INCORPORATING CALLA INTO EFL READING AND WRITING CLASSES

CALLA'NIN İNGİLİZCE ÖĞRETİMİ ALANINDA OKUMA VE YAZMA DERSLERİNE KAYNAŞTIRILMASI

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ABSTRACT: The whole idea behind this article is to show how to incorporate CALLA as a process approach into EFL reading and writing classes to help the readers (1) widen their cognitive skills of learning as effective EFL learners, (2) improve their interpretative skills by acquiring the accepted strategies of critical reading, (3) enhance awareness of life, for they are private individuals with their distinctive features and unique identities which make them *different*, *irreplaceable* and *beautiful*, and (4) enjoy ample opportunity for developing a sense of *self-concept* and *self-esteem* in order to empathize better with *the significant other* while engaging themselves in social/affective strategies for communicative purposes. In the practicum will be the application of CALLA presented in consecutive stages to the reading of Rita Dove's poem entitled "Parsley" in a typical EFL setting where direct exposure to L2 is considerably limited.

Keywords: CALLA, meta-cognitive, cognitive, social/affective strategies,

ÖZ: Bu makalenin arkasındaki asıl düşünce, okuyucuların (1) etkin İngilizce öğrenen kişiler olarak bilişsel becerilerini genişletmelerine, (2) yorum becerilerini kabul gören eleştirel okuma stratejileri elde ederek geliştirmelerine, (3) onları farklı, yerine geçilemez ve güzel kılan kendilerine özgü kişilikleri ve ayrıcalıklı özelliklerinin farkına vardırarak yaşam algısını yükseltmelerine ve (4) iletişim amaçları doğrultusunda sosyal ve duygusal stratejilerde yoğunlaşarak diğer kişiyi 'daha iyi anlama amacıyla benlik kavramı ve kendine saygı kavramını geliştirmeye yönelik fırsat sağlamada yardım etmek üzere CALLA'nın yabancı dil sınıflarında okuma ve yazma derslerine nasıl kaynaştırılabileceğini göstermektir. Uygulama bölümünde ise, hedef dili kullanım olanaklarının sınırlı olduğu yabancı dil öğrenme ortamlarında, CALLA'nın evreler halinde Rita Dove'un "Parsley" başlıklı şiirine uygulanması bulunmaktadır.

Anahtar sözcükler: CALLA, üstbilişsel, bilişsel, sosyal/duygusal stratejiler

1. INTRODUCTION

CALLA (Cognitive Academic Language Learning Approach) is a comprehensive process approach applicable to the reading and journal writing activities of the readers based on their personal reading experience since each of these skills contributes to the development of the other. This new approach is developed in line with the findings of the recent studies that emphasize the idea that learning skills should be used concurrently rather than in sequence. Language arts, therefore, should be experienced and practised by integrating the skills as a whole without dividing it into sub-skills or component parts. Knowledge or world experience that one acquires to develop a perception of life is not solely the end point one reaches, as it does not entail a thorough understanding of what goes on in the whole world. If the prospective readers are to become active members of the community they identify themselves with, they are in a position to know all the cultural patterns peculiar to the society concerned. Just as one's own life story foregrounds a universal aspect of human experience on earth, any text consisting of events is already well planned in the mind of the writer to propose a cognitive module for the reader to come up with the possible interpretation of the value hidden behind the words for the sake of deeper understanding of what life is (Kumral 2006).

While readers use their cognitive faculty by posing questions to process the text better for a thorough understanding of deeper layers of meaning, they are constantly encouraged to participate with their peers to acquire the target language through activities designed in a template requiring social/affective strategies employed to wipe out the negative impact of the fictional pseudo facts of the

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communicative methodology. This comprehensive approach provides a deeper perspective on human experience to improve pedagogical effectiveness of the study of language. The problem is that too much communicative methodology does not help develop a deeper understanding and awareness of life "unless the depth of experience is also increased" (Schärer 1985, p.12). This "depth of experience" is also defined as the "dimension of depth" (Stevick 1976, p.34). This dimension of experience can only be increased if learners' needs and emotions are considered and responded with due care. "A traditional, long established means of tapping these sources," according to Schärer (1985, p.12),"has been the study of literature." Literary texts hold up a mirror to reflect more on the true nature of human behaviours displayed in congruence with their inner thoughts and emotions.

