

ELT METHODOLOGY

Özcan DEMİREL

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peGEmA PUBLICATION

Özcan DEMİREL

ENGLISH LANGUAGE TEACHING METHODOLOGY

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PREFACE

As a course book “English Language Teaching -ELT- Methodolgy” was primarily prepared to train prospective teachers of English. However, teachers of English can also utilize this book while teaching and planning their classroom activities.

The procedures and techniques in the book are intended to help the teacher organize and conduct teaching activities effectively. For this reason, there are some specific examples for different learning situations. We hope these specific examples will clarify our general approach. We believe that a good teacher of English should be aware of contemporary language teaching methods and techniques used in classroom situations. A good teacher should also be able to adopt and transfer the new techniques to different learning situations.

The first chapter focuses on language, language acquisition and principles on language learning. The second chapter focuses on language teaching approaches, methods and techniques used in the foreign language classroom up to the present. The subsequent chapters focus on the four basic language skills- listening, speaking, reading and writing. The last chapters deal with the new trends in language teaching, planning of teaching activities, guiding how to prepare the sample daily lesson plans and suggesting extra-curricular activities.

The author wishes to thank most warmly his colleagues and students who have contributed to the development of the book through their discussion and demonstration. He especially thanks his new daughter, Didem, who patiently typed most of the book and his sons, Hakan and Okan, who technically designed and computerized the book, and also his wife Nursel, who enthusiastically supported him in every respect and finally Sabri Koç, who patiently went through the book and helped in every stage in making the printing of the book possible.

The author will be very happy if the teachers of English find the book useful and practical in their teaching activities.

Özcan Demirel
Ankara, 1992

To HAKAN, DİDEM and OKAN

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Chapter 1

LANGUAGE, LINGUISTICS AND LANGUAGE TEACHING*

Language is a very complex phenomenon, and it cannot yet be fully accounted for by anyone within one wholly consistent and comprehensive theory.

If we teach language, the way we approach our task will be influenced, or even determined, by what we believe language to be, by the particular informal theory or theories we have about it.

Is language a tool?

skill?

habit?

behaviour?

machine that works?

living thing?

We just have to admit that language is such a complex phenomenon that no one viewpoint can see it as a whole. The question we really need to ask is not which view is 'right', but which view is 'useful', which view is relevant to language teaching.

Language teaching is an art in that it is a highly skilled activity which is learned by careful observation and patient practice. However, language teaching is a science. Linguistics provides a growing body of scientific knowledge about language which can guide the activity of the language teacher. There can be no systematic improvement in language teaching without reference to the knowledge about language which linguistics gives us.

As Sezer (1986) points out, linguistics, like all the other sciences, studies

* This chapter was adopted from Ayhan Sezer's ELT Seminar Notes.

Chapter 2

LANGUAGE TEACHING PRINCIPLES AND LANGUAGE LEARNING STRATEGIES

General Principles in Teaching English

There are three phases in the acquisition of language structures and concepts. These are as follows:

1. The first stage is understanding
2. The second stage is production and manipulation
3. The third stage is communication

The class period can be divided into three parts corresponding basically to the three phases of language acquisition. These three parts are labelled preview, view and review. The preview concentrates on understanding. The view activities include the confirmation of competence, production and manipulation of forms, and "real" language activities over the content of the text. The review provides the students with activities that promote and require "real" language practice beyond the content of the text (Chastain, 1976:410-414).

Primary Guidelines in Teaching English

1. Consider the whole person. (There are individual differences in each class)
2. Keep the students involved. (Teacher-student and student-student interaction; group work)
3. Rapport and motivation. (Rapport involves establishing a classroom atmosphere in which students are stimulated to learn. This is between the teacher and the students. But motivation entails the students' incentive to learn.)

Chapter 3

CURRICULUM DEVELOPMENT IN ELT

Foreign language learning is a cumulative process which combines cognitive behaviours and new psychomotor skills. Gradually, the students acquire a foreign language system of communication by developing these cognitive behaviours and motor skills.

In order to develop these behaviours and skills firstly, we should develop a well-organized foreign language curriculum. The components of a curriculum are shown in figure 3.

