. In addition, language is considered to be basically for speech and not reading or writing, consisting of habits which are systematically different from those in other languages. Teaching the language rather than teaching about the language is emphasized. In contrast to the traditional view in which written language is given priority and prescriptivism is adopted, the followers of this view focused on everyday language use and speech by examining the way people used the language not necessarily in the way scholars prescribed them to do, which is called *descriptivism* (Please refer to Linguistics Chapter 1 for further information about descriptivism). This descriptive approach to language aimed at depicting the language at the level of sound, word and sentence. In short, structural linguistics emphasized the significance of language as a system and examines the role that linguistic units such as sounds, words, sentences play within this system. In association with behaviorism, it provided the principal theoretical basis of the audio lingual method, and in this way influenced language teaching materials, and techniques.

1.3. THE GENERATIVE TRANSFORMATIONAL THEORY

Noam Chomsky opposed to the assumptions of structuralism and criticized it heavily by emphasizing that there is an underlying level for all utterances of the native speakers. The theory opposed to the empiricist theory, which is pedagogically audiolingualism, psychologically behaviorism, and linguistically structuralism. It emphasized mental activity and proposed that human beings have the capability to learn a language. It is the *inborn ability* instead of practice that enabled human beings to obtain the rules of a language and comprehend or produce unlimited numbers of utterances.

Basically, Chomsky introduced two core ideas in his theory. The first one is related to the distinction between competence and performance. *Competence* is defined as the knowledge of the language; however, *performance* is the actual use of the language, which is observable. The explanation of knowledge underlying the human ability to speak and understand the language is at the centre. Consequently, in this approach, each speaker has a linguistic organ specialized in the analysis and production of complex structures forming the speech. In other words, most of this knowledge of language is innate, so babies are born wired to acquire language and needs only actually to learn the idiosyncratic features of the languages they are exposed to. The second core idea put forward in the theory was creativity of language knowledge; namely, explaining how people can produce and comprehend utterances which they have never heard before. Referring back to what was mentioned about competence, it can be stated that people depend on their language competence in order to generate novel utterances.

People generate their sentences and structure them on the basis of their knowledge of what is acceptable according to the grammatical systems of the language.

ATTENTION!

ÇIKMIŞ SORU

Children create a mental representation of language which not only goes beyond the input they are exposed to, but is also strikingly similar to that of other native speakers of the same language variety. Their instinct-the mental capability we are all language with - acts upon the language they hear and transforms it into a knowledge of the language and an ability to speak it.

Which of the following theories/hypotheses supports the assumptions presented above?

- A) Behaviorism B) Innatism
C) Connectionism D) Interactionism
E) Cognitivism

ANSWER: Çocukların dil edinmeye dair mental bir kapasiteyle doğduklarını destekleyen ve dil öğrenmeye doğuştan programlandıklarını ve bu program sayesinde içgüdüsel olarak duydukları dili anladıklarını ve onu bilgiye dönüştürüp konuşma yeteneklerini geliştirdiklerini söyleyen teori "Innatism"dir.

The answer is B.

1.4. THE COMMUNICATIVE VIEW

The communicative or functional view of language proposes that language is actually a vehicle in order to express functional meaning conveyed through structures. In the first place, semantic and communicative aspects of language are emphasized rather than the linguistic units, yet it should be noted that they are not totally neglected. Dell Hymes suggested that linguistic competence was not sufficient for a person to be able to use a language communicatively since it ignored the actual usage of language which is very much affected by contextual factors, such as interlocutors' relationship, degree of closeness, physical context, age or gender of the interlocutors. Hymes introduced the concept of *communicative competence* (See Communicative Language Teaching in this chapter for more detailed information) which can be defined as the appropriate and effective use of language in line with the contextual factors influencing the choice of words and structures.

2. THEORIES OF LEARNING

2.1. BEHAVIORISM

Behaviorism considers learning as habit formation assuming a learner is essentially passive imitator who responds to environmental stimuli. According to the theory, people start learning as a *tabula rasa*; that's without any previous knowledge or competence and behavior is shaped by means of positive or negative reinforcement. Both positive reinforcement and negative reinforcement are used to increase the chance of the behavior to happen again. However, *punishment* decreases the probability of behavior to occur again. Briefly, followers of this theory completely neglected the importance of mind in the formation of verbal behavior. According to this stimulus-response theory introduced by Skinner, learning is a process of automatic habit formation happening via reinforcement of a mechanical relation between a stimulus and the desirable response. Errors are bad habits interfering in the learning process, so they need to be immediately corrected by the teachers.

1. Reinforcement is act of increasing the probability of a specific behavior in the future by delivering a stimulus immediately after a response/behavior is displayed correctly or desirably. It is divided into two:

- a. Positive Reinforcement:** It refers to presenting a motivating stimulus to the student after the desired behavior is demonstrated, to make the behavior more likely to occur in the future (e.g., praising the student for doing his/her homework)
- b. Negative Reinforcement:** It means removing a certain stimulus (often an aversive one) after a particular behavior is displayed to increase the likelihood of that behavior to happen again because of avoiding the negative consequence (e.g., taking away the deadline for the homework).

2 Punishment: It is a process by which an unwanted result immediately follows a behavior that decreases the future frequency of that behavior. There are two types of punishment:

- a. Positive Punishment:** It is presenting a negative consequence after an undesired behavior is exhibited to make that behavior less likely to occur in the future (e.g., the student talks to his/her friend all the time during the lesson, and the teacher reprimands him/her).
- b. Negative Punishment:** It refers to removing a certain desired stimulus after a particular unwanted behavior is exhibited in order to decrease the occurrence of that behavior in the future (e.g., cancelling game time when the students haven't done their homework).