Rita Dove's poem "Parsley" is the literary text selected particularly for this purpose, as it arouses interest in the readers as to why and how they are required to develop an awareness of life necessary for a thorough perception of life portrayed through the private psychological experience of the persona. Without ignoring the in-depth study of literature and sacrificing the communicative aspect of the language learning classes for the sake of internalising the target language, they will be able to develop a heartfelt feel for the necessity of human rights and for the responsibilities heaped upon their shoulders to secure justice and peace both at home and in the world. Being both a promise and a challenge democracy secures all the unalienable rights endowed at birth—"life, liberty and the pursuit of happiness" (Jefferson 1776), allowing every single member to enjoy "*abundance* in a world of scarcity, *liberty* in a world of tyrannies and *peace* in a world torn by wars," as Perrett practically defined (as cited in Curry 1986, p. ıx). To enjoy all sorts of freedom one should respect *the significant other* because "When there is no difference," as Nizer puts it," there is only indifference" (as cited in De Vito 2002, p. 311). It is this stolid indifference that, sooner or later, causes man to fall prey to devouring aggression, "unmitigated brutality and irredeemable wickedness" *exercised by the tyrants of the ages* [italics added] (Taylor 2008, p.115). In fact, destructive indifference displayed deliberately limits man's liberty in all avenues of life every which way, endless and everywhere.

1.1. Problem

The problem is that modern societies composed of similarities forming monolithic social structures are in danger of losing this dimension of depth, a thorough awareness of life, which learners should develop to understand the 'significant other' whenever they exchange ideas through a communication flow in any social context. The best way to develop such a deeper understanding of private psychological experience of the speaker/persona is to go through literary texts in order to acquire cognitive and emotional intelligence required to better appreciate what goes on in life while living in proximity with others. This urgent requirement for a proper communication with the self and the significant other compels the reader to develop inward and outward looking strategies to promote mutual understanding, as "[…] We have become irrevocably involved with and responsible for each other" (McLuhan & Fiore 1996, p. 24). It is this mutual commitment that requires this article to disseminate the significance of mutual responsibility heaped upon the shoulders of everybody for creating a better world for the benefit of all citizens in any country without reservation.

1.2. Purpose of the Study

This article, therefore, is intended to (1) provide a theoretical background for the study through an adequate literature review, (2) demonstrate how to apply the approach in all settings by means of communicative activities designed in line with all the strategies of learning to improve pedagogical effectiveness of the communicative methodology incorporated into the CALLA lesson plan, and (3) foreground the significance of thoughts and emotions of *the significant other* by means of a well-known literary text centering on a true story for the sake of enhancing an acute awareness of life.

2. METHOD

CALLA, as a cognitive academic approach, provides a well designed comprehensive reading of literary texts in line with the cognitive strategies of language learning. Oft-repeated communicative activities prove to be of great benefit for the learners and will be incorporated into the practicum of the approach to promote meaningful communication by addressing emotional needs of the learners in an appropriate manner. In order to paint the reader a complete picture as to how this approach can be applied to promote learning with all the necessary components, the article presents a systematic method to show why and how prospective readers should use the approach in its natural vein. For this end, they will be guided through the following steps:

1. Providing the theoretical background to understand the true nature of the whole approach backed up by three meticulous experimental studies conducted on the meta-cognitive, cognitive and cooperative social strategies of learning (Cephe & Muhtar 2008; Karababa 2009; Peker 2010).

2. CALLA literature and composition template to demonstrate how to follow the teaching schema.

3. The practical application of the approach in a particular setting.

2.1. Theoretical Background

Meta-cognitive strategies are used to analyse the texts being read consciously so that the reader can follow the narrative or the content in consecutive steps just as the way the author has followed them while producing the text to communicate across the intended message. The reader constantly monitors his/her understanding at regular intervals during reading and writing activities while producing a text in response to the text read before by monitoring their own learning (monitoring comprehension and production). Cognitive strategy used to write and to read a text follows the same pattern in terms of planning, monitoring and evaluating the efforts made to judge how well the reader as the learner has accomplished the learning task (Chamot & O'Malley 1994). Once these strategies are acquired and followed by the readers in their efforts to be competent readers they will also become effective autonomous learners in the long run. Psychology of conscious learning helps the learners better comprehend how to discover all of them in a coherent order, making it easy on their part to go through all the process of reading and learning by adopting good learning strategies (Cook 1991). In a comprehensive study conducted on the effects of meta-cognitive strategies in reading performance of the learners, it is precisely pointed out that meta-cognitive strategy training in reading and learning had a positive impact on the achievement of the EFL university students (Cephe & Muhtar 2008).

