

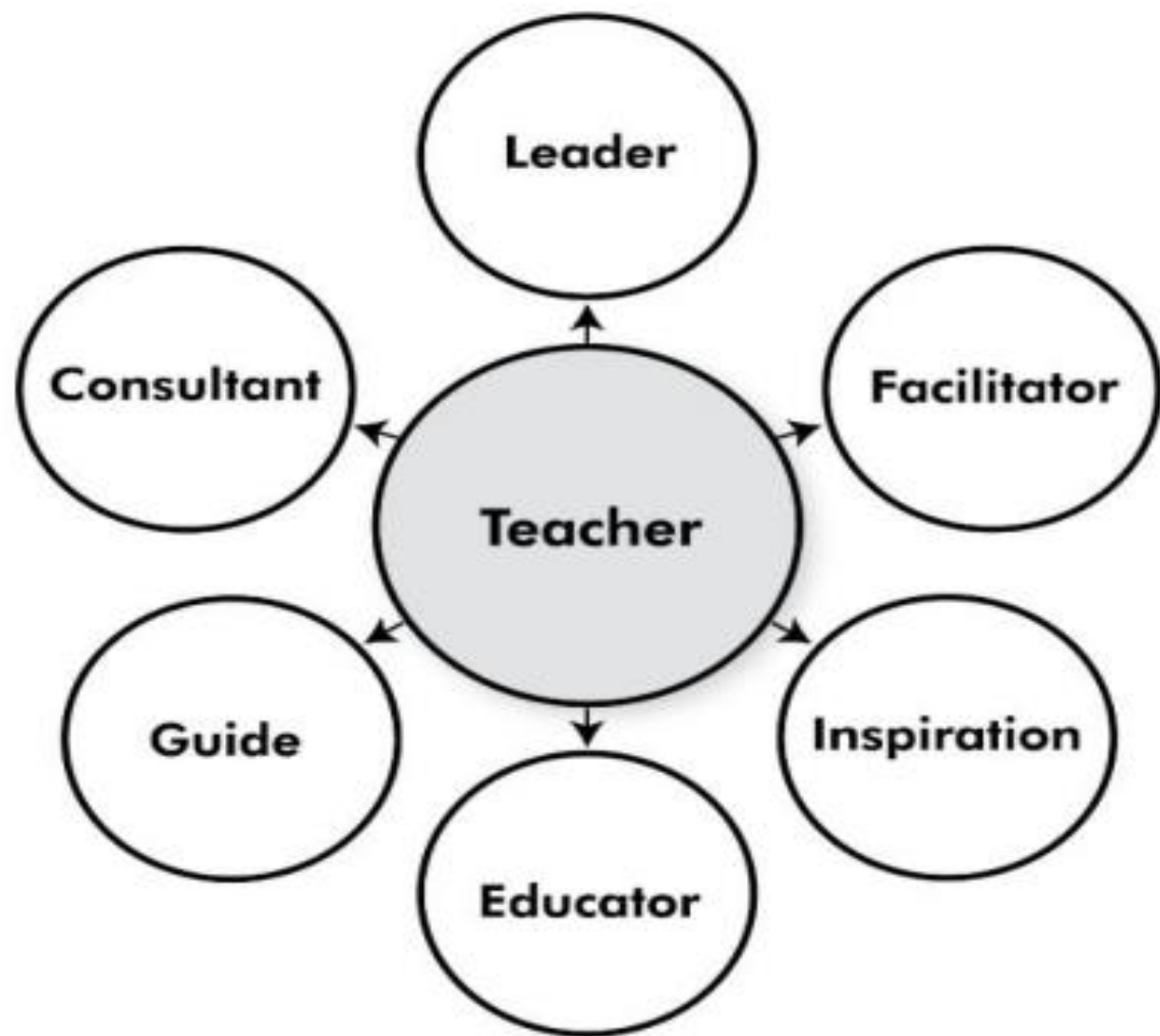


# Integrated Language Teaching

ERASMUS KA 210 ADU PROJECT