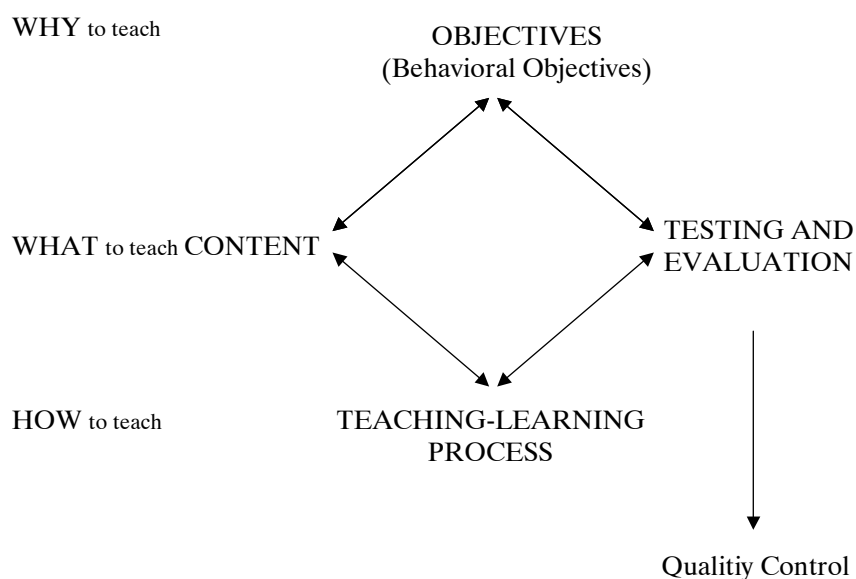


Figure 3. Curriculum Development in ELT

As it is seen in figure 3, the components of the ELT curriculum are

- i) objectives, ii) content, iii) learning situations/experiences; and iv) testing

Chapter 4

LANGUAGE TEACHING APPROACHES, METHODS AND TECHNIQUES

In this section, first we try to clarify the meaning of approach, method and technique. In other words, what do we mean by these terms? Then, we clarify the characteristics of the most significant approaches, methods and techniques that have been used in a foreign language teaching. Edward M. Anthony (1963), the American applied linguist, has provided a useful set of definitions for our purposes.

An approach to language teaching is a set of correlative assumptions dealing with the nature of language and the nature of language and learning. Approach is the theoretical foundation upon which any systematic method is based; that is, it is something that reflects a certain model or theory. This term is the broadest of the three.

A method, on the other hand, is a set of procedures; a system that spells out exactly how to teach a language. Namely, it is an overall plan for the orderly presentation of language material, no part of which contradicts, and all of which is based upon, the selected approach. The method is implemented by techniques by actual classroom behaviour of the specific strategies which the teacher selects to achieve his objectives. So, methods are more specific than approaches but less specific than techniques. Methods are typically compatible with one or perhaps more approaches. For this reason, the term method is sometimes used instead of approach.

A technique is a classroom device or activity and thus represents the narrowest term of the three. Some techniques are widely used and found in many methods. Most standard texts on language teaching discuss the approach and method of language teaching; there exist virtually no books on the technique level. Here we try to pay more attention on language teaching

Chapter 5

DEVELOPING THE LISTENING COMPREHENSION SKILLS

Goals in Listening Comprehension

The goal in listening comprehension is to be able to understand native speech at normal speed in unstructured situations.

The objective of the listening comprehension program should be to train the students to understand, and respond appropriately to the kind of language they are most likely to hear in normal use.

Components of Listening Comprehension

Listening comprehension can be divided into at least five sequential components, each dependent upon the preceding one.

1. The first is the ability to distinguish all the sounds, intonation patterns, and voice qualities in the second language and to discriminate between them and similar sounds in the native tongue.
2. The second is the perception of an entire message produced by a speaker.
3. The third is the ability to hold that message in one's auditory memory until it can be processed.
4. The fourth is the listener decodes what the speaker has said. Comprehension of the message, however, is not synonymous with the ability to discuss content in the second language.
5. The fifth is the ability to use the message and/or store it in the second language.