Cognitive strategies help consolidate the already-learned meta-cognitive strategies, as the readers learn cognitive reading strategies and master the skills of reading analytically, because "Language learning is a cognitive problem which involves the acquisition of a cognitive system" (Brown, Malmkjær, Pollitt & Williams 1994, p. 3). They use reference materials such as dictionaries (resourcing), classify and organize what they have learned already through their reading by engaging themselves in the activity (grouping), take notes of the concepts and prepare graphics to better understand and memorize when needed (note-taking), and moreover, they relate what they are learning to what they already know, as learning is an ongoing process (elaboration of prior knowledge) (Chamot & O'Malley 1994). The readers are well aware of the fact that they help themselves to better understand who they are and who others are as they are living entities in a world composed of 'the self' and 'the other'. "Self-concept," says Woolfolk (1998, p.73), "is a cognitive structure—a belief about who you are, whereas self-esteem is an affective reaction—an evaluation of who you are." While students grow up adopting all these inner concepts, feelings and attitudes about themselves, they also develop a concept of the *significant-other* and enhance *perspective-taking ability* to understand that others have different feelings and experiences (Woolfolk 1998, p.81). It is this mutual understanding that makes all the efforts of reading meaningful because we are in a position to appreciate our behaviours, thoughts, personality traits, trends and attitudes in our community and the whole world in order to develop a perception of life. It is not only the responsibility of the leader but also of the teacher to help develop awareness since, according to Chopra (2011, p.62), "Awareness is

the birthplace of possibility. […] Awareness is synonym for consciousness. There is no limit to what you can change because awareness brings light to every aspect of life." Heath & Heath (2010), however, propose a precise tripartite framework as to how to invoke a change in any situation: (1) direct the rider (cognitive structure) with a crystal clear direction, (2) get the elephant (emotions) on the path to be more cooperative, and (3) shape the path (the situation with its surrounding environment) for a more favourable setting. In order to help the learners develop a sense of awareness regarding their own underlying emotions, social/ affective strategies are incorporated into the learning schema.

Social/affective strategies are, therefore, designed in such a way as to help students become more aware of the need to interact with their peers within the classroom environment no matter how dreadfully this environment seems to be a pseudo-learning setting deprived of social environment consolidating the learning process. The learning setting, according to Bateson, is in fact "a set of situations or circumstances involving intercultural communication in which the individual, as a result of the experiences, becomes aware of his own growth, learning and change" (as cited in Brown 1996, p.38). Through the literary text the individual recognizes the intercultural experience he goes through while subconsciously building a perspective about the self. The sort of *social distance*, referring to cognitive and affective proximity of his own culture and that of the target language, denotes the dissimilarity between the cultures that come into contact within the learner (Brown 1996, p.39). In the act of confronting the new culture the individual paints a better picture of a perspective of life that should be their standpoint. This new perspective, expected to be as broad as possible, draws on the experiences or the process of becoming a mature intellectual being while the learning process of L2 still goes on. "Language," says Osterloh (1996, p.77), "is not simply a formal system of sounds, words, syntactical structures; language also reaches into the domain of human interaction, which for its own part follows certain rules." The use of language in a given situation requires interaction between the parties involved in the act of communication. In a learning setting this interaction is designed and maintained through certain strategies and activities allowing more opportunity for task-oriented interdependence, cooperation and involvement with the learning tasks. "These strategies or rather *models* [italics added]," as Eggen and Kauchak (2001, p.59) assert, "have evolved in an effort to increase learner involvement in classroom activities, provide leadership and decision-making experiences, and give students opportunity to interact with people from different cultural and socio-economic backgrounds." Karababa (2009) foregrounds the significance of the cooperative strategies through her meticulous research she conducted at a university EFL setting. She has reached the conclusion that those who received training in cooperative strategies and used these strategies effectively appeared to have developed the skills required to promote social interaction and communication. Peker's (2010) comprehensive research conducted to investigate prospective teachers' appraisals of tasks provides a thorough perspective with the dimensions of pleasantness, goal congruence and coping potential. The findings, consistent with one another, foreground the expectation of the researcher that prospective teachers are naturally inclined to prefer "tasks that are useful, applicable, awareness raising and enjoyable as pleasant" (Peker 2010, p.108).

2.2. Practical Application: Incorporating Communicative Activities into the CALLA Classes

2.2.1. Think-pair-share (TPS)

This Pair-work is designed for interaction among the learners to enhance cooperation and promote learning in consecutive steps which Cooper (1999, p. 280) and Orr (1999, p. 27) state as follows:

1. *Plan*: The teacher plans where to stop for reflection and poses a question.

2. *Explain strategy*: Students have partners with whom they will exchange ideas when the teacher signals to do so.

3. *Form partnership*: Students are told to count off in a duplicate: 1; 1; 2, 2; 3, 3; 4, 4 and so on.