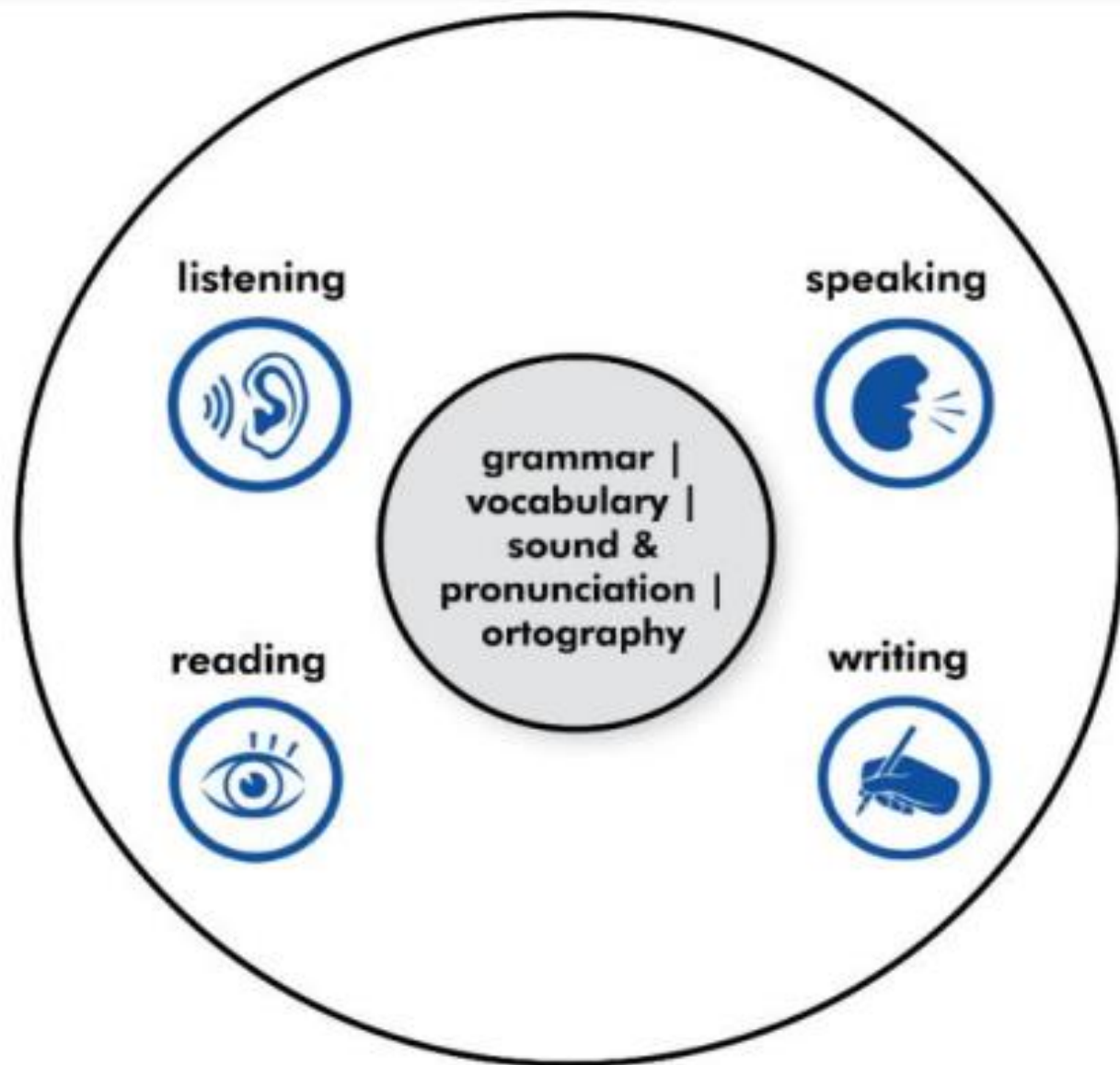
Who is “teacher”?





Who is student?