Chapter 6

DEVELOPING THE SPEAKING SKILL

Introduction

One of the general objectives in the foreign language teaching may be the most important one, is to teach the students to speak the target language accurately, fluently and intelligibly. Speaking activity develops in connection with the development of cognitive domain as well as of the psycho-motor domain. Teaching speaking should be done at every stage of foreign language teaching. However, it has been neglected in schools since the least time is spent on communicative activities which will encourage students to develop their speaking ability. The students should be participants rather than passive receivers. Speaking is often taught especially by using the question-answer technique, pair-work, group work and by doing some exercises.

In order to develop the speaking skill, the repetition drills are used mostly from the beginning level. Later, this is followed by the drills that depend on understanding and communication. However, it is emphasized that in order to develop speaking skill, it is necessary to know the rules of the language, that is to say grammar and punctuation well.

However, especially in a foreign country, non-verbal communication is important in communication. For those who acquire the speaking skill, only the learning of the rules of the language and the correct pronunciation of the words is not enough, they also need to learn non-verbal communication. But foreign language teachers do not give enough importance to this subject.

Mostly used exercises and the order to be followed by the foreign language teachers in developing the speaking skill are as follows:

Mechanical drills

Chapter 7

DEVELOPING THE READING SKILLS

What is reading

The definition of reading varies from author to author. Some say it is "... a process of transfer from auditory signs to their equivalent visual signs and of establishing the necessary recognition habits" (Narayanaswamy, 1972: 301). Some say it is the re-establishment of the message conveyed by the writer.

Although it is thought to be a passive skill, the reader is quite active while reading because he needs and makes use of several reading skills (Rivers, 1968: 220).

The reading objective

As Rudd (1969: 233) states, "... the main purpose of reading is the acquisition of information. We read because we want to be able to read comfortably in the second language, to gain information and pleasure, to translate certain texts and to analyze them in terms of literature (Rivers, 1979: 189).

The reading skills

Reading skills can be said to be skimming, scanning, predicting, summarizing, transferring information and comprehending a text.

Skimming, as Lucas (1990: 28) states is "... the tactic of running the eye over the text for a general impression of its character and content..." Whereas scanning is "... running the eye through the text in order to find part of it that one wants or needs to read...".

Predicting, as clear from the word itself, is the ability to predict what a title or a diagram may follow.

Chapter 8

DEVELOPING THE WRITING SKILL

What is writing

Writing is called "the fourth and the last communicative skill" by Mary Finnocchiaro (1974). Lado defines writing as the ability to use the language and its graphic representation in ordinary written situations.

More specifically, learning to write English involves choosing the right vocabulary items to express one's thoughts, using the grammatical patterns of the language correctly, and observing certain conservations of spelling, punctuation, capitalization, and paraphrasing which have become standard for written English.

Systematic Program for teaching a student to write English correctly follows four stages:

1. Controlled writing (composition),
2. Directed composition,
3. Guided composition and
4. Free writing (composition)

Controlled writing (Composition): It has several advantages and we use it on all levels. Controlled composition makes it possible to teach one thing at a time while focusing the student's conscious attention on the critical features of the language pattern. Controlled composition makes sequencing and grading of patterns possible, and it gives the student maximum practice in writing correct forms of the language; consequently, correcting is easy.

Some Exercises in Controlled Composition:

Some writing exercises are as follows:

Chapter 9

DEVELOPING THE INTEGRATED SKILLS

The process of integrated language skills involves linking all skills together in such a way that what has been learnt and practised through the exercise of one skill is reinforced and perhaps extended through further language activities which bring one or more of the other skills into use.

For example, a piece of spoken language will be followed by related reading and/or writing activities. Gradually, this pattern oral work leading on to reading and writing- has become almost the classical model for the organization of learning materials into "lesson" or "units". The extent and the way of this pattern in the form of teaching materials will be influenced by some factors.

The factors are the level of the course, the relative importance of the skills for the learners and the view taken of the optimum ordering of the skills.

However, it may be questioned whether this is the most appropriate model for skill integration in a communicative approach: a unit of work which proceeds through listening and speaking activities to reading and writing may provide the teacher with a convenient pattern of work to be done out of class at home, but it does not get to grip with the problem of how one skill may be actively and meaningfully exercised in order to facilitate and further learning through one or more of the other skills. Nor, as a rule, does it integrate language skills in such a way that the contexts for practising and using all the four skills are established "naturally". The medium would seem to be the dominating factor: spoken to written language in the early stages and perhaps written to spoken in the later stages.

