

The Development Of Modern-language Skills: Theory To Practice

International Journal of Language Academy

ISSN: 2342-0251
DOI Number: <http://dx.doi.org/10.18033/ijla.3791>

Volume 5/7 December
2017 p. 160 / 180

LEARNER PERCEPTIONS OF AN INCLUSION

OF BILINGUAL ACTIVITIES TO TEACH
ENGLISH AS A FOREIGN LANGUAGE

İngilizcenin Yabancı Dil Olarak Öğretiminde Çift Dilli
Etkinliklerin Kullanılmasıyla İlgili Öğrenci Algısı
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Abstract

Even though there is a body of research on functions of teacher and learner first language (L1) use in foreign language (L2) teaching, studies examining deliberate implementation of activities designed to benefit from the learners' first language are scarce. This paper reports on a case study in which a principle-based implementation of bilingual activities in teaching English as a foreign language to a group of 26 young adult learners at a Turkish state university was examined. The learners' perceptions of first language inclusion were studied through minute papers in which the participants immediately responded to particular bilingual activities and an overall course evaluation at the end of the 14-week course. Furthermore, a semi-structured interview with six participants was conducted to gain a deeper understanding of the learner perceptions. The results show that bilingual activities were perceived as conducive to language learning, multifunctional, enjoyable and activating. The participants also expressed concerns indicating that deliberate L1 use should be restricted in order not to lose the focus on the target language. Another concern was directed to the inappropriateness of bilingual activities for exam preparation. The results indicate the potential of bilingual activities but also call for due consideration in implementing them in instructional practice.

Keywords: Bilingual practice, learner perception, EFL, young adult language learners

Özet

Yabancı dil (L2) öğretiminde öğretmen ve öğrencinin ana dilinin (L1) fonksiyonları üzerine yapılan pek çok araştırma olmasına rağmen, öğrencinin ana dilinden yararlanarak öğretilen yabancı dilin etkinliği konusunda az sayıda çalışma vardır. Bu çalışmada İngilizceyi yabancı dil olarak öğrenen 26 genç yetişkin öğrencinin katıldığı bu durum çalışmasında çift dilli etkinliklerin öğrenci algısı olarak uygulanması ele alınmıştır. Öğrencilerin ana dil kullanımına ilgili algıları derste yapılan çift dilli etkinliklerden hemen sonra yazdıkları dakikalık yazılar (minute papers) ve 14 haftalık ders sonunda doldurdukları genel bir değerlendirme formu aracılığıyla belirlenmiştir. Ayrıca altı katılımcıyla yapılan yarı yapılandırılmış görüşme tekniği ile veri toplanmıştır. Araştırma bulguları çift dilli etkinliklerin dil öğrenimine yardımcı olduğunu, bireyin fazla ana dil emriyle ve eğlenceli olduğunu, öğrenciyi aktif kıldığını göstermektedir. Katılımcılar yabancı dil öğretiminde planlı L1 kullanımına ilgili kaygılarını ve bu tür etkinliklerin kullanılmasını gerektiren durumları belirtmişlerdir. Çift dilli etkinliklerde ilgili olarak belirtilen diğer bir kaygı da bu tür etkinliklerin sınavlara hazırlanmada uygun olmamasıdır. Çalışma bulguları çift dilli etkinliklerin yabancı dil öğreniminde ilgili olumlu katkıları yanında bu yöntemin kullanımında dikkat edilmesi gereken konulara da dikkat çekmesi açısından önemlidir.

Anahtar sözcükler: Çift dilli uygulama, öğrenen algısı, İngilizcenin yabancı dil olarak öğretimi, genç yetişkin dil öğrenenleri.

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International Journal of Language Academy
Volume 5/7 December 2017 p. 160 / 180

Article History:
Received
03/11/2017
Received in revised form
05/11/2017
Accepted
25/11/2017
Available online
15/12/2017

The development of modern-language skills: theory to practice. Front Cover Center for Curriculum Development, - Languages, Modern - pages. The development of modern-language skills: theory to practice. Edition: [1st ed.] Imprint: Philadelphia, Center for Curriculum Development, []. Physical. This text, intended to assist the individual teacher in developing the basic ingredients of his own repertoire of effective teaching skills, provides a wide-ranging. The development of modern-language skills: theory to practice. [Kenneth. Chastain] on redaalc.com *FREE* shipping on qualifying offers. Terms of Sale: Check or money order or Paypal accepted; will bill libraries; All books guaranteed with 10 day return; All book dust jacket covered with Brodart. The development of modern-language skills: theory to practice. Note: Second ed. published in under title: Developing second-language skills. Physical. Developing second-language skills: theory to practice /? Kenneth Chastain. Also Titled. The development of modern-language skills. Author. Chastain, Kenneth. Chastain, K. (). The development of modern language skills Theory tpractice . Philadelphia, Penn. Curriculum Development Center. Chastain, Kenneth. The Development of Modern Language Skills: Theory to Practice. Philadelphia: The Center for Curriculum Development, APA (6th ed.) Chastain, K. (). The development of modern-language skills: Theory to practice. Philadelphia: Center for Curriculum Development. This book is basically intended for teachers of modern foreign languages in Foreign language (FL) programs in . them for the effective development of speaking skills, would have . Language and Language Learning, Theory and Practice. Conversational Practice in Individualized and. Traditional FL Learning: The An Approach to Teaching the Modern. German Novel. Kenneth Chastain: The Development of Modern Language Skills: Theory to Practice. David Edward Allen . The development of modern-language skills: theory to practice. Printer-friendly version PDF version. Author: Chastain, Kenneth. Shelve Mark: ML PB CArticle (PDF Available) in Theory and Practice in Language Studies 2(4) April .. leads to the efficiency of second and foreign language development. The Development of Modern Language Skills: Theory to Practice as well as the development of vocabu-^ lary and nontrivial content in reading passages (cf.

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