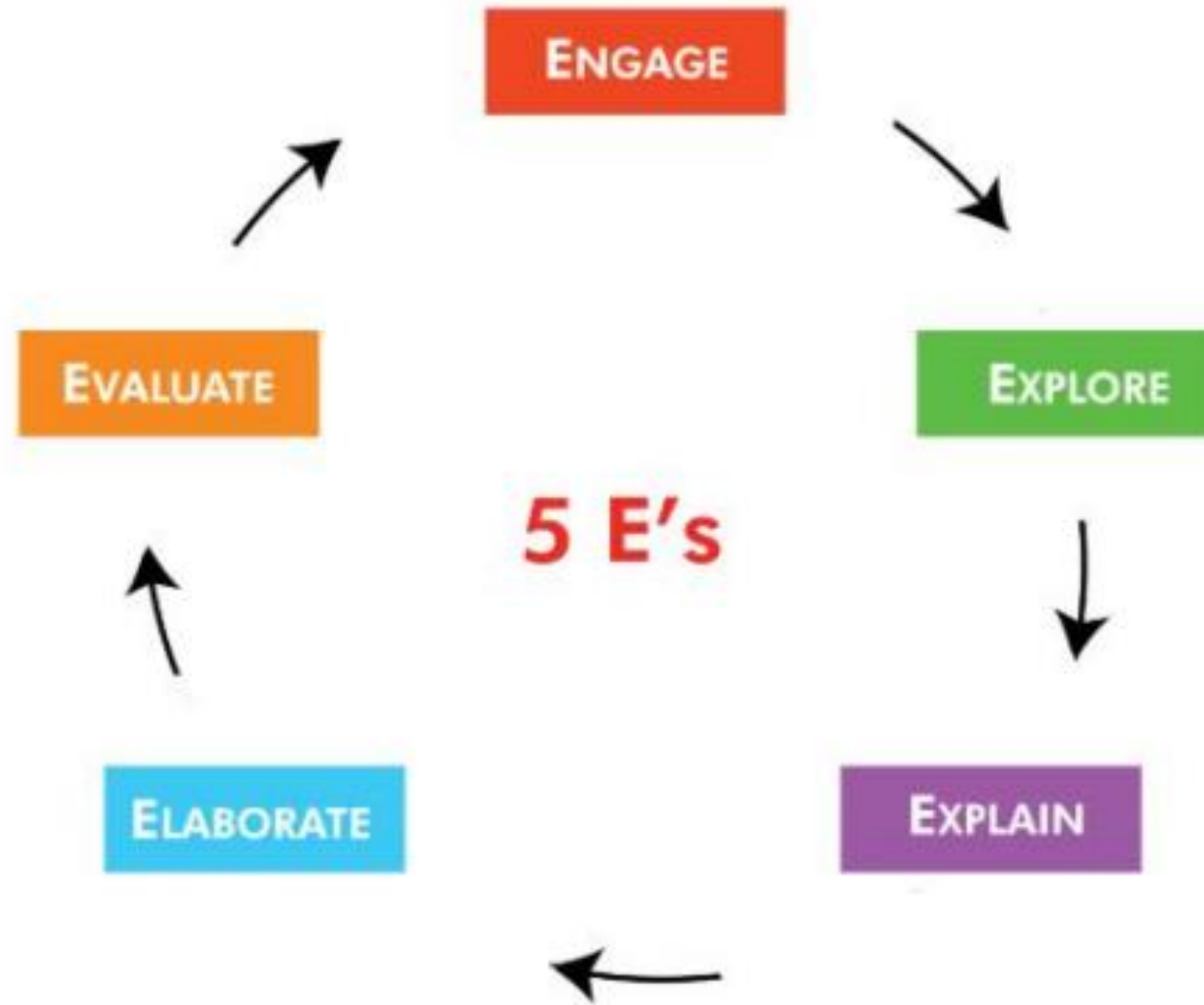


- There have been **radical changes** in the theory of language teaching. Language is a **communication** tool.
- In real life, people do not use language with the purpose of using language elements (such as grammar, phonetics, vocabulary, etc.).
- The purpose of using language is **achieving communication**, be that verbally or in written form (Brown 329-42).
- Therefore, language should be taught as **a skill-based tool of communication**
- Dil öğretimi kuramında köklü değişiklikler olmuştur. Dil bir iletişim aracıdır. Gerçek hayatta insanlar dili dil unsurlarını (gramer, fonetik, kelime bilgisi vb.) kullanmak amacıyla kullanmazlar. Dili kullanmanın amacı sözlü veya yazılı olsun iletişimi sağlamaktır (Brown 329-42). Bu nedenle dil, beceriye dayalı bir iletişim aracı olarak öğretilmelidir.

# INTEGRATED LANGUAGE TEACHING AND THE 5E MODEL

- The essence of integrated language teaching is teaching the main and sub-skills of language as a whole. This approach covers communication-based and skill-based teaching methods. The meaning and the context are the most important elements. This is widely accepted by the constructivism theory (Jordan et al. 189-190)
- Bütünleşik dil öğretiminin özü, dilin ana ve alt becerilerinin bir bütün olarak öğretilmesidir. Bu yaklaşım iletişime dayalı ve beceriye dayalı öğretim yöntemlerini kapsar. Anlam ve bağlam en önemli unsurlardır. Bu, yapılandırmacılık teorisi tarafından geniş çapta kabul edilmektedir (Jordan ve ark. 189-190)

# The 5E Instructional Model



# 1. Engage

- At this stage, pre-activities are carried out to attract students' attention and to help them recall the already existing knowledge in the knowledge base. The aim is to prepare students from the linguistic, cognitive and emotional aspect so that they can acquire new content and understand the existing one.
- Some of these activities include brainstorming, talking about images, sharing personal experiences and views, etc.
- Bu aşamada ilgi çekmek için ön faaliyetler gerçekleştirilir. Öğrencilerin dikkatini çekmek ve bilgi tabanındaki mevcut bilgiyi hatırlamalarına yardımcı olmak. Amaç, öğrencileri yeni içerik edinebilmeleri ve mevcut içeriği anlayabilmeleri için dilsel, bilişsel ve duygusal açıdan hazırlamaktır. Bu etkinliklerden bazıları arasında beyin fırtınası yapmak, görüntüler hakkında konuşmak, kişisel deneyim ve görüşleri paylaşmak vb. yer alır.

Example: See the pictures in front of you. Answer the questions.

- Who are the persons in the picture?
- What is the relationship between them?
- How do they feel? What makes you think so?
- Why are they in this situation? Take a guess.



