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| CSYLLABUS  Institute of Social Sciences | | | | | | | | | | | | | | | | |
| Course Code | | | **Course Title** | | | | | | | **Credits** | | | | ECTS | | |
| ELT 577 | | | Current Issues in ELT | | | | | | | (3-0) 3 | | | | 8 | | |
| Prerequisite Courses: | | | - | | | | | | | | | | | | | |
| Language of Instruction: | | | English | | | **Mode of Delivery**: | | | | | Face to face | | | | | |
| Course Type and Level: | | | Compulsory, Graduate, Fall | | | | | | | | | | | | | |
| Instructor’s Title, Name and Surname | | | | | | Class Hours | | | | Office Hours | | | | Email | | |
| Assistant Prof. Dr. Senem ZAİMOĞLU | | | | | | Friday 13.30-16.00 | | | | Friday 10.00-12.00 | | | | [senemdag@cag.edu.tr](mailto:senemdag@cag.edu.tr) | | |
| Course Coordinator: | | | Assistant Prof. Dr. Senem ZAİMOĞLU | | | | | | | | | | | | | |
| Course Description and Objectives: The aim is for students to understand current trends and debates in the field of ELT in an evidence-based manner, to apply them to their own teaching contexts, and to design ethical and accessible instructional practices | | | | | | | | | | | | | | | | |
| Learning Outcomes | Upon successful completion of this course, the student will be able to: | | | | | | | | | | | | Relations | | | |
| Program Outcomes | | | Net Contribution |
| 1 | | Students list and define current themes and key terms in ELT methodology and summarize the underlying rationale of each. | | | | | | | | | | 1, 3, 4 | | | 5, 4, 5 |
| 2 | | Students analyze current pedagogical approaches and classroom practices, evaluate their strengths and weaknesses using rubrics, and provide well-justified suggestions. | | | | | | | | | | 1, 3, 4, 6 | | | 5, 4, 5, 4 |
| 3 | | Students adapt/apply a selected current issue to their own teaching contexts (mini lesson plan or activity) and justify its contextual relevance. | | | | | | | | | | 5, 6 | | | 5, 4 |
| 4 | | Students critically examine current research articles in the field in terms of methodology, evidence, and limitations, and produce practice-oriented implications. | | | | | | | | | | 5, 6 | | | 5, 5 |
| 5 | | Students synthesize their knowledge to prepare an academic presentation/poster, revise their work according to peer feedback, and communicate their findings effectively. | | | | | | | | | | 5, 6 | | | 5, 5 |
| 6 | | Students design a personal professional development plan (SMART goals), monitor its implementation, and document progress with a reflective report. | | | | | | | | | | 5, 6 | | | 5, 5 |
| Course Content | | | Students will identify current issues in foreign language education and examine them from the perspectives of learning and teaching | | | | | | | | | | | | | |
| Weekly Course Schedule | | | | | | | | | | | | | | | | |
| Week | | **Subject** | | | | | Preparation (Assigned Readings) | | | | | Teaching Methods & Techniques | | | | |
| 1 | | Introduction to the Course | | | | | Course syllabus overview | | | | | Presentation, Discussion | | | | |
| 2 | | Historical Perspectives on English Language Teaching | | | | | Relevant articles | | | | | Presentation, Discussion, Collaborative Learning | | | | |
| 3 | | Socio-Cognitive Approach in Second Language Acquisition Research | | | | | Relevant articles | | | | | Presentation, Discussion, Inquiry-Based Learning | | | | |
| 4 | | Social-Emotional Learning | | | | | Relevant articles | | | | | Presentation, Discussion | | | | |
| 5 | | Identity in Language Learning | | | | | Relevant articles | | | | | Presentation, Discussion | | | | |
| 6 | | Motivation in Language Learning | | | | | Relevant articles | | | | | Presentation, Discussion | | | | |
| 7 | | Emotion Regulation | | | | | Relevant articles | | | | | Presentation, Discussion | | | | |
| 8 | | Midterm Exam | | | | | Relevant articles | | | | | Peer Assessment (rubric), Individual Study | | | | |
| 9 | | Cognitive Regulation | | | | | Relevant articles | | | | | Presentation, Discussion, Collaborative Learning | | | | |
| 10 | | Current Perspectives on World Englishes and English as a Lingua Franca | | | | | Relevant articles | | | | | Presentation, Discussion, Collaborative Learning | | | | |
| 11 | | Positive Psychology in Foreign Language Teaching and Research | | | | | Relevant articles | | | | | Presentation, Discussion, Inquiry-Based Learning | | | | |
| 12 | | Well-being in Language Classrooms | | | | | Relevant articles | | | | | Presentation, Discussion, Inquiry-Based Learning | | | | |
| 13 | | Job Crafting in Teaching and Learning | | | | | Relevant articles | | | | | Presentation, Discussion, Collaborative Learning | | | | |
| 14 | | Creativity, Engagement, and Sustainability in ELT | | | | | Relevant articles | | | | | Presentation, Discussion, | | | | |
| 15 | | New Technologies and the Future of Pedagogy | | | | | Relevant articles | | | | | Presentation, Discussion, Flipped Learning | | | | |
| 16 | | Final Exam | | | | | Relevant articles | | | | | Presentation, Discussion, Pair/Group Work | | | | |
| Course Resources | | | | | | | | | | | | | | | | |
| Coursebook | | | | Atkinson, D. (2013). Alternative Approaches to Second Language Acquisition.  Routledge.  İlgili Makaleler | | | | | | | | | | | | |
| Recommended Readings: | | | | Berlinger,D.C; Cage,N.L., Educational Psychology ,London ,Longman,1990  Harmer, J. The Practice of English Language Teaching. Longman, 1991  Mitchel. R.., Myles, F., Second Language Learning Theories,London, 1998  Slavin,R., Educational Psychology, Theory and Practice,1996 | | | | | | | | | | | | |
| Assessment and Evaluation | | | | | | | | | | | | | | | | |
| Activities | | | | Number | Contribution | | | Notes | | | | | | | | |
| Midterm Exam | | | | 1 | 30% | | |  | | | | | | | | |
| Projectctctct | | | | 1 | 20% | | |  | | | | | | | | |
| Homework | | | |  |  | | |  | | | | | | | | |
| Presentation | | | |  |  | | |  | | | | | | | | |
| Portfolio | | | |  |  | | |  | | | | | | | | |
| Final | | | | 1 | 50% | | |  | | | | | | | | |
| ECTS Workload Table | | | | | | | | | | | | | | | | |
| Content | | | | | Number | | | | **Saat** | | | | | | Total | |
| Class Hours | | | | | **14** | | | | **3** | | | | | | 42 | |
| Out-of-Class Study | | | | | **14** | | | | **3** | | | | | | 42 | |
| Presentation | | | | | **14** | | | | **3** | | | | | | 42 | |
| Homework | | | | | **14** | | | | **3** | | | | | | 42 | |
| Project | | | | | **1** | | | | **40** | | | | | | 40 | |
| Midterm Exam ((Exam Duration + Preparation Time) | | | | | **1** | | | | **15** | | | | | | 15 | |
| Final Exam (Exam Duration + Preparation Time) | | | | | **1** | | | | **25** | | | | | | 25 | |
| Total: | | | | | | | | | | | | | | | 248 | |
| Total / 30: | | | | | | | | | | | | | | | 248/30=8,2 | |
| AKTS Credits: | | | | | | | | | | | | | | | 8 | |

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| Past Achievements | |
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