



SINAV YÖNERGESİ LÜTFEN DİKKATLE OKUYUN

1-Bu sınavda sizlere 45 dakikada cevaplayacağınız 10 soru sorulmuştur. Sınav, 100 tam puan üzerinden düzenlenmiş olup, her bir sorunun puan değeri soruların üzerinde belirtilmiştir. Cevaplarınızı **sadece cevap formu üzerine** (mümkünse sabit kalemle ve belirtilen yerlere) yazınız

3-Bu sınava alınmış olmanız dersin devam koşulunu yerine getirmiş olduğunuz anlamına gelmemektedir. **Devam koşulunu yerine getirmemiş olmanız nedeniyle SINAVINIZI GEÇERSİZ SAYMA hakkım saklıdır.**

4-Her öğrenci, sınavın sınav kuralları çerçevesinde yürütülmesinden bana karşı kişisel olarak sorumludur ve sınav kurallarına aykırı herhangi bir davranışı, **öğrenci disiplin yönergesindeki yaptırımları kabul ettiği** anlamına gelmektedir. Başarılar diliyorum.

Numarası:.....

ADI SOYADI:

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İMZANIZ:

ABDULLAH CAN

(___) 01-English Teacher Bidasi believes in the constructivist theory which claims that knowledge is not imported from the external world, but it is created in the minds of the learners by them. To enable learners to express their personal opinions and their own feelings and opinions, teacher Bidasi makes use of **process writing** and he spends much time for **independent reading sessions**. Which approach does teacher Bidasi want to implement? (10 pts)

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(___) 02-Azim and Kaya are two students who love gossiping about their English teachers. One day Azim says that my teacher Hasibe Hanım has taught us the unit “how to introduce myself” in the group setting and the unit has **lasted for two weeks**. Kaya adds that my teacher Huriye Hanım does **not** like group activities but last week, while teaching “how to ask questions”, towards the end of the lesson she **suddenly** decided to form groups and I think she has seen the benefit of group works. Can you state the types of groups that these two teachers have implemented? (2x5=10 pts)

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(___) 03-English teacher Zinnure believes that students can learn language better if they **perform** or execute an activity or a goal by using language. Of course, within the activities, she expects students to comprehend, to manipulate, to produce and to interact in target language. For that reason, assuming that **students can face such kind of events outside the classroom**, she prepared an activity based on “making a reservation at a famous hotel”. Which approach is Zinnure making use of? (5 pts) How can you name the activity according to the classification of such activities? (5 pts)

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(____) 04-As a teacher candidate who has taken this course, you should know the distinction between “an **educational objective**” and “a **competency**”. Imagine that you are teaching grammar. Please write a full statement of a competency relevant to grammar. (Please consider three important points) (3+3+3=9 pts / Organisation=1pt)

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(____) 05-English teacher Keramettin is ardent supporter of Natural Approach and he believes that production of language is the result of acquisition, and according to his belief, to achieve his aim, he tries to provide his students with **much exposure**. After a period of certain time, Keramettin notices that the exposure of input that he provided for the students **cannot help learners make progression from one developmental stage to another**. What is wrong with the input? (5 pts) (Please state the ideal form of input in your answer)

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(____) 06-Japanese and English are different languages and being aware of this fact, Havadası, a student from Japan, **cannot** believe that he can speak English like a native speaker. On the other hand, our famous English teacher Fenasi believes that “**if one can do something then it is possible for others to model and to learn how to do it.**” The followings are suggestions from Fenasi to Havadası

- a) *Know what you want*
- b) *Maximize similarities and minimize differences*
- c) *Use your senses. Look at, listen to, and feel what is actually happening*

First, write down the approach that Fenasi makes use of (4 pts), and, add the relevant principles of the approach that Fenasi refers to (3X2=6 pts).

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(____) 07-This year I gave a lecture on Comparative Education, a course from the field of Educational Sciences. As a rule, pedagogical courses are given in L1, but considering the current status of our teacher candidates’ language proficiency and communicative competencies, I changed the format of the course and during the lessons I have tried to enable my students to take part in oral discussions in L2 about education systems of different countries. Form time to time what I have done remind me of an approach of language teaching. Which approach may it be? (4 pts). Can you relate what I did with any of **THE BASIC MODELS** of this approach? (6 pts).