4. *Pose a question to direct* to *think:* The teacher poses a question and then calls for a short think-time. Students remain silent, forming their own ideas to answer accordingly.

5. *Signal "share."*: Students turn to their partners and exchange answers.

6. *Pairs report*: At the end of the share-time, the teacher asks the pair to report. They may discuss the item further, invite other pairs to comment, or simply move along to the next lesson segment.

After such a well-designed pair work, students will be ready to get involved in a group activity to fulfill a learning task. The following activity planned in line with the other activities may be better conducted by a group of three, but in a shorter time allowance.

2.2.2. Three by three by three (three students, three minutes and three ideas)

This group work activity focuses on the use of effective communicative technique of using prior knowledge to create a logical internal connection with what will follow later on by eliciting ideas and posing questions to help the learners to remain alert and active with due interest. Cooper (1999, p. 281) propose what to do during the activity as follows:

1. *Present*: The teacher presents a lesson segment—for instance, the first ten or fifteen minutes of a lecture or film—and then pauses.

2. *Form groups of three***:** They form groups of three with those sitting nearby, and brainstorm at least *three* ideas, facts or issues that have been raised during the previous segment of the lesson and write the questions they expect the teacher to answer. They have *three* minutes to complete this activity.

3. *Ask for questions or continue*: After three minutes the teacher may ask for the questions or simply continue the lesson, stopping again for a '3 by 3 by 3' when s/he feels the need to do so.

2.2.3. Numbered heads together (a group of four)

When the teacher moves on to a consecutive activity with a larger group in order to have the members of the previous groups cooperate more, this group activity is most welcome to enhance communication, as it promotes learning by developing an ideal group identity. Cooper (1999, pp.281-282) and Orr (1999, p.17) put forward the steps to go through as in the following:

1. *Form groups*: Tell the students to form groups of four.

2. *Number students*: Give each student on the team a number 1 to 4.

3. *Pose a question*: Ask a question.

4. *Put heads together*: They put their heads together to ensure that everyone knows the answer.

5. *Call the number of the respondent*: The teacher calls the number at random, and the students with that number raise their hands to respond.

One reason for having a cooperative learning structure that can best fit in with a CALLA lesson to read a literary text is that all these structures add up to their usefulness in terms of academic, cognitive and social domains of learning while the teacher presents the reading and writing class as an organic whole with all the parts in place forming a coherent order.

3. PRACTICUM: CALLA at WORK

All literary works foreground the significance of human experience to help develop a perception of life; poems in particular take readers on an emotional journey on wings of verse because, as Miller

(1978, p.12) asserts, "private psychological experience can only be captured by analogy, by metaphor, by poetry." Dove's poem is selected, as it is highly rich in terms of metaphors, analogies and poetic codes to help widen a thorough perception of life through horrifying experience of the cane workers. The following is the story behind the lines of the poem entitled *Parsley* Dove published in 1983. Dove not only shows that Trujillo was a horrible dictator but also states that evil can be creative noting that on October 2, 1935 the horrible dictator had 20.000 Tahitian black workers pronounce their death sentence solely because they could not roll [r] in *perejil*, Spanish word for parsley. Those who pronounced it as *pelejil* rather than *perejil* were executed (Hunter, Booth & Mays 2007, p. 144; Haba 1995, p.127). The short story *Snow*, for instance, by Julia Alvarez (1991), is based on what happened in Dominican Republic when the country was being ruled by the dictator Rafael Trujillo. The family of the little girl called Yolanda—the narrator of the story—flees and settles in the USA as refugees to live happily ever after just as what her family did during his rule in the tyrant-friendly close-knit modern society—a monolithic whole—stunned by the perils of indifference.

3.1. Preparation: Think about your Prior Knowledge

Snow is a good material to arouse interest in the readers, as the story gives the whole account of what happens in a nearby catholic school in New York. At the end of the story sister Zoe sums up the whole idea behind the story saying, "Everybody is different like a snow flake, irreplaceable and beautiful" (Alvarez 1991, p. 167). You may read the whole story while they are listening attentively because it will help them appreciate the poem better while men have become both the oppressor and the oppressed in their desperate struggle on earth.

3.2. Presentation

You may begin telling them to look at the title and think about it, and then allow them to predict what they might find out in the poem that is more interesting than they can ever think. As is perfectly known, predicting helps ease understanding the poem better. Below is the order of steps to follow:

1. The teacher reads the first part of the poem while they are listening attentively, and tells them to work in pairs. *Think-Pair-Share* will be a good pair-work activity. They will think about the title and the questions, pair up and share all the information to come up with the correct answers to the comprehension questions.

