EMBARKING NEW TRENDS IN LANGUAGE TEACHING & LITERATURE; REACHING HEIGHT THROUGH DIGITALIZATION

THE 2ND ICELLE 2023

KEYWORDS

Embarking

New Trends

Language Teaching & Literature

Reaching Height

Digitalization

WHAT ARE THE TRENDS?

- Paradigm shifts in ELT
- Networking
- Method Synergetics & eclecticism
- Strategopedia
- Student Centredness
- Reflective Practice
- Rethinking Aim
- Conferencing
- Grammaring
- Updating
- Locally Produced Materials
- Sharing with (a) Colleague(s)
- Anti-Method Era
- Frustration

CURRENT ISSUES IN ELT

SANTRI E. P. DJAHIMO

CRITICAL ISSUES

1. Classroom mode transition	Ongoing adaptation
	Good preparation
	Diversify modes to enhance engagement

CRITICAL ISSUES

2. Teachers' CPD

Understand their strengths & weaknesses

Curate a professional network

Take opportunities for ELT–related trainings

CRITICAL ISSUES

Curiosity & interest

Analytical skills & critical thinking

Lots of reading

CRITICAL ISSUES

4. Standardized teaching (approaches, methods, strategies, techniques, activities)
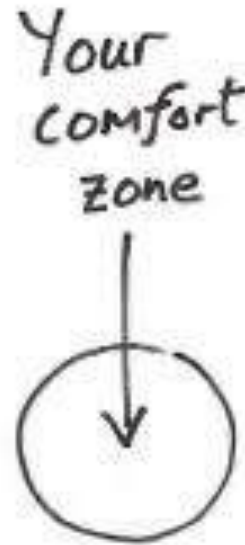
Revisiting things related to teaching

Learning from mistakes

Being out of the comfort zone

CRITICAL ISSUES

5. Course book addiction

Focus more on meaningful learning

Use various source of information

Teach beyond textbook

CRITICAL ISSUES

6. Low-tech

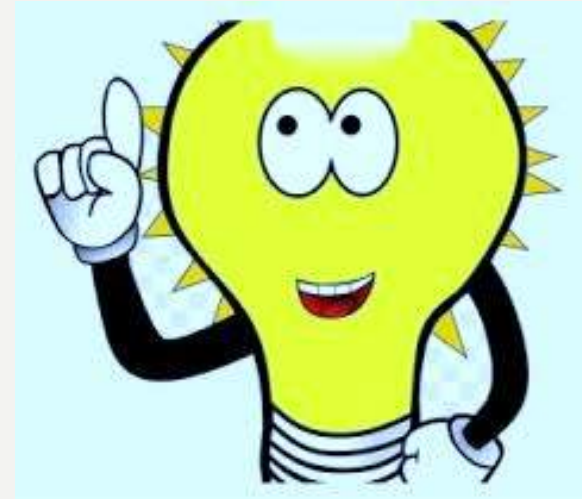| Technological literacy |
|---|
| Willingness to try new things |
| Tech-comfy or tech-savvy? |

IDEAS FOR FUN & EFFECTIVE TEACHING

- Edutainment
- Gamification
- Tech-comfy
- Task-based Approach
- Consciousness Raising Task
- CLIL

EDUTAINMENT

EDUTAINMENT IS THE ACT OF LEARNING THROUGH ANY OF VARIOUS MEDIA SUCH AS TELEVISION PROGRAMS, VIDEO GAMES, FILMS, MUSIC, MULTIMEDIA, WEBSITES AND COMPUTER SOFTWARE.

ENTERTAINMENT IS THE MEDIA AND EDUCATION IS THE CONTENT.

2 TRUTHS AND A LIE, SONG DICTATION, LEARNING THROUGH MOVIES, ETC.

GAMIFICATION

- It aims at playing educational games to learn (academic) English.

- it can make students feel more excited and motivated during their effort to elevate their English language skills.

- *Kahoot, Dualingo, Edmodo, Clickers, etc.*

TECH-COMFY

Emaze

Story Board

Primaindisoft

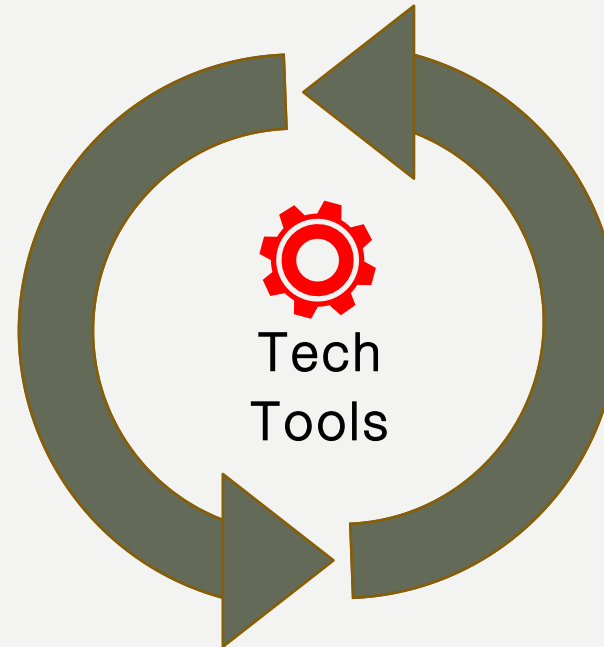Zipgrade

Google Classroom

Tech Tools

Edmodo

Google Form

Kahoot

TASK-BASED APPROACH

- Task-based language teaching (TBLT), also known as task-based instruction (TBI), focuses on the use of authentic language to complete meaningful tasks in the target language.