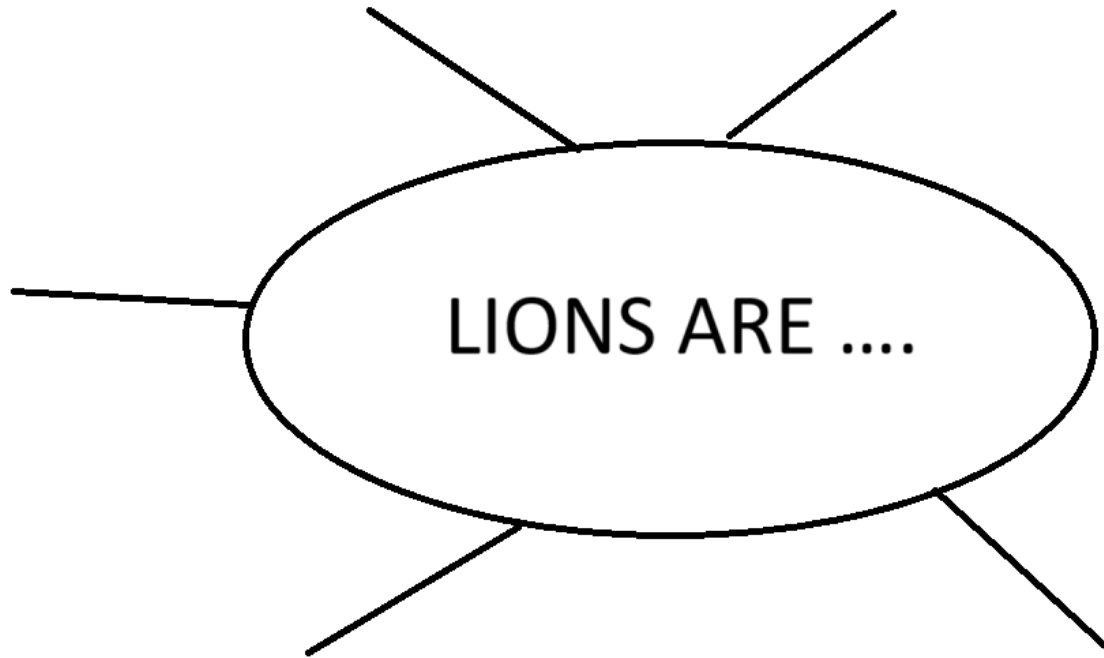
In a thick jungle there lived a big lion. He was very strong. He was the king of the jungle. All the other animals were afraid of him. They would run and hide, when they heard the lion roar.

## 2) Explore

- At this stage, the students work on a text or activity which is purely meaning- and context-oriented. Text-oriented activities are also used in this step, including activities such as finding the main idea by skimming through a text or listening, selecting an appropriate title for the text, skimming or listening to find the specific details, etc.
- Bu aşamada öğrenciler tamamen anlam ve bağlam odaklı bir metin veya etkinlik üzerinde çalışırlar. Bu adımda, bir metne göz atarak veya dinleyerek ana fikri bulma, metin için uygun bir başlık seçme, belirli ayrıntıları bulmak için göz atma veya dinleme vb. etkinlikleri içeren metin odaklı etkinlikler de kullanılır.

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Example: Read the following text. Write down things the features of lions



### 3) Elicit or Explain

- At this stage, students concentrate on a particular structure in the text or activity that enables the creation of meaning and context. They find out how **the structure**, which is being focused on with the help of the teacher's questions, **gains meaning in the context**.
- Bu aşamada öğrenciler metin veya etkinlikteki anlam ve bağlamın oluşturulmasını sağlayan belirli bir yapıya odaklanırlar. Öğretmenin soruları yardımıyla odaklanılan yapının bağlamda nasıl anlam kazandığını keşfederler.

Example: Look at the sentences from the text and answer the questions:

- 1. Teacher teaches adjectives
- 2. The place of adjectives in the sentence
- 3. All students create other sentences with adjectives



In a thick jungle there lived a big lion. He was very strong. He was the king of the jungle. All the other animals were afraid of him. They would run and hide, when they heard the lion roar.

## 4) Elaborate/expand:

- At this stage, students try to use the language element on which they worked or focused in new (but similar) contexts. Any further activities must fit the context on which the student has worked so far and should create the opportunity for the student to use their knowledge.
- Bu aşamada öğrenciler üzerinde çalıştıkları veya odaklandıkları dil ögesini yeni (fakat benzer) bağlamlarda kullanmaya çalışırlar. Bundan sonraki faaliyetler öğrencinin o ana kadar üzerinde çalıştığı bağlama uygun olmalı ve öğrencinin bilgilerini kullanmasına fırsat yaratmalıdır.

## Example: Answer the following questions.

- Speaking Activity
- Describe other animal in the forest by using the adjectives.



- Writing Activity
- Students are expected to write about their pets. They should use at least 5 adjectives they learned in the lesson.