2. Then they do the comprehension-check together. When they complete the task, s/he checks the answers by calling on the pair members at random just as it is proposed in the instruction of this pair work.

3. They complete the whole activity by doing all the necessary works.

3.3. Practice

Parsley

1. The Cane Fields

There is a parrot imitating spring

in the palace, its feathers parsley green

Out of the swamp the Cane appears

to haunt us, and we cut it down. El General

searches for a word; he is all the world

there is. Like a parrot imitating spring.

…

we lie down screaming as rain punches through

and we come up green. We cannot speak an R__

out of the swamp the cane appears.

El General found his word: *perejil*.

Who says it, lives. He laughs, teeth shining

out of the swamp. The cane appears

in our dreams, lashed by wind and streaming.

Practice1: Comprehension Check

A. Information in the poem.

1. The characters in the poem are ……..

2. The setting of the poem is ………..

3. Tell what happened in the first part: The Cane Fields

B. Thinking about the Poem

1. What sort of painterly image does the first part of the poem depict in your mind? Think about the relationship between the parsley green parrot imitating spring in the Cane Fields and El General searching desperately for a word.

2. Do you read anything about the workers in the Cane Fields? What for example?

3. Why do they say they cannot speak an R with uppercase letter? What has this got to do with the word *perejil*?   Does it give you a hint that this might be the word the general has finally found?

4. What do you think will happen in the second part of the poem?

C. Vocabulary in context.

1. There is a parrot imitating spring in the palace, its feathers parsley green. *Parsley* is probably a _____.

2. Out of the swamp the Cane appears to haunt us, and we cut it down. *Swamp* probably means _____.

3. At the end of the poem it is understood that *perejil* is _____.

Practice 2. Group Work (3 by 3 by3)

Instruction: Let them work in groups of three and stop at the stop sign. One of them summarizes, asks questions, identifies difficulties and predicts what will or might happen in the following parts. Tell them to do the same with the other parts of the text by taking turns using the above-mentioned four strategies.

2. The Palace

 The word the general's chosen is parsley.

 It is fall, when thoughts turn

 to love and death; the general thinks

of his mother, how she died in the fall

and he planted her walking cane at the grave

and it flowered, each spring stolidly forming

four-star blossoms….

   STOP   SUMMARIZE

                 ASK 3 QUESTIONS

                 IDENTIFY DIFFICULTIES

                 PREDICT

              He hears

the Haitians sing without the R's

as they swing the great machetes:

Katalina, they sing, *Katalina*,

mi madle, mi amol en muelte. God knows

his mother was no stupid woman; she

could roll an R like a queen. Even a

a parrot can roll an R! …..

   STOP   SUMMARIZE

                 ASK 3 QUESTIONS

                 IDENTIFY DIFFICULTIES

                 PREDICT

Someone calls out his name in a voice

so like his mother's, a startled tear

splashes the tip of his right boot.

My mother, my love in death.

The general remembers the tiny green sprigs

men of his village wore in their caps

to honor the birth of a son. He will

order many, this time, to be killed

for a single, beautiful word.   1983

    STOP   SUMMARIZE

                  ASK 3 QUESTIONS

                  IDENTIFY DIFFICULTIES

                  PREDICT

Since this cooperative activity will be better fulfilled through *3 by 3 by 3* group work by allowing equal chance for the students as they take turns doing each part of the activity the same way as the other members have already conducted. They will be ready to expand their learning experience by forming a larger group for a next coming challenging activity assuming that they are members of a committee to decide on what to do about a certain task.

Practice 3: Story Map (Numbered Heads Together)

Groups work on a story map to provide the necessary information regarding the points given in the map (see figure 1 below).

Title of the Poem: _____   Date: _____

Characters: _____   Time and Place _____

Problem: _____   Events _____

Problem Solution: _____   Moral _____

Figure1. Story map of the poem (Chamot & O'Malley 1994, p. 311)

After they complete the map, they share their ideas and make sure that they all know the answers. While they are finding the answers, they discuss, provide the information and fill out the gap (info-gap), transfer information (info-transfer), provide the pieces to arrive at the whole (jigsaw), they depend on each other to find the right answer (task-dependency) and correct their answers in order to come up with the best possible answer (correction for content) (Littlewood 1983). All these activities alone make the whole work a communicative activity in line with all the principles of proper communication.

3.4. Evaluation

Let them write their own dialogue journal and check whether they have learned the strategies they follow while performing reading and writing activities. Tell them to complete the evaluation log prepared beforehand to get an overall feedback on their reading and writing activities (See Chamot & O'Malley 1994, p. 313 for a typical CALLA template of a learning log).