In attempting to outline a communicative approach to skill integration, we should keep in mind as a guide the way in which these skills are normally integrated in real life. Here, the use of any skill may lead on quite naturally to the use of another. Reading, for instance, is just as likely to lead to speaking as the reverse. To give a simple example if we read an advertisement for a job in

Chapter 10

NEW TRENDS IN LANGUAGE TEACHING

Knowing a foreign language has gained great importance in changing Europe and the world as a consequence of the rapid developments in science, technology and social affairs. In order to communicate with the other people in the world, most people try to learn a foreign language at different age levels when the need arises. It is a necessary instrument for everyone to know at least two or more foreign languages in modern world. Learning a foreign language is seen a natural response to communicative needs of people who live in information society. It has also been said that language is one of the greatest inventions of the human beings constituting the society.

Learning a foreign language is regarded as a life-long process. It has been carried out various changes in language learning and teaching process so far. At present, contemporary changes and developments affect the process very effectively. Some of the changes and trends are given as follows:

1. Mastery Learning
2. Cooperative Learning
3. Project-based Learning
4. Experiential Learning
5. Computer-assisted learning
6. Brain-based learning
7. Constructivism
8. Learner-centred instruction
9. The theory of Multiple Intelligences
10. Portfolio-oriented instruction

The last two topics, multiple intelligences and the portfolio-oriented instruction are the most popular trends in language teaching at present; so, they

Chapter 11

TESTING FOUR LANGUAGE SKILLS

Foreign language learning is a cumulative process which combines cognitive behaviours and new psychomotor skills. Gradually, the student acquires a foreign language system of communication by developing these behaviours and skills. As B. J. Bloom pointed out, cognitive behaviours are categorized as follows:

Cognitive Domain		Linguistic Process
1. Knowledge	————→	Recalling
2. Comprehension	————→	Recombining
3. Application	————→	Communitating
4. Analysis	————→	Informing
5. Synthesis	————→	Generalizing
6. Evaluation	————→	Judging

Theoretically, students should acquire these cognitive behaviours. In fact, we have to realize the first three (knowledge, comprehension and application) cognitive behaviours at secondary education level; and the rest of them at university level. The new psychomotor skills for the student is to be able to speak a foreign language accurately and fluently. Testing and evaluation activities in the classroom should be based on these cognitive behaviours and psychomotor skills.

As shown in Figure 1 (on page 122), we can observe the relationships among the components of a foreign language curriculum. Before determining a testing program for a course, the teacher should clearly envision his course

Chapter 12

MATERIAL DEVELOPMENT AND INFORMATION TECHNOLOGY

LANGUAGE TEACHING AIDS

Language teaching aids can be divided into three main categories. Visual, Audio and Audio-Visual.

Visual Aids

1. Books
 - a. Textbooks
 - b. Teacher's Books
 - c. Workbooks or Practice Books
2. Writing Boards
 - a. Blackboard/Greenboard or Chalkboard
 - b. Whiteboard
 - c. Flannelboard/Feltboard or Flannelgraph
 - d. Bulletin Board
 - e. Magnetic Board
 - f. Plastiboard/Plastigraph
3. Pictures
 - a. Newspaper cuttings
 - b. Stick figures
 - c. Flashcards
 - d. Figurines

Chapter 13

PLANNING TEACHING ACTIVITIES

Planning enables the teacher to organize classroom learning situations toward chosen goals. Careful planning is crucial to successful teaching and it is doubtful that anyone can be a good teacher unless she is aware of her objectives and plans the classroom activities accordingly.

While planning teaching activities, you must plan in advance what you are going to teach. In order to attain the objectives stated in the ELT curriculum, teacher of English should prepare the following plans:

1. The Annual Plan
2. The Unit Plan
3. The Daily Plan

When planning you must also take into consideration certain things such as examinations, revisions and/or remedial teaching activities and also holidays.

1. The Annual Plan: It is prepared by the group of the teachers at the beginning of the academic year. Once the textbook has been selected, teachers make a decision as to how much of the text they want to try to cover during the course of the year and try to answer the following questions:

- a. How many units in a term?
- b. How many lessons in a month?
- c. How much of a lesson in a week?
- d. Which part/s of a lesson in a teaching hour?

by taking into consideration the course objectives, the amount of supplementary material that needs to be included in order to implement these objectives.

