**NEW APPROACHES TO ENGLISH LANGUAGE TEACHING (SPRING, 2024-2025)**

**Course Instructor**: Dr. Lecturer Nadire ARIKAN **Course Code**:171815013

**Class hours**: Tuesday, 10:00-11:50

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**Office**: 2-48 – Faculty of Education                 **Office hours**: (by appointment)

**COURSE DESCRIPTIONS AND GOALS**

* a comprehensive overview of principle approaches, methods, and techniques in foreign/second language teaching.
* to analyze and comprehend the theoretical underpinnings of contemporary and innovative language teaching methods as well as various techniques employed in classroom settings.
* explore current issues and processes in English Language Teaching (ELT) course design, emerging trends, and a survey of prominent methods and approaches in the field.
* **The aim of this course is to**:
* - introduce new methodologies, approaches, and techniques in ELT by tracing the evolution of language teaching.
* - foster a critical and practical understanding among future EFL teachers regarding the current approaches, methods, and techniques in ELT, elucidating their theoretical foundations.
* - highlight the interconnectedness of ELT with theories from psychology, educational sciences, linguistics, and sociology, thereby enhancing awareness about its interdisciplinary nature.
* - assist future EFL teachers in bridging the traditional, modern, and contemporary methodologies and approaches in ELT.

**DESIGN OF THE COURSE**

a blend of lectures, in- or outside-class reading and writing tasks, peer workshops, and individual and/or group assignments.

**REQUIRED TEXTBOOKS**

A selection of reading passages, academic articles, essays, and sample essays shared via ESUZEM each week before the lesson

**ASSESSMENT AND EVALUATION**

**ASSESSMENT TOOLS &**

Teaching tasks 20

In-class tasks (Group/individual tasks, debates, discussions, etc.) 15

Midterm Exam 30

Final Exam 35

**COURSE POLICIES**
**Attendance & Participation**

* attend all class sessions to actively participate in classroom discussions and activities, as these are essential for achieving a passing grade.
* Active class participation is highly encouraged.
* **Students may only be absent for up to 30% of the total classes (equivalent to 8 hours, including the first day of classes) for any reason, such as family emergencies, health issues, or personal matters.**
* **If you come 10 minutes late after each lesson starts, you can join the class but you will be marked as absent in the attendance sheet.**
* IN-CLASS TASKS >> You will NOT be allowed to do it afterward.
* HOMEWORK/ASSIGNMENTS **you have to do after the class** >> missing the class does not excuse you from not turning in these assignments.

**FINAL REMARKS**

* Be on time! Being 10 min late means being absent in the attendance list.
* Do not miss more than **8 (eight) class hours** this semester. It includes health reports!
* In case of any problems, contact your instructor via email beforehand.
* Late assignments will not be accepted (unless there is a valid and significant excuse.
* Check your “ESUZEM” page for the necessary information regularly as there will be materials shared.
* **Any necessary announcements will be made on ESUZEM, so update your email addresses on the website to receive them**.

**The instructor may make some necessary changes in the syllabus when needed.**

\*\* You can check your attendance and grades by clicking on the following link: (*A Google Drive link provided for the students taking the course*.)

**TENTATIVE WEEKLY SCHEDULE**

| W1 | 4.02.2025 | Course IntroductionGroup task: Discussion questions |
| --- | --- | --- |
|   |   |   |
| W2 | 11.02.2025 | An overview of language teaching approaches & Principled Eclecticism |
|   |   | Key concepts in ELT |
|   |   | The role of culture in ELT |
|   |   | Intercultural Communication |
| W3 | 18.02.2025 | Problem-Based Learning in ELT |
|   |   | Inquiry-Based Learning in ELT |
|   |   | Project-Based Learning (PBL) |
| W4 | 25.02.2025 | Dichotomies in ELT:  |
|   |   | inductive vs deductive |
|   |   | PPP vs EEE |
|   |   | Focus on forms vs Focus on form |
|   |   | Top-down vs bottom-up |
|   |   | Native speaker vs non-native speaker (Nest vs Nnest) |
| W5 | 4.03.2025 | Dogme Language Teaching (Dogme ELT) |
|   |   | Embodied Learning in ELT |
|   |   | Reflective Teaching |
| W6 | 11.03.2025 | Teaching for 21st Century Skills |
|   |   | Learners with specific needs: EFL, ESL, EAP, ESP, Dyslexia |
| W7 | 18.03.2025 | Gamification in ELT  & Game-Based Learning & Digital Games |
|   |   | Extended Reality in ELT |
| **W8** |  | **MIDTERM EXAMS** |
| W9 | 1.04.2025 | Technology in ELT: Blended learning & Flipped classroom |
| W10 | 8.04.2025 | Technology in ELT: Corpora, machine translation, text-to-speech, speech-to-text |
| W11 | 15.04.2025 | Technology in ELT:  |
|   |   | CALL, MALL, RALL, Online education, Web-based teaching |
|   |   | Distance Education, MOOCs, Synchronous & asynchronous environments |
| W12 | 22.04.2025 | The use of social networking sites in ELT |
|   |   | Telecollaboration in ELT |
| W13 | 29.04.2025 | Artificial Intelligence in ELT |
| W14 | 6.05.2025 | Artificial Intelligence in ELT |
| W15 | 13.05.2025 | REVISION |
|   |   | **FINAL EXAMS** |