

TEACHING & LEARNING:

REDEFINE ?

RESHAPE ?

REPLAN ?

23.03.2019

OUTLINE

TEACHING

LEARNING

Teacher

???

Learner

WHY

WHAT

HOW

????????????????????????????



WHAT is TEACHING ?



WHAT is LEARNING ?



WHAT is TEACHING ?

‘to give lessons in a school, college or university, or to help someone learn about something by giving them information’

‘to show someone how to do something’

‘to show or tell someone how

They should behave or what they should think’

Longman Dictionary of Contemporary English

TEACHING ?

Help–enable–lead–share–change the behavior–
enlighten–engage–convey the theory–show–
create a safe and supportive environment–
guide–provide guidance/suitable atmosphere–
design effective way of learning–facilitate–
creating a learning environment/ways to
facilitate the learning process–taking care of–
exchange ideas

WHAT is LEARNING ?

- ▶ ‘to gain knowledge of a subject or skill, by experience, by studying it, or by being taught
- ▶ ‘to get to know something so well that you can easily remember it’
- ▶ ‘to gradually understand a situation and start behaving in the way that you should

Longman Dictionary of Contemporary English

LEARNING ?

Acquire–gain–develop skills–curiosity–analyse–
reflect–retain–revise–repeat–ongoing process–
try–produce–solve–experience–improve–
meaningful encounter–find an answer–change
in personality & knowledge–gain ability–
become aware of–go beyond the given–change
of behavior–continuous process–internalize–
synthesize– involve–engage–be able to–
search–challenge–think–question–find out–
active

TEACHING



LEARNING

TEACHING



LEARNING

TEACHING-SHAPED & PLANNED ..

THEORIES & METHODs & APPROACHEs

standard language teaching methods ;

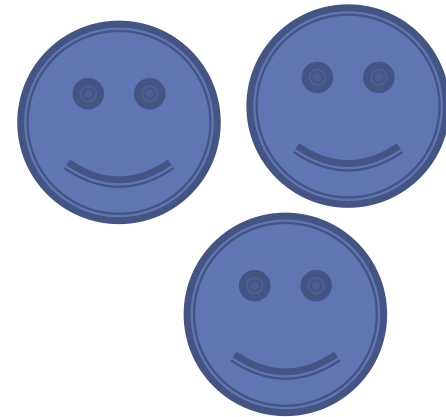
- ▶ teaching directly from the textbook and translation
- ▶ importance on knowledge of the language rather than on skills

- ▶ Grammar Translation Method,
- ▶ Audiolingual Method,
- ▶ Behaviouristic Approach,
- ▶ Functional Approach,
- ▶ The Silent Way
- ▶ Communicative Language Teaching



LEARNING –SHAPED & PLANNED

- ▶ Strategies
- ▶ Styles
- ▶ Skills
- ▶ Theories
- ▶ Grouping
- ▶ Levels
- ▶ Objectives



TEACHING & LEARNING?

There has never been a time when language teaching and learning has been more interactive and more imaginative than today

and yet there has never been a greater tension between what is taught in the classroom and what the students will in the real life once they have left the classroom.

In the last decades that world has changed to such an extent that language teachers are no longer sure of what they are supposed to teach

nor what real world situations they are supposed to prepare their students for.

‘The Modern Language Journal-Teaching Foreign Languages in an Era of Globalization

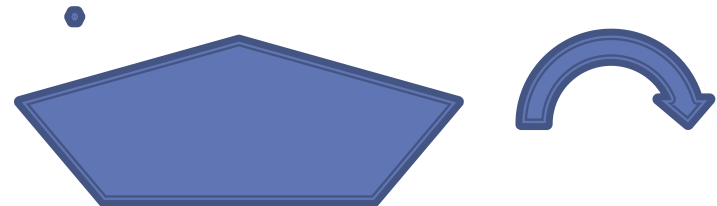


TEACHING & LEARNING

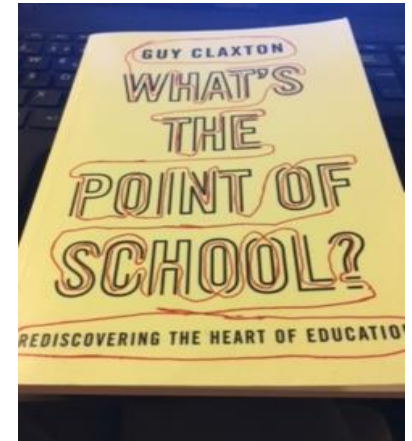
RE define, shape & Plan

WHY?