2. The Unit Plan: Planning the unit as a whole gives the teacher an overall

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APPENDIX-1

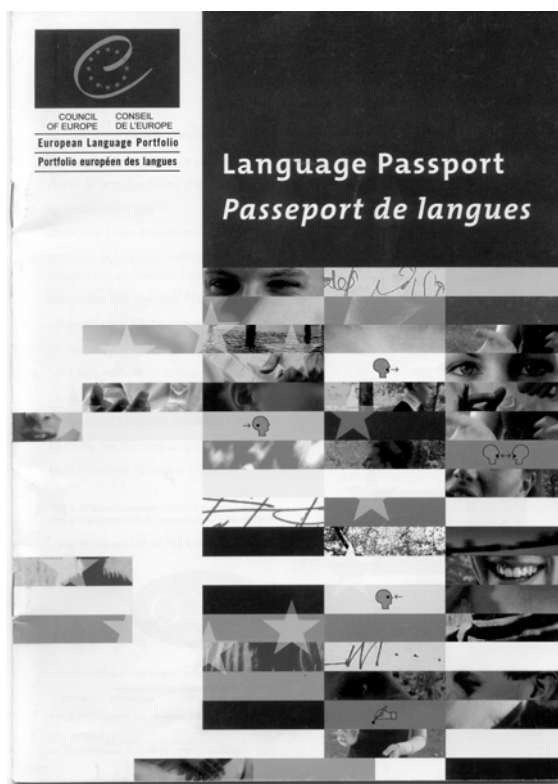
The Summary of Language Teaching Approaches and Methods

Categories \ Methods	The Grammar-Translation Method	The Direct Method
Theory of Language	1.1. <ul style="list-style-type: none"> • Language is a system of rules. • Literary lg is superior to spoken lg. • Lgs can be compared and contrasted. 	2.1. <ul style="list-style-type: none"> • Language is a system of habits. • Language is primarily speech.
Theory of Learning	1.2. <ul style="list-style-type: none"> • Lg learning is primarily memorizing rules and facts in order to understand and manipulate str of lg. • Translation is used as a means of lg learning. • Learning is facilitated through attention to similarities between TL and NL. 	2.2. <ul style="list-style-type: none"> • Monolingual approach to lg teaching. • Grammar should be taught inductively • L2 learning is the same as L1 learning.
Objectives	1.3. <ul style="list-style-type: none"> • Reading literature and doing translation in both directions. • The goal of foreign lg study is to appropriate literature and increase mental capacity. 	2.3. <ul style="list-style-type: none"> * The purpose of lg learning is communication.
Syllabus	1.4. <ul style="list-style-type: none"> • Structural • From simple to more complex. • Systematic presentation. 	2.4. <ul style="list-style-type: none"> • Graded grammar. • Systematic attention to pronunciation. • Everyday vocabulary and structures. • The syllabus is based on situations or topics, not usually on linguistic structures.
Learner Roles	1.5. <ul style="list-style-type: none"> • Tries to learn grammatical rules • Read and write • Translate. • Memorize rules. 	2.5. <ul style="list-style-type: none"> • Think in the TL as soon as possible.
Teacher Roles	1.6. <ul style="list-style-type: none"> • Authority in the classroom. • The medium of instructions is NL. • Grammar taught deductively. 	2.6. <ul style="list-style-type: none"> • The teacher should demonstrate, not explain or translate. • The teacher must encourage direct and spontaneous use of foreign lg • Grammar taught inductively.
Language Skills	1.7. <ul style="list-style-type: none"> • Reading and writing in the target lg • Translation 	2.7. <ul style="list-style-type: none"> • Lessons should contain some conversational activity-some opportunity to use lg in real context. • Students should be encouraged to speak as much as possible.
Activities	1.8. <ul style="list-style-type: none"> • Grammatical exercise and translation. • Vocabulary lists to memorize. 	2.8. <ul style="list-style-type: none"> • Repetition.
Error Handling	1.9. <ul style="list-style-type: none"> • Mistakes are corrected immediately. 2.9 <ul style="list-style-type: none"> • Self-correction facilitates language learning, so the teacher encourages the students to correct their mistakes. 	2.9. <ul style="list-style-type: none"> • Self-Correction facilitates language learning, so the teacher encourages the students to correct their mistakes.
Materials	1.10. <ul style="list-style-type: none"> • Provides samples of literature • Grammar taught inductively. 	2.10. <ul style="list-style-type: none"> • Teacher oriented. • Teacher prepared materials preferred to textbook.

