

Preparing Teachers for a Changing World: Contemporary Issues in EFL Education

EDITED BY
Servet ÇELİK

...Geleceğin Fikirleri...



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Ankara, 2020



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Introduction

The idea for this book initially came about during a course titled “Trends and Issues in Language Education” recently introduced for undergraduate students in the Department of Foreign Languages Education at Trabzon University. Learning to teach English requires, of course, a solid mastery of the language, as well as knowledge of the pedagogical aspects of foreign language teaching. On the other hand, decisions about teaching should be grounded not only in an understanding of instructional approaches and methodologies, but also in an awareness of the context in which the instruction is taking place, including the sociological, economic, political and cultural environment, among other factors. The course was designed as a forum for students to explore these issues and to consider the ways that they might impact their future practice; the themes that emerged from this process formed the framework for this book.

By presenting these themes as a series of chapters, authored by leading Turkish experts in English language education, the text offers a comprehensive view of the contemporary trends and issues that impact English as a Foreign Language (EFL) instruction in Turkey and beyond, offering points for reflection on how these concerns may affect both current and future teachers of EFL in terms of their philosophical approach to teaching, their classroom practice and their professional identities as English language teachers. While the intended audience is primarily students who are enrolled in English Language Teaching (ELT) programs at Turkish universities, the book may also serve as a valuable resource for graduates in English Literature and other related programs who are planning to become certified as English language teachers. In-service teachers, teacher trainers and other language teaching professionals may also benefit from the book as an informational work. To begin the discussion, **Esim Gürsoy** presents her chapter on “Global Issues in ELT,” delving into the current challenges and concerns that impact the global community. Issues such as the world political climate, gender and racial inequalities, the environment and more are highlighted in terms of their impact on how we approach language education, whether and how they should be included as content in English language lessons, and what it means to be a socially responsible teacher. The text then continues with a chapter from **Servet Çelik**, who expands on the concept of socially responsible teaching with an in-depth look at “Culturally Responsive Education and the EFL Classroom.” In this regard, he highlights the responsibility of teachers of English as a foreign language to foster positive attitudes toward learners from all linguistic and ethnic backgrounds, as well as discussing the steps that teachers can take to create an inclusive and supportive classroom environment.

Turning from the philosophical and practical aspects of socially responsive teaching to the pedagogical side of language education, **Yasemin Kirkgöz** elaborates on the role of “EFL Programs, Curricula, Textbooks and Instructional Materials” in her examination of the history, theoretical underpinnings and design considerations of EFL curricula and materials, as well as how these support the expected outcomes of English language learning.

The focus of the book then moves to a number of instructional issues, beginning with insights from **Suzan Kavanoz** on the importance of “Cultivating Critical Thinking Skills in the EFL Classroom” and how language teachers can support their learners in developing their abilities in this regard. Next, **Perihan Savaş** looks at another important concern in the modern language classroom, that of “Teaching EFL with Technology.” The various types of teaching technologies are described, as well as the rationale for using them in language instruction; and some tips for applying them effectively are provided.

Afterward, in the chapter on Teaching and Learning Grammar through the SPOT (SLC) model, by **Bena Gül Peker**, we encounter an integrated model for contextualized grammar instruction that incorporates both inductive and deductive techniques. This material is followed by **Okan Önalın**’s “Automated Scoring of Productive Skills in Language Assessment,” which investigates the benefits, challenges and implications of non-human scoring of speaking and writing skills in English language learning.

Next, we present a discussion by **Vildan İnci Kavak** and **Eda Üstünel** on “Language Alternation Practices,” which delves into the ways that learners use their mother tongue as a compensation strategy in the EFL learning process. **Selami Aydın** continues with the emotional aspects of language learning in his chapter on “Affective States and Learning Outcomes in EFL Education,” which draws attention to learning anxiety, motivation and other affective issues that may impact the learning process. Finally, **Kenan Dikilitaş** explores the role of “Pre-service and In-service EFL Teachers as Researchers,” touching on the ways that language teachers can continue to engage as learners in their practice, as well as identifying solutions to the challenges they encounter, through the process of action research.

– Servet Çelik, Editor
December 16, 2019
Trabzon, Turkey

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This book represents the diverse experiences, insights and perspectives of some of Turkey's top English language teacher educators; without their knowledge, time, effort and patience, this work would not have been possible. Sincere thanks to all authors for their valuable contributions.

Our thanks go out as well to a talented student of mine, Toykan Okur, for his assistance with the cover design, and to a true friend, Wendy Mardas, for English language editing and proofreading of the text.

I hope that this volume will encourage current and future EFL practitioners to reflect on the issues discussed here and how they may impact their professional lives; as well as to inform their approach to teaching in accordance with the evolving needs of modern language education.

– Servet Çelik, Editor