3.5. Expansion: Follow-up Activities

Tell them to read a story or a poem to their family members or their peers. They may write a short story or a poem to apply the reading and/or writing skills they have learned to new contexts.

4. DISCUSSION and CONCLUSION

The main argument this article raises is that much communicative methodology based on fictional pseudo facts has nothing to do with the underlying emotions of the learners. CALLA, however, focuses on cognitive processing of selected texts to help increase pedagogical effectiveness of language classes by providing ample opportunity for proper communication and tapping the deeper sources of human consciousness. Judging by all the points discussed in the whole article it is secure to come up with a comprehensive view of the whole approach with respect to the following items.

1. CALLA reading and writing template provides a well-designed approach to the reading of literary texts for communicative purposes. In this approach deeper processing of reduced number of literary texts is always preferred to the superficial study of a large number of selections.

2. Reduced number of literary texts, when they are studied as profoundly as possible, help extend that sort of assistance needed to avoid negative effects of much communicative methodology based on purely fictional pseudo facts.

3. Communicative activities designed accordingly may well be incorporated into the daily plan to promote communication, which in turn helps improve speaking skill in the process of time. Well-designed communicative activities rich in terms of enhancing interaction should also be incorporated into the lesson plan while literary texts are studied thoroughly and explored in depth through allusions, inferences and metaphors for a deeper understanding of human experience, which helps develop a dimension of depth, awareness of life and sheer seriousness of individual responsibilities along the process of learning the target language.

4. Deeper understanding of the emotional aspect of human relationships in any social context will surely develop pedagogical effectiveness of language study in any setting, which makes the whole approach exceptionally powerful.

5. Provided by discussions likely to arise in any CALLA class learners intuitively develop higher level thinking skills to express themselves better in order to argue against and project on the counter arguments likely to arise in any social context.

6. All the learning skills—receptive and/or productive—should be introduced concurrently rather than in sequence depending on what is progressing or proceeding at the moment. All these learning skills contribute highly to the development of one another.

7. Learners as the members of the society are in a state to mutually understand each other and empathize with the significant other in order to wipe out unfavourable effects of indifference for the sake of endowing the upcoming generations with a promising future as they are irrevocably responsible for one another in this rapidly changing world.

8. Acceptable social manners find their way and develop accordingly as the learners take their opportunity to speak their mind and listen to the possible counter arguments voiced by their peers. It is their responsibility to secure justice and democracy as they are both a promise and a challenge posed to the ingenuity of all the people(s) without reservation.

9. All the learning strategies—meta-cognitive, cognitive and social/ affective strategies—should also be introduced in a mellifluent blend by allowing every learner ample opportunity to interact with the significant other with a different socio-cultural background in a multicultural society (particularly in ESL settings).

10. Last but not least, CALLA as a comprehensive approach provides an ideal setting by engaging all the learners in the cooperative activities. Moreover, every single learner can be provided equally with a wide variety of activities paving the way gradually for their own autonomy as private individuals, like snowflakes *irreplaceable and beautiful*.

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Genişletilmiş Özet

Bu makale, Ussal Akademik Dil Öğrenme Yaklaşımının (CALLA) yabancı dil sınıflarında okuma ve yazma derslerine nasıl etkin bir şekilde kaynaştırılabileceğini uygulamalı olarak göstermeyi amaçlamaktadır. Okuyucunun ussal becerileri ve yetileri aktif bir şekilde kullandırılarak bir edebi metnin derin temasal anlamı odaklı sözlü ve yazılı iletişime katılması sağlanmaktadır. Hem sınıf içinde hem sınıf dışında diğer kişilerle toplumsal paylaşım becerilerini nasıl geliştirebileceğinin yollarını göstermesi makaleyi oldukça özgün bir çalışma haline getirmiştir. Ussal akademik yaklaşım olan CALLA, İngilizcenin yabancı dil olarak öğrenildiği ortamlarda sınıf içi aktiviteleriyle uyum içerisindedir. Kişilerde 'derin anlam boyutunun' nasıl yükseltilebileceği, bireyleri 'ötekileştirmeden' onların nasıl algılanması gerektiği ve yaşama bakış açısının nasıl genişletilip derinleştirilebileceği bu makalenin ayrıca ele aldığı konulardır. Makalenin çıkış noktası ise, iletişim merkezli yaklaşımlar daha mekanik, yüzeysel ve kurgusal iletişime yer verirken kişilerde insancıl duyguları anlama çabalarına her hangi bir katkıları olmadığı savıdır. İnsan ilişkilerinde bu derin boyuta erişilemediğinde, yüzeysel ve ben merkezli yaşam tarzı yalnızca benzerliklerden oluşan modern toplumlarda çok daha derin sosyal ve ekonomik çatışmalara, çarpışmalara ve ayrışmalara yol açabilmektedir. 'En az benim kadar önemli öteki' kavramı insan ilişkilerinde olması son derece gerekli olan 'farklı olma' gerçeğidir. Geri planda var olan asıl neden, 'farklılığın olmadığı yerde yalnızca kayıtsızlık vardır' düşüncesine dayanmaktadır. Bilinçli bir tercih olan kayıtsızlığın ortaya çıkardığı derin korkuların, insanın 'yaşam, özgürlük ve mutluluğu arama' haklarını ortadan kaldırabilecek en büyük tehlikeyi oluşturduğu bilinmektedir.