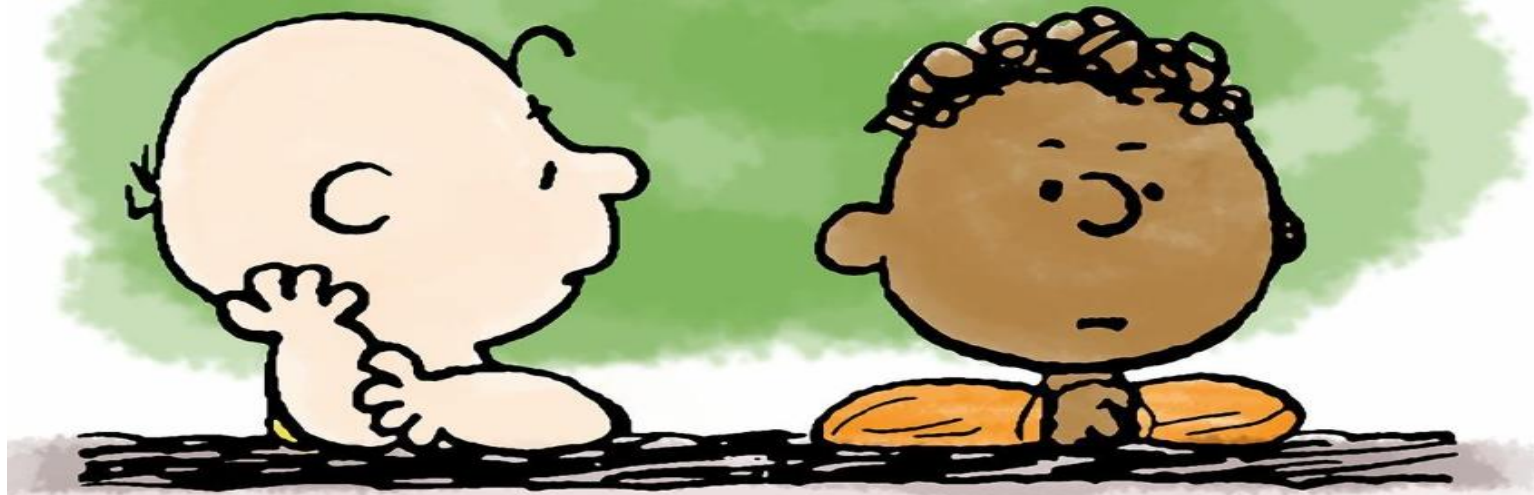


## 5) Evaluate:

- The assessment is continuous and it is used for diagnostic purposes. It helps both the teacher and the student understand whether comprehension and learning actually take place in the student's learning process. The teacher can track the students' progress either through observation or by using assessment tools and can offer assistance when necessary
- Değerlendirme sürekli ve teşhis amaçlı kullanılır. Hem öğretmenin hem de öğrencinin, anlama ve öğrenmenin gerçekten öğrencinin öğrenme sürecinde gerçekleşip gerçekleşmediğini anlamasına yardımcı olur. Öğretmen öğrencilerin gelişimini gözlem yoluyla veya değerlendirme araçlarını kullanarak takip edebilir ve gerektiğinde yardım sunabilir.

- Consequently, as shown in the examples above, the use of the 5E instructional model can **help teachers design the lesson plan** in order to make the classroom instructions more **consistent, coherent and comprehensive**.
- The five cognitive stages of this model **enable students to respond** accordingly and **solve the problem** they are assigned, to **interact and cooperate with their peers** and to **recognize their own competences**.

**Thank you  
for listening**



# Digitalized Language Learning for Adults

Erasmus KA 210 ADU



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# Partner Organizations

- ASSOCIAZIONE "YOUTH AND DEVELOPMENT (Italy)
- BURUCIYE GED (Türkiye)
- Stichting Turks Onderwijs Sport (Netherland)

# Duration & Funding Organization

- 8 Months
- Nationaal Agentschap Erasmus+ Onderwijs & Training

# STOC (The Coordinator Organization)

- STOC has been acting as an active NGO for more than 30 years in Amsterdam. The main activity field of the organization is offer language courses (Dutch, Turkish and English) for mostly immigrant people between the age range 7 to 70.

- Even though the organization has a vast experience in language teaching, it has still some problems in terms of digitalisation of language teaching practices, material and course design. Thus, the organization aims to improve its available courses more digitalised, enjoyable and interactive.

- -to improve the learners' language proficiency by providing opportunities for them to practice all four language skills (listening, speaking, reading, and writing) in a digital format,
- - to increase engagement and motivation among adult learners to use interactive and multimedia resources to make language learning more engaging and enjoyable,
- - to provide learners with more flexibility and accessibility in their language learning journey,
- - to encourage learners to take control of their own learning and become more independent learners
- - to provide learners with the skills and resources they need to continue learning independently,
- - to develop learners' cultural awareness by providing them with authentic materials and activities,

# Project Results

- 1. A Toolkit for Adult Learners: The IO will include a wide range of multimedia resources, such as videos, audio recordings, and interactive exercises, which can help them practice all four language skills and improve their language proficiency.
- 2. A Guide for Autonomous Learning: The guide will provide learners with greater accessibility and flexibility by allowing them to learn at their own pace and on their own schedule. It will also enable learners to access language learning materials from any location with an internet connection

**Thank you  
for listening**



## LESSON PLAN TASK

Design an Integrated Lesson Plan for 45 Minutes

**LEARNER GROUP:** Choose a level (A1-A2, B1-B2 or C1-C2)

**SUBJECT:** Choose a Grammar Subject

### STEPS:

- 1. Engage:** At this stage, pre-activities are carried out to attract students' attention and to help them recall the already existing knowledge in the knowledge base. The aim is to prepare students from the linguistic, cognitive and emotional aspect so that they can acquire new content and understand the existing one. Some of these activities include brainstorming, talking about images, sharing personal experiences and views, etc.
- 2. Explore:** At this stage, the students work on a text or activity which is purely meaning- and context-oriented. Text-oriented activities are also used in this step, including activities such as finding the main idea by skimming through a text or listening, selecting an appropriate title for the text, skimming or listening to find the specific details, etc.
- 3. Elicit:** At this stage, students concentrate on a particular structure in the text or activity that enables the creation of meaning and context. They find out how the structure, which is being focused on with the help of the teacher's questions, gains meaning in the context. Some of the activities that can be used in this step are guessing the meaning of a word from the context or extracting certain syntactic structure from the text and understanding its contribution to the comprehension of the text.
- 4. Elaborate/expand:** At this stage, students try to use the language element on which they worked or focused in new (but similar) contexts. Any further activities must fit the context on which the student has worked so far and should create the opportunity for the student to use their knowledge.
- 5. Evaluate:** The assessment is continuous and it is used for diagnostic purposes. It helps both the teacher and the student understand whether comprehension and learning actually take place in the student's learning process. The teacher can track the students' progress either through observation or by using assessment tools and can offer assistance when necessary.