APPENDIX 2



LANGUAGE PASSPORT *PASSEPORT DE LANGUES*



APPENDIX 3

GLOBAL SCALE

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 texts 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 while 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 and 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	

APPENDIX 4

EUROPASS

Europass: a new instrument for better recognition of qualifications and skills in the enlarged Europe

The European Parliament and of the Council on a single framework for the transparency of qualifications and competences (Europass). Conceived with an eye to lifelong learning, the proposal integrates various transparency-promoting instruments into a coherent framework, identified by the single label "Europass", which will be accessible on the Internet and to which other and computerisation are the key concepts of the proposal, which thus makes these instruments more accessible, more user-friendly, more visible and more familiar. The urgent need improve the transparency of qualifications and competences has become even more pressing with the impending entry of ten new member States - as emphasised by the Education Ministers of 31 European countries, the social partners and the Commission in November 2002 in the Copenhagen Declaration, to which this proposal for a decision represents a concrete response.

"With the European Union poised to expand from 15 to 25 Member States, and closer relationships being forged with the other countries of Europe, improving the transparency of qualifications and competences is essential in order to increase and and improve transnational mobility and make lifelong education and training a reality" declared Viviane Reding, European Commissioner in charge of Education and Culture, at a press conference in Brussels. She went on to add: "This proposal gives concrete effect to a recommendation made in the Copenhagen Declaration and also fits in with the framework for action proposed by the Commission in its Communication: "the success of the Lisbon strategy hinges on urgent reforms."

The Copenhagen Declaration of 30 November 2002[†] explicitly called for action to "increase transparency in vocational education and training through the implementation and rationalisation of information tools and network, including the integration of existing instruments into one single framework.". One year later, the proposal for a decision adopted by the Commission establishes this single framework for the transparency of qualifications and competences, known as "Europass" - a name taken over from the present Europass-Training, which this proposal amends and renames "MobiliPass". The proposal for a decision incorporates into the Europass five existing documents which cover qualifications and competences in a lifelong-learning perspective, focusing on:

* Cf. IP/03.1520

[†] Cf. <http://europa.eu.int/comm/education/copenhagen/index.en.htm>

Also the Council Resolution of 19 December 2002, OJ C 013, 18/01/2003 p.2.

APPENDIX 5

HOW YOU CAN LEARN LANGUAGES*

Learning new languages takes time and effort. But everybody can do it, and it's well worth it.

Even if it's only a few words, you'll get a warmer welcome when you travel on holiday or business. And if you persevere, you'll find new doors opening all the time: you'll meet new people and new ways of thinking, perhaps improve your career prospects. And you'll get a real feeling of achievement. What is more, Europe is a great place to learn languages, with so many language communities and so many cultures living close together,

MILLIONS OF ORDINARY PEOPLE SPEAK FOREIGN LANGUAGES. BUT LOTS OF PEOPLE THINK THEY COULDN'T DO IT THEMSELVES.

"I never had a chance to learn languages and I'm too old now"

You're never too old to learn. People often say that only children can pick up languages quickly. Not true, adults also enjoy learning and are very successful.

"It would take years to learn all the words and grammar"

You don't need to learn it all - you can start communicating in a language with just a little knowledge, learning bit at a time.

"I was hopeless at languages when I was at school"

Lots of people who didn't do well at school learn languages later. Modern methods are enjoyable and help you communicate and enjoy using the language.

"I get embarrassed if I make a lot of mistakes"

There's no need to be. Making mistakes is part of learning a language and people will make allowances, so don't worry.

"English is all you need these days"

English can be helpful, but it's not enough. You'll understand people, and what is happening around you, much better if you know some of their own language.

* © The Council of Europe, 2001

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