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(____) 08-The supporters of the approach claim that words and word combinations are **building blocks of language**, and speakers of a language use “words” and “multiword units” functioning as chunks in their communication. They make a distinction between “**vocabulary**” and “**lexis**”. First write the approach, (4 pts) then briefly explain how you can distinguish between “vocabulary” and “lexis”, and give one example for each (6 pts).

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(____) 09-Huriye, a sensitive, fragile language learner, has some difficulties in language learning. For example, when speaking, **she gets excited** and her palms sweat. On the other hand, before the exams she always **imagines herself in failure**. She notices that these symptoms prevent her from being a successful language learner. Probably, she cannot self-diagnose her strengths and weaknesses in language learning. What can solve Huriye’s problem? (4 pts) What can she do to benefit from your suggestion? (I expect at least two steps) (2x3=6 pts)

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(____) 10-Most people, even the educators fail to distinguish between **multiple intelligence** and **learning modalities** (or styles). How can you distinguish “multiple intelligence” from “learning modality”? Can you support your argument with an example? (10 pts)

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Suggested Answers

THE NATURAL APPROACH

English teacher Şerafettin is ardent supporter of teaching grammar and when we observe his students in the classroom we can clearly see the following points: His students spend much time to think about the rules; correct form of the production is obsession for them, and they are dealing with the complexity of the rules. As a teacher candidate who can demonstrate the knowledge of Natural Approach and its relevant hypotheses, how can you define Şerafettin's students who are not fluent speakers of English?

Monitor over-users

English teacher Kerametttin is ardent supporter of Natural Approach and he believes that production of language is the result of acquisition, and according to his belief, to achieve his aim, he tries to provide his students with much exposure. After a period of certain time, Kerametttin notices that the exposure of input that he provided for the students cannot help learners make progression from one developmental stage to another. What is wrong with the input? (Please state the ideal form of input in your answer)

Probably it is NOT comprehensible input

IDEAL INPUT: the language exposed to (that is input) should be slightly beyond their current level of competence. (I+1)

COOPERATIVE LANGUAGE LEARNING

Şükriye, a fresh English teacher who teaches in a classroom with the population of 30 students, learns that five of her students has visited famous "Body Worlds" exhibition at the weekend. While thinking about how she can make use of this case, suddenly she remembers her school days, especially Approach and Methods lesson, and she decides to implement an activity of cooperative language learning. The first activity she remembers the Jigsaw. Can Şükriye implement Jigsaw in such a case? If she can, explain how to do, if she cannot, then suggest the most suitable activity similar to Jigsaw.

She cannot implement Jigsaw, because the number of the topics needed to be covered cannot be equal to the number of the members of each group (If the population were 25, it would be possible)

The most suitable activity can be CIRCLE THE SAGE

Azim and Kaya are two students who love gossiping about their English teachers. One day Azim says that my teacher Hasibe Hanım has taught us the unit "how to introduce myself" in the group setting and the unit has lasted for two weeks. Kaya adds that my teacher Huriye Hanım does not like group activities but last week, while teaching "how to ask questions", towards the end of the lesson she suddenly decided to form groups and I think she has seen the benefit of group works. Can you state the types of groups that these two teachers have implemented?

Hasibe: Formal (cooperative learning) groups

Huriye: Informal (cooperative learning) groups

CONTENT-BASED INSTRUCTION

This year I gave a lecture on Comparative Education, a course from the field of Educational Sciences. As a rule, pedagogical courses are given in L1, but considering the current status of our teacher candidates' language proficiency and communicative competencies, I changed the format of the course and during the lessons I have tried to enable my students to take part in oral discussions about education systems of different countries. From time to time what I have done remind me of an approach of language teaching. Which approach may it be? Can you relate what I did with any of THE BASIC MODELS of this approach?

SHELTERED CONTENT INSTRUCTION (Teaching content courses in the target language)

In a summer night, in the balcony, Hidir Efendi and Osman Efendi chat about the crucial dilemma of language teaching policy, "foreign language education" or "education in foreign language". Osman Efendi states that "once upon a time, in Turkey, first in Maarif Colleges, later in Anatolian Very High Schools we have tried to teach Maths, Physics Chemistry in English. What happened? Could we teach English? To me, we could teach neither English nor Maths, Physics... Daughter of Osman Efendi, Binnaz, who is a teacher candidate at Uludağ University suddenly takes part in the discussion and says that "I don't remember these days actually, but I know the name of that application, because I have learned it in the Content Based Language Instruction" If regular school curriculum is taught in the medium of target language, how do we call it?