# Curriculum & Syllabus Unit & Lesson Plan

# Curriculum - Müfredat

- Curriculum refers to the overall framework and structure of an educational program. It encompasses all the planned activities, learning experiences, and content that students will engage with during the course of their studies.
- Müfredat, bir eğitim programının genel çerçevesini ve yapısını ifade eder. Öğrencilerin öğrenimleri sırasında meşgul olacakları tüm planlı etkinlikleri, öğrenme deneyimlerini ve içeriği kapsar.

- The curriculum is broad and includes various components such as goals, objectives, content, instructional methods, assessment strategies, and more.
- Müfredat geniştir ve hedefler, hedefler, içerik, öğretim yöntemleri, değerlendirme stratejileri ve daha fazlası gibi çeşitli bileşenleri içerir.

- Curriculum design is typically a long-term and comprehensive process that involves considering the entire educational journey of students.
- Müfredat tasarımı genellikle öğrencilerin tüm eğitim yolculuğunun dikkate alınmasını içeren uzun vadeli ve kapsamlı bir süreçtir.

- Decisions related to the overall design and philosophy of an educational program fall under the umbrella of curriculum decisions. This includes choices about the educational philosophy, learning outcomes, and overarching goals.
- Bir eğitim programının genel tasarımı ve felsefesine ilişkin kararlar, müfredat kararları şemsiyesi altına girmektedir. Bu, eğitim felsefesi, öğrenme sonuçları ve genel hedeflerle ilgili seçimleri içerir.

# Syllabus

## 1. Definition:

**1. Syllabus is a more specific document that outlines the content, topics, and specific details of a course. It serves as a guide for both teachers and students, detailing what will be covered during a specific period.**

- Ders Programı, bir kursun içeriğini, konularını ve belirli ayrıntılarını özetleyen daha spesifik bir belgedir. Belirli bir dönemde nelerin ele alınacağını detaylandırarak hem öğretmenler hem de öğrenciler için bir rehber görevi görür.

- Limited Scope: The syllabus is more focused and provides detailed information about the objectives of the course, the schedule of topics, required readings, assignments, assessments, and grading criteria.
- Sınırlı Kapsam: Müfredat daha odaklıdır ve dersin hedefleri, konuların takvimi, gerekli okumalar, ödevler, değerlendirmeler ve not verme kriterleri hakkında ayrıntılı bilgi sağlar.

- Short-Term Focus: A syllabus is often developed for a specific academic term or course and provides details about what students can expect in the short term.
- Kısa Vadeli Odaklanma: Bir ders programı genellikle belirli bir akademik dönem veya ders için geliştirilir ve öğrencilerin kısa vadede neler bekleyebilecekleri hakkında ayrıntılar sağlar.

- **Guide for Instruction:** The syllabus serves as a guide for both instructors and students. It helps instructors communicate course expectations and requirements while giving students a roadmap for their learning journey.
- **Öğretim Kılavuzu:** Ders programı hem eğitmenler hem de öğrenciler için bir rehber görevi görür. Eğitmenlerin kurs beklentilerini ve gerekliliklerini iletmelerine yardımcı olurken öğrencilere öğrenme yolculukları için bir yol haritası sunar.



# Syllabus

# The History of Teaching Foreign Language



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- The history of teaching foreign languages is vast and has evolved over centuries, reflecting changes in educational philosophies, linguistic theories, and societal needs.

# Ancient and Classical Periods

- The history of teaching foreign languages can be traced back to ancient civilizations. In Greece and Rome, for example, the education of elites often included the study of multiple languages, including Latin and Greek.
- The learning of classical languages was highly valued as a means of accessing literature, philosophy, and scientific texts of the time.

# Middle Ages

- During the Middle Ages, Latin continued to be the dominant language of education, scholarship, and religion in Europe.
- Monastic schools played a crucial role in preserving and transmitting knowledge, and Latin served as the lingua franca among scholars.

# Renaissance:

- The Renaissance marked a revival of interest in classical learning and the study of ancient languages. The humanist movement emphasized the importance of learning Latin and Greek to understand classical texts.
- Vernacular languages also gained prominence during this period, reflecting a growing emphasis on the cultural and linguistic heritage of individual regions.

# 17th to 19th Centuries

- In the 17th century, the study of modern languages gained popularity, and language learning became more practical and utilitarian.
- The Age of Enlightenment saw the rise of linguistic philosophy, with thinkers like Wilhelm von Humboldt emphasizing the importance of language in shaping thought and culture.
- The 19th century witnessed the emergence of modern language education, with the establishment of language departments in universities and the development of standardized language curricula.