- ▶ we live in a world where everything and changes very quickly,
- ▶ technology is developing and improving at a rapid pace,
- ▶ language classroom must be modernize itself, teaching, learning process to stay current and foster skills students need to be competitive in the modern world,
- ▶ to navigate the new technologies and challenges of the 21st century,
- ▶ world is now 'DIVERSE' & 'GLOBALIZED',



Teaching & Learning?



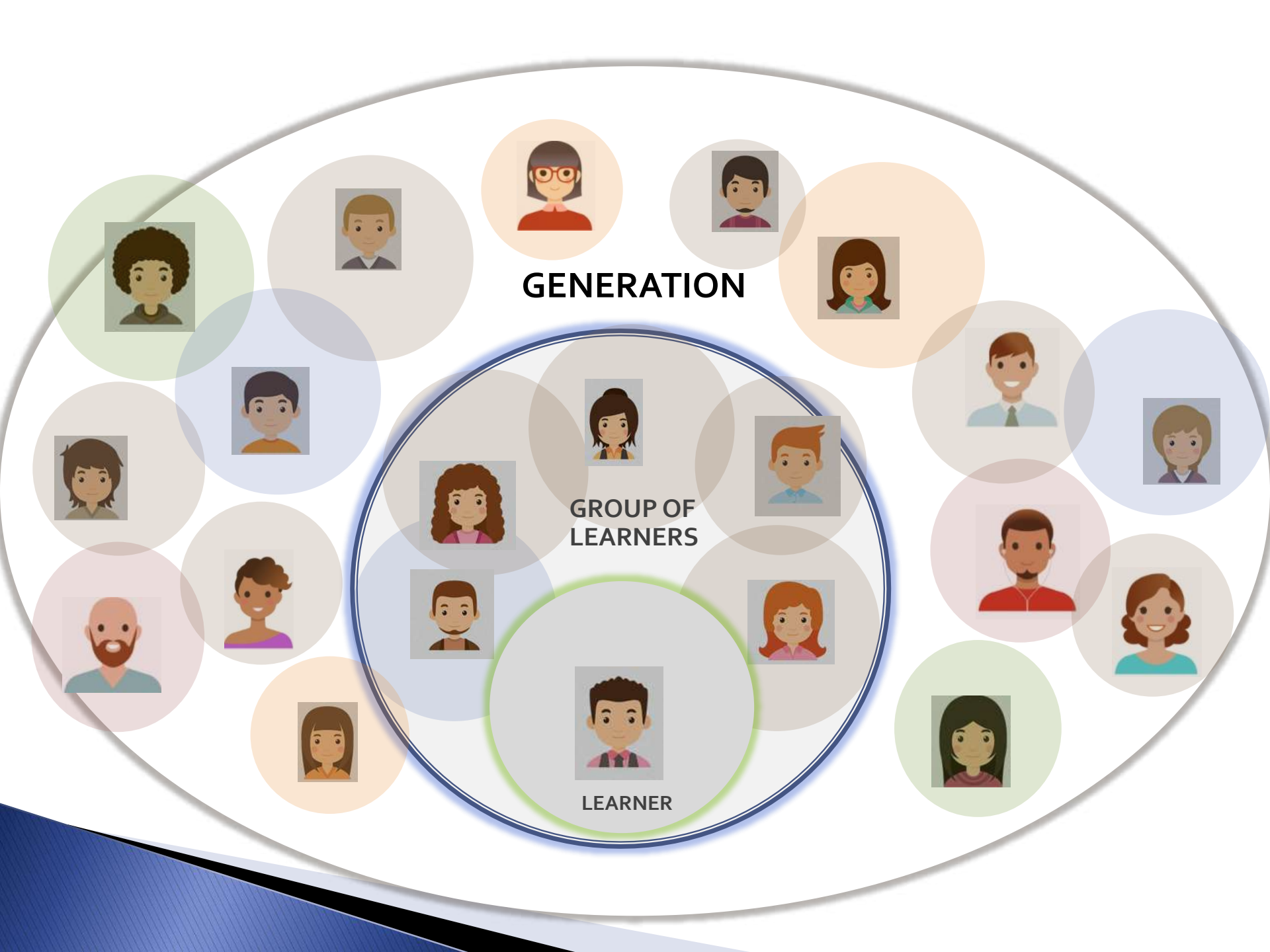
- ▶ The century of 'Quality',
- ▶ Global economics,
- ▶ Globalisation –international mobility
- ▶ The world they are getting into?