IMMERSION EDUCATION (Regular school curriculum is taught in the medium of target language)

TASK-BASED LANGUAGE LEARNING

Hidir and Murtaza, two language teachers, have an enthusiastic discussion about an approach of language teaching. At the end of the discussion, they agree that performing an activity that requires "conveying information", "initiating discussions" or "interaction", can foster and facilitate language learning. Both reached to an agreement that arranging these activities in a way that learners do want to perform can promote learning. But there is one point which is still a matter of discussion between them. Hidir claims that perfectly completion of the activity is more important while Murtaza does not agree with Hidir. According to Murtaza, in the approach although we have completeness, what students encounter during the process are more important than the sole result. First name the approach in general and state your side in this discussion with your justifications.

TASK BASED LANGUAGE TEACHING

We should pay more attention to process rather than product. (Learners comprehend, manipulate, produce and interact in the target language during the process. (For example, in telephone call they deal with finding number, using directory, having card /token, dialing number etc.)

English teacher Zinnure believes that students can learn language better if they perform or execute an activity or a goal by using language. Of course, within the activities, she expects students to comprehend, to manipulate, to produce and to interact in target language. For that reason, assuming that students can face such kind of events outside the classroom, she prepared an activity based on "making a reservation at a famous hotel". Which approach is Zinnure making use of? How can you name the activity according to the classification of such activities?

TASK BASED LANGUAGE TEACHING / REAL LIFE TASKS

LEARNER STRATEGY TRAINING

Huriye, a sensitive, fragile language learner, has some difficulties in language learning. For example, when speaking, she gets excited and her palms sweat. On the other hand, before the exams she always imagines herself in failure. She notices that these symptoms prevent her from being a successful language learner. Probably, she cannot self-diagnose her strengths and weaknesses in language learning. What can solve Huriye's problem? What can she do to benefit from your suggestion? (I expect at least two steps)

AFFECTIVE STRATEGIES (from Language Learning Strategies) can be solution. (Any pair among the followings)

Lowering your anxiety (deep breathing, meditation, relaxation, using music, using laughter, humor)

Encouraging yourself (positive thinking, taking risks wisely, rewarding yourself)

Regulating your emotions (listening to your body, using checklist (for panic), writing learning diary, discussing the feelings with friends)

Binnur, a smart language learner, has some difficulties in language learning. For example, she claims that she cannot memorize new words easily, cannot manipulate new structures in her mind and she quickly forgets what she has learned. Probably, she is not aware of what helps her to learn and retain the target language efficiently. What can solve Binnur's problem? What can she do to benefit from your suggestion? (I expect at least two steps)

COGNITIVE STRATEGIES (from Language Learning Strategies) can be solution. (Any pair among the followings)

Create mental links (grouping, associating, placing word in different context)

Apply images /sounds (use keywords, semantic mapping)

Reviewing (analyzing, getting the main idea, structured reviewing= highlighting, note taking, transferring, translating)

WHOLE LANGUAGE

English Teacher Mahmure thinks that it is not beneficial to teach language through separate skills such as word recognition, comprehending vocabulary word by word; instead she believes that reading and general language competencies can be acquired through integrated use of thematic studies. To realise her aim she spends much time for independent reading sessions, she uses authentic literature and she initiates discussions about what students have read. In implementing the approach, for which issue about selecting books and conversational partners, should Mahmure pay much attention (to ensure the approach to serve directly to her aims)

To ensure the approach to serve directly to the aims of the learner, learners should read for pleasure. To do this, learners can select the materials, conversational partners, and the activities. It is the CHOICE. Mahmure pay much attention to CHOICE

English Teacher Bidasi believes in the constructivist theory which claims that knowledge is not imported from the external world, but it is created in the minds of the learners by them. To enable learners to express their personal opinions and their own feelings and opinions, teacher Bidasi makes use of process writing and he spends much time for independent reading sessions. Which approach does teacher Bidasi want to implement?

WHOLE LANGUAGE

MULTIPLE INTELLIGENCE

Most people, even the educators fail to distinguish between multiple intelligence and learning modalities (or styles). How can you distinguish “multiple intelligence” from “learning modality”? Can you support your argument with an example?

Learning modality is related to “receiving”. Any dimension of the “Multiple Intelligences” is a talent that enables learner to PRODUCE something and it is something related to “production”.