Son derece yüzeysel, kurgulanmış ve yapay gerekçelere dayalı iletişim yaklaşımları bu tür kayıtsızlığı ortadan kaldıracak çareler sunamayacağı dil öğrenimi konusunda yazılan makalelerde dile getirilmiştir. Savunulan temel görüş ise, dil en gelişmiş iletişim kodu olsa da insanın derin olduğu kadar da anlaşılması zor

bilinç yapısının değişik yönlerini anlamada yetersiz olduğudur. Dilin sosyal düzeyde paylaşıldığı geleneksel yapının değeri oldukça azdır ve insanların kendilerine özgü psikolojik deneyimleri ancak benzetmeler, eğretilemeler (mecazlar) ve şiir yoluyla ifade edilebilir. Salt iletişime yönelik, göstermelik etkileşim ve iletişim biçimi insanın derin içsel dünyasını algılama çabalarından hayli uzaktır. İnsan duygu ve düşüncelerine derinlik kazandıran ise, insanın alt bilincini yüzeye çıkarabilen ve daha kolay anlaşılmasını sağlayan mat bir dünya resminden belleğe yerleşen ve kalıcı olan derin anlamı kazandıran genelde edebi metinler ve özellikle şiir olmuştur. CALLA yaklaşımı birçok metnin yüzeysel okunmasından çok, metnin derinlemesine irdelenmesinden yanadır, çünkü derinlemesine bir çalışma yapılmadıkça, iletişim ne kadar ön planda olsa da, eğitimin pedagojik etkinliği hedeflenen düzeye ulaşmayacaktır. Gereksinimler ve duygular boyutu dikkate alınmadan, salt iletişimsel yaklaşımlar yoluyla bu ilişkilerin altında yatan duygusal alana erişilmesi olası değildir.

Bu makale, yukarıda açıklanan nedenlerle, öncelikle bu algı derinliğini ön plana çıkaran, insan ilişkilerinin temelini oluşturan ve karşıdaki kişiyi farklı kılan bütün değerleri anlama çabasını temel almaktadır. Bu derin duygu boyutunun yakalanabilmesi için, insanın özel psikolojik deneyimlerinin daha iyi açıklanmasına olanak sağlayan, benzetmelere ve zengin eğretilemelere (mecaz) yer veren Rita Dove'un *Parsley* başlıklı şiiri uygun görülmüştür. Ussal yaklaşımın temel kuramları kullanılarak, bilinçli çözümler yapılması sorular yardımıyla sağlanmıştır. Bir birini takip eden evreler halinde iletişimi temel alan aktiviteler yoluyla ve kendi içinde tutarlı bir bütün halinde sınıf içi uygulaması biçiminde sunulmuştur. Öğrenciler bütün bu ussal aktivitelerde üzerlerine düşen görevleri diğer grup arkadaşlarıyla paylaşarak yapma yoluyla, etkileşimin temel prensibini yerine getirirken sosyal olgu olarak iletişimi de en iyi biçimde sağlayabilmektedirler. Öğrenme stratejileri gerektiği şekilde uygulama alanı bulurken, sistematik biçimde öğrenmenin evreleri de tamamlanmaktadır. Sınıf içi aktiviteleri önce ikili çalışma ile başlamakta daha sonra üçlü ve dörtlü grup çalışmasına dönmektedir. Devamlı devinim sağlanan aktivitelerde öğrencilerin hemen hemen bütün rolleri üstlenmeleri sağlanabilmektedir. Grup sözcüsü rolünde yoğunlaşan konuşma şansı her öğrenciye eşit olarak dağıtılabilmektedir. Bu uygulama biçimi aynı zamanda iletişimin temel prensiplerini eksiksiz yerine getirme fırsatı da vermektedir. Dil öğrenen kişilerde öğrenmenin kendi sorumlulukları olduğu ve bu bilinci edinmeleri gerektiği yaparak öğrenme yoluyla onlara kazandırılabilmektedir. Eğitimin son hedefi kişilerde kendi kendine öğrenme becerisinin edinilmesidir ve bu yaklaşım kişileri *özerk bireyler* haline dönüştüren stratejileri desteklemektedir. Öğrenme biçimlerinin ve stratejilerinin farkında olan kişiler eğitimin ve öğrenimin her alanında arzu edilen başarıyı elde edebilmektedirler. Bu açıdan bakıldığında CALLA bu fırsatı eşit olarak dağıtan bir uygulama biçimine sahip olduğu görülmektedir.