# 20th Century

- The 20th century saw the rise of applied linguistics and the development of various language teaching methodologies.
- The Grammar-Translation Method, Audio-Lingual Method, and Communicative Language Teaching (CLT) were among the approaches that gained prominence at different times.
- The mid-20th century also saw an increased focus on language immersion programs and study abroad experiences as effective ways to acquire language skills.

# Late 20th Century to Present

- The late 20th century and beyond witnessed a shift towards communicative and proficiency-based language teaching.
- Technology has played a significant role in language education, with the advent of language labs, multimedia resources, and, more recently, online language learning platforms.
- The importance of global communication and intercultural competence has led to an increased emphasis on learning languages for practical, professional, and personal reasons.

- Today, language education continues to evolve, with an increasing recognition of the importance of multilingualism, cultural competence, and the integration of technology in language learning. The field is shaped by ongoing research in linguistics, cognitive science, and pedagogy, reflecting a commitment to improving the effectiveness of language instruction.

**THE CATEGORICAL REPRESENTATION OF THE ADVANTAGES OF LEARNING A FOREIGN LANGUAGE**

**State the Benefits of Learning a Foreign Languages and Give Some Specific Examples from Your Own Experiences**

<b>COGNITIVE</b>	<b>PROFESSIONAL</b>	<b>SOCIAL</b>

# Theories of Second Language Acquisition (SLA)

## İkinci Dil Edinim Teorileri

# Discussion Focus

- o Definition of Second Language Acquisition
- o Overview of Contemporary SLA Theories

## Odak Noktası

- o Dil Edinim Teorilerinin Tanımı
- o Çağdaş Dil Edinim Teorilerine Bakış

# A Definition of the SLA

- o Developed over the last 40 years.
- o **SLA is the study of how learners create a new language system** in the second/ foreign language learning contexts.

## SLA Tanımı

- o 40 Yıllık Bir Geçmişe Sahiptir
- o SLA, öğrencilerin ikinci/yabancı dil öğrenme bağlamlarında nasıl yeni bir dil sistemi oluşturduklarının incelenmesidir.

## SLA addresses 2 fundamental questions:

- o How do the learners internalise the linguistic system of another language?
- o How do the learners make use of that linguistic system during comprehension (understanding) and speech production?

### SLA 2 temel soruyu ele alır:

- o Öğrenenler başka bir dilin dil sistemini nasıl içselleştirirler?
- o Öğrenenler anlama (anlama) ve konuşma üretme sırasında bu dil sisteminden nasıl yararlanırlar?

## The Behaviorist Perspective (Skinner)

- o Behaviorism had a powerful influence on second and foreign language teaching, especially in North America, from the 1940s to the 1970s.
- o Human and animal learning are the same.
- o The child's mind – tabula rasa.

## Davranışçılık (Skinner)

- Davranışçılığın 1940'lardan 1970'lere kadar özellikle Kuzey Amerika'da ikinci ve yabancı dil öğretimi üzerinde güçlü bir etkisi oldu.
- İnsan ve hayvan öğrenmesi aynıdır.
- İnsanın beyni doğuştan boştur- tabula rasa prensibi

- Emphasizes mimicry
- Memorization is important
- Students memorize dialogues and sentence patterns
- Language development is viewed as the formation of habits
- Habits of L1 interfere L2 acquisition
  - Errors should be directly corrected to help students develop correct habits

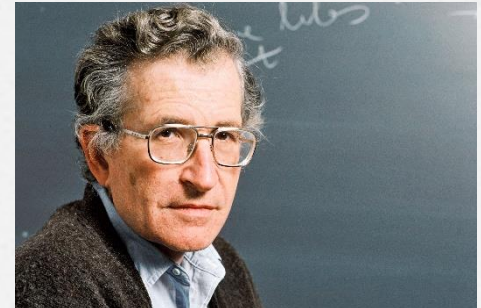
- Taklidi vurgular
- Ezberlemek önemlidir
- Öğrenciler diyalogları ve cümle kalıplarını ezberler
- Dil gelişimi alışkanlıkların oluşması olarak görülür
- D1 alışkanlıkları D2 edinimini engeller
- Öğrencilerin doğru alışkanlıklar geliştirmesine yardımcı olmak için hatalar doğrudan düzeltilmelidir.

## The Innatist Perspective

- Chomsky argued that innate knowledge of the Universal Grammar permits all children to acquire the language of their environment during critical period of their development.

## Doğuştan Bakış Açısı

- Chomsky, Evrensel Dilbilgisine ilişkin doğuştan gelen bilginin, tüm çocukların gelişimlerinin kritik döneminde çevrelerinin dilini edinmelerine izin verdiğini savundu.



## The Interaction Hypothesis (Michael Long)

- o Long's interactional hypothesis suggests that students acquire an L2 with greater ease and at a quicker rate if they are able to constantly interact with peers who speak the target language with greater proficiency. These peers may be fellow ELLs, teachers or native speakers.