Two mathematical-logical smart students can solve a difficult puzzle, that indicates MI, but either of the students can grasp the puzzle better when it is presented in verbal form, the other in visual form. This indicates learning modality of them.

According to Gardner, an ability (or talent) that enables people either to solve a problem or to create something valuable in the culture; or that has a section or point in the human brain which is responsible for it; or that distinguishes people whom are notable or remarkable due to their talent can be any dimension of Multiple Intelligence. From that viewpoint, multiple intelligent is not something that can be taught in the classroom. In this case, how can you relate “multiple intelligence” with “education in your classroom” from the viewpoint of teacher responsibilities?

First you can identify distinguishable intelligence type, and by means of education, you can SHARPEN that intelligence.

NEURO-LINGUISTIC PROGRAMMING

Fecisi, a student from Persia wants to speak English like a native speaker and follows a new approach to achieve his aim. The approach he follows is based on the philosophy that people can learn whatever they want by imitating the behaviours, emotions, experiences, beliefs and values of the perfect performers. But Fecisi's attempts end in failure, and he needs to get an expert's advice on the matter. Investigating the case carefully, our expert teacher Hidir, reveals the following inconveniences

- a) You don't know what you want precisely. If you had known in this way, we could have seen its reflections on your behaviours.
- b) You cannot use your senses fully. Probably you can't see, can't hear and can't feel what is actually happening.
- c) You easily give up when what you are doing is not working. In such cases, you should try to do something else or something different until you achieve your aim.

First, write down the approach that Fecisi makes use of, and, add the relevant principles of the approach that Hidir refers to.

Neuro-Linguistic Programming

- a) OUTCOMES b) SENSORY ACUITY c) FLEXIBILITY**

Japanese and English are different languages and being aware of this fact, Havadasi, a student from Japan, cannot believe that he can speak English like a native speaker. On the other hand, our famous English teacher Fenasi believes that “if one can do something then it is possible for others to model and to learn how to do it. The followings are suggestions from Fenasi to Havadasi

- a) Know what you want
- b) Maximize similarities and minimize differences
- c) Use your senses. Look at, listen to, and feel what is actually happening

First, write down the approach that Fenasi makes use of, and, add the relevant principles of the approach that Fenasi refers to.

Neuro-Linguistic Programming

- a) OUTCOMES b) RAPPORT c) SENSORY ACUITY**

THE LEXICAL APPROACH

The supporters of the approach claim that words and word combinations are building blocks of language, and speakers of a language use “words” and “multiword units” functioning as chunks in their communication. They make a distinction between “vocabulary” and “lexis”. First write the approach, then briefly explain how you can distinguish between “vocabulary” and “lexis”, and give one example for each.

LEXICAL APPROACH

Vocabulary (a stock of individual words with fixed meanings) *rose, book* etc.

Lexis, (not only the single words but also the word combinations that we store in our mental lexicons) *pros and cons, as hard as rock*

The supporters of the approach claim that words and word combinations are building blocks of language, and speakers of a language use “words” and “multiword units” functioning as chunks in their communication. They suggest us working with “holophrases” and “prefabricated patterns”. First write the name of the approach, then briefly explain how you can distinguish between “holophrase” and “prefabricated pattern”, and give one example for each. (If it is necessary, explain the meanings)

LEXICAL APPROACH

HOLOPHRASE (a single word explaining the ideas of a phrase or sentence especially used by children) *milk* (I want to drink milk)

PREFABRICATED PATTERN (a framework of word groups constructed beforehand, that can be modified)

(That is a _____) [book, pen, toy, banana, baby etc.]

COMPETENCY-BASED LANGUAGE TEACHING

As a teacher candidate who has taken this course, you should know the distinction between “an educational objective” and “a competency”. Imagine that you are teaching writing. Please write a full statement of a competency relevant to writing. (Please consider three important points)

(1) After reading the given 4 page-story, (2) writing the main idea of the story (3) with maximum 3 spelling errors. 1) CONDITIONS 2) PERFORMANCE 3) CRITERION

As a teacher candidate who has taken this course, you should know the distinction between “an educational objective” and “a competency”. Imagine that you are teaching grammar. Please write a full statement of a competency relevant to writing. (Please consider three important points)

(1) In a given 350 words authentic text, (2) underlining the irregular plurals (3) with maximum 10 errors. 1) CONDITIONS 2) PERFORMANCE 3) CRITERION