the CEFR Global Scale

PROFICIENT USER	C2	Can understand with ease virtually everything heard or read. Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.
	C1	Can understand a wide range of demanding, longer texts, and recognise implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.
INDEPENDENT USER	B2	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
	B1	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans.
BASIC USER	A2	Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.
	A1	Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

LANGUAGE CLASSROOM

‘It is sometimes forgotten that language classes operate as communities, each with its own collection of shared understandings that have built up over time. The overall character of each language class is created, developed, and maintained by everyone in the room’ (Senior;2006)



LEARNER

Learners– complexity; physical, biological, cultural, society, history, background–needs to consider the learner as a whole person we accept the fact that there are some characteristics belong to all humans and some are totally different–being human/ whole person education (Edgar Morin)

LEARNER?

- ▶ Thinks out of box, develops alternatives,
- ▶ Flexible- tolerance to ambiguity,
- ▶ Effective Conflict resolution
- ▶ Effectiveness,
- ▶ Global at all levels –knowledge-thinking, etc.
- ▶ Competitive with different groups from different culture and skills
- ▶ Reflect, evaluate, plan- continues development –on going process

LEARNER?

- ▶ Aware of his/her weaknesses & strengths and needs and works accordingly Not to teach but educate
- ▶ Problem-solving approach; know what to look at, how to develop effective solutions
- ▶ Not only learn to solve one specific problem but deal with all they come across by transferring the skills, knowledge they develop,
- ▶ Multi-tasking,
- ▶ Effective communicator, cooperative
- ▶ Understands & respects different cultures

- Cognitive & Affective Domain
- Background of the learner
 - Motivation
 - Character Types
 - Generation
- The future the learner will be in

- Understanding the values, norms, practice of the school,
- The role of prescribed Curricula,
- Hidden Curriculum
- Routines of the classroom,
- Procedures, principles for lesson planning and delivery

- Teacher Cognition
Personal Qualities
- Knowledge & Understanding
- Skills & abilities
- Experience
- Values & Beliefs



TEACHER?

- ▶ Who is the teacher?
- ▶ The role of teacher?
- ▶ Teacher training, development?
- ▶ Reflective Teaching/Teachers



What to & What NOT to TEACH

- ▶ Critical Thinking Skills
- ▶ Communication Skills
- ▶ Collaboration Skills
- ▶ Creativity and Innovation Skills

National Education Association's 21st Century Skills Framework (2012)

- ▶ Problem –based learning
- ▶ Learner-focused teaching
- ▶ Personalise teaching
- ▶ Transformational Learning
- ▶ Learner Autonomy
- ▶ Use of technology

What to ? What not to Teach?

Learning & Education

- ▶ Needs to be integrated with the real life,
- ▶ Inspire the learners,
- ▶ Encourages them to explore and experience ,
- ▶ Increase their curiosity, courage and motivation
- ▶ Develop real life skills,
- ▶ Transfer knowledge & equip them with the necessary tools to think, reflect, question





THANK YOU

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