Ülkemizde hiç uygulama alanı bulamayan bu yaklaşım, ussal ve işbirlikçi becerilere pek yer vermeyen öğretim sistemimize şüphesiz çok uzak kalmıştır. Bu konuda çalışan araştırmacılar, kendi kendine öğrenmeyi sağlayacak ussal, duygusal ve işbirlikçi stratejileri sınıf içi aktiviteleriyle iletişime yönelik sunan bu makalenin, bu konuda şimdiye dek yapılan araştırmaların eksik bıraktığı uygulama kısmını tamamladığını göreceklerdir. Kurgusal gerçekler yerine yaşanmış gerçekler iletişim amaçlı ele alınmış, yaşanmış öyküye dayalı bir edebi metinle istenilen derinlik boyutu sağlanmış ve sınıf içi aktiviteleriyle iletişim zenginliği artırılmıştır. Sonuçta bu çalışma, iletişime yönelik işbirlikçi öğrenme stratejileri konusunda yapılan araştırmaların önerileri doğrultusunda geliştirilmiştir. Önerilen yaklaşımın dayanakları olan söz konusu stratejiler, psikodilbilim alanında üzerinde en çok yapılan araştırma konularıdır ve bu makalede sırasıyla 2008, 2009 ve 2010 yıllarında yapılan deneysel araştırmaların sonuçlarına yer verilmiştir. Akla gelebilecek olan sorular ise; (1) makalenin bir uygulama biçimi olarak sunduğu yaklaşımın dil sınıflarında ne oranda başarıyla kullanılabilir? (2) bu çalışmada önerilen sınıf içi aktiviteleri bu stratejilerle uyum içerisinde başarıyla kullanılabilir mi? (3) ussal iletişim eksenli bu yaklaşım, sorun olarak görülen 'yalnızca kurgusal gerçeklere dayalı' olmaktan nasıl uzak tutulabilir?

Bilkent Üniversitesinde Rita Dove'un *Parsley* başlıklı şiiri, Kayseri TED Kolejinde bir Japon halk öyküsü ve Bilkent Üniversitesi İhsan Doğramacı Lisesinde Julia Alvarez'in bir kısa öyküsü kullanılarak CALLA uygulamalı olarak sunulmuş ve sunum esnasında ve sonrasında iletilen olumlu dönütler çerçevesinde bu makalenin pratik dayanakları oluşturulmuştur. Sunum esnasında katılımcılar sürekli iletişim içerisinde olurken, söz konusu okuma parçalarında temel olan insancıl değerleri algılama çabaları etrafında kendi düşüncelerini sözlü ifade etmişlerdir. Yalnızca kurgusal gerçeklere dayalı bir uygulamadan uzak durarak kişilerde oluşması arzulanan 'derinlik boyutunun edinilmesi' sağlanmaya çalışılmıştır. Sınıf içi aktiviteleri dil sınıflarında sürekli kullanılan ikili, üçlü ve çoklu grup çalışmaları olup, dil öğretimi yöntem kitaplarında kullanılanlardan seçilmiştir. Bu makaleyi farklı ve özgün kılan etken, etkin ussal yaklaşım olarak kullanılan CALLA'nın sınıf içi aktiviteleriyle zenginleştirilerek iletişim amaçlı sunulmasının yanında, insancıl değerleri gözardı eden 'bilinçli kayıtsızlık' temasına tepkiyi dile getiren Rita Dove'un şiirine uygulanmış olmasıdır. Benzerliklerden oluşan modern toplumların bu anlamsız 'kayıtsızlık' tavrına karşı bilinçli bir ruhsal derinlik geliştirilmesi gereği tutarlı bir şekilde vurgulanmıştır. Bireyleri 'ötekileştirmeden' edinilebilecek derin yaşam algısı ise, 'kişiler ancak başkaları özgür olabildiğince özgürdürler' olabilir.