### İletişim Hipotezi

- o Long'un etkileşimsel hipotezi, öğrencilerin hedef dili konuşan akranlarıyla sürekli etkileşim halinde olunca daha büyük bir ustalıkla ve daha kolay ve daha hızlı bir şekilde öğrenebileceğini savunur.

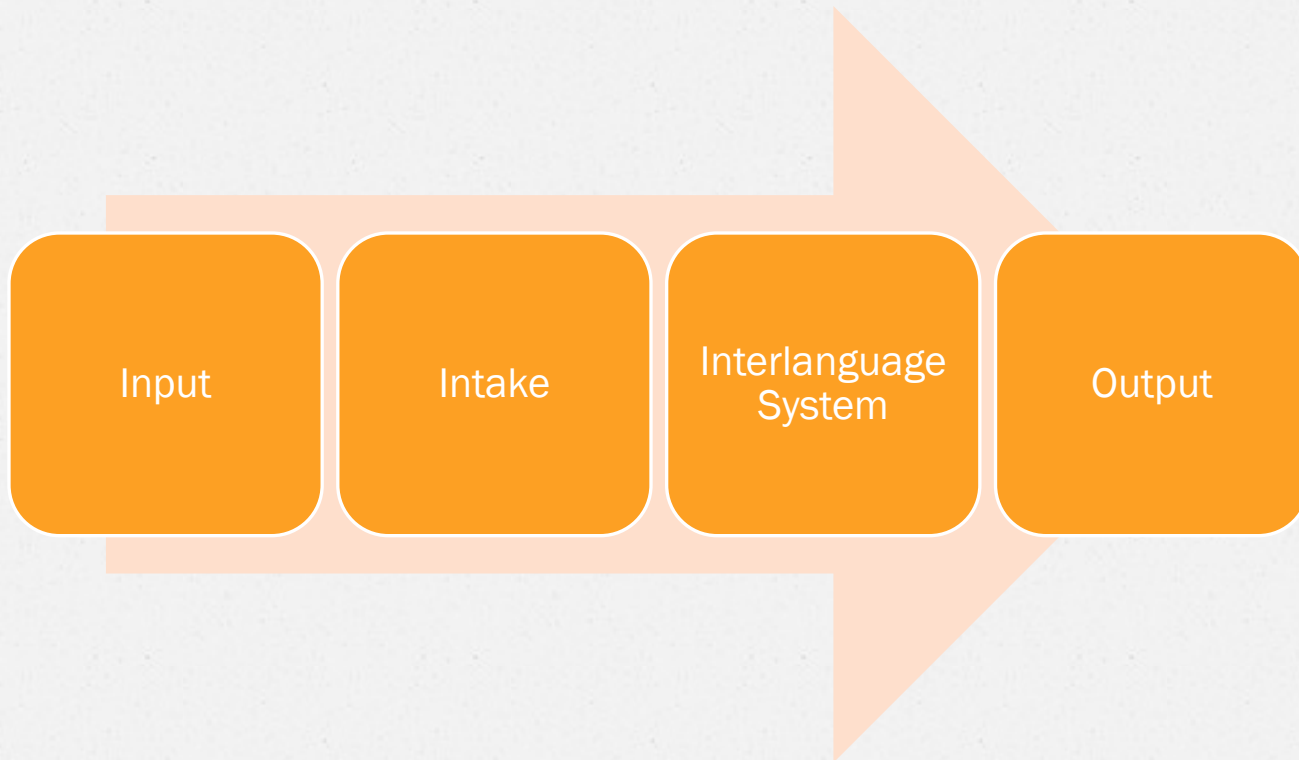
## **Social Learning (Vygotski)**

- o People learn more in a group than they can do in isolation. People learn by observing.

## **Sosyal Öğrenme (Vygotski)**

İnsanlar grup içinde tek başına öğrenebileceklerinden daha fazlasını öğrenir. Öğrenme temel olarak gözlem yoluyla olur.

# A Model for SLA



## General Rules

1. The internal and implicit processes responsible for language acquisition are similar regardless of learners' L1.
2. Learners require extensive exposure to L2 input in order to build their internal new linguistic systems.
3. Interaction with other speakers is a key factor in acquisition.
4. Acquisition requires learners to make form-function connections.
5. Most researchers believe that L2 acquisition is first and foremost developing implicit knowledge.
6. Language acquisition requires opportunities for output practice.

## Genel Kurallar

1. Dil ediniminden sorumlu olan içsel ve örtülü süreçler, öğrenenlerin L1 düzeyine bakılmaksızın benzerdir.
2. Öğrencilerin kendi içlerindeki yeni dil sistemlerini oluşturabilmeleri için ikinci dil girdisine kapsamlı bir şekilde maruz kalmaları gerekir.
3. Diğer konuşmacılarla etkileşim, edinimde önemli bir faktördür.
4. Edinme, öğrencilerin biçim-işlev bağlantıları kurmasını gerektirir.
5. Çoğu araştırmacı ikinci dil ediniminin her şeyden önce örtülü bilgiyi geliştirmek olduğuna inanmaktadır.
6. Dil edinimi, çıktı pratiği için fırsatlar gerektirir.



Thank you