- In task-based learning, a lesson or unit is designed to help learners to complete a task: for example; write a letter, make a reservation, plan a trip, collaborate to design something, hold a meeting, visit a doctor, conduct an interview, or call customer service for help.

- In order to solve the task, students need to use the target language they're learning to communicate with their peers.

CONSCIOUSNESS RAISING TASK

Ellis (1997:160) defines CR task as a pedagogic activity where the learners are provided with L2 data in some form and required to perform some operation on or with it, the purpose of which is to arrive at an explicit understanding of some linguistic property or properties of the TL.

CR activities make the learners aware of language so they can achieve an accurate use of the tenses in an appropriate context for communication (Roza, 2014:1).

Through CR instructions, learners' explicit knowledge of grammatical features will improve (Ellis, 2002). They can understand, identify, and distinguish the rules.

LET'S DO CR TASK: CONDITIONAL SENTENCE

True in the Present/Future (1)	Untrue (Contrary to the Fact) in the Present/Future (2)	Untrue (Contrary to the Fact) in the Past (3)
If we find her address, we will write her	If we found her address, we would write her.	If we had found her address, we would have written her.

LET'S DO CR TASK: CONDITIONAL SENTENCE

If I had enough money, I would go with you.

If the weather had been nice yesterday, we would have gone to the zoo.

If I had a pen, I would lend it to you.

I would change the present economic policy if I were the president.

If the weather is nice tomorrow, we will go to the zoo.

If he had studied for the test, he would have passed it.

LET'S DO CR TASK: CONDITIONAL SENTENCE

If I had enough money, I would go with you. **(2)**

If the weather had been nice yesterday, we would have gone to the zoo. **(3)**

If I had a pen, I would lend it to you. **(2)**

I would change the present economic policy if I were the president. **(2)**

If the weather is nice tomorrow, we will go to the zoo. **(1)**

If he had studied for the test, he would have passed it. **(3)**

LET'S DO CR TASK: CONDITIONAL SENTENCE

True in the Present/Future (1)	Untrue (Contrary to the Fact) in the Present/Future (2)	Untrue (Contrary to the Fact) in the Past (3)
If we <u>find</u> her address, we <u>will write</u> her	If we <u>found</u> her address, we <u>would write</u> her.	If we <u>had found</u> her address, we <u>would have written</u> her.
If the weather is nice tomorrow, we will go to the zoo.	If I had enough money, I would go with you.	If the weather had been nice yesterday, we would have gone to the zoo.
	If I had a pen, I would lend it to you.	If he had studied for the test, he would have passed it.
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	I <u>would change</u> the present economic policy if I <u>were</u> the president.	

LET'S DO CR TASK: CONDITIONAL SENTENCE

- Look at the sentences in table 1 and find a common similarity among them.

- Look at the sentences in table 2 and find a common similarity among them.

- Look at the sentences in table 3 and find a common similarity among them.

LET'S DO CR TASK: CONDITIONAL SENTENCE

- Look at the sentences in tables 1, 2, 3 and find common differences among them.

- Can you draw a conclusion about the rule(s) of these 3 types?

CONTENT & LANGUAGE INTEGRATED LEARNING

CLIL is an approach in which a foreign language is used as a tool in the learning of a non-language subject in which both language and the subject have a joint role.

A science course, for example, can be taught to students in English and they will not only learn about science, but they will also gain relevant vocabulary and language skills.

LET'S PRACTICE CLIL
IN SCIENCE CLASS

- *After watching the video, students are expected to be able to describe about mammals.*

LET'S PRACTICE CLIL IN SCIENCE CLASS

TRUE/FALSE

1. Scientists have classified all vertebrates into 4 different groups.
2. Mammals are in the group of vertebrates.
3. Birds and mammals are cold-blooded animals.
4. Mammals do not lay eggs.
5. Mammals are the smallest animal group on the earth.

DESCRIBE MAMMALS

MAMMALS ARE ......

CLOSING REMARKS

Why does curriculum matter?

Can teaching occur without learning?

Is it true that there's no best method in teaching?

What makes a successful teaching and learning process?

Thank You

Dankie Gracias תודה
Спасибо Merci Takk شكراً
Köszönjük Terima kasih
Grazie Dziękujemy Děkojame
Ďakujeme Vielen Dank Paldies
Kiitos Täname teid 谢谢
感謝您 Obrigado Teşekkür Ederiz
Σας Ευχαριστούμ 감사합니다 ขอบคุณ
Bedankt Děkujeme vám
ありがとうございます
Tack

It's QUESTION TIME!