

**AZƏRBAYCAN RESPUBLİKASI ELM VƏ TƏHSİL NAZİRLİYİ
LƏNKƏRAN EVLƏT UNIVERSİTETİ**

Təsdiq edirəm:
Tədris məsələləri üzrə prorektor v.i.e:
 dos.Zaur Məmmədov
"12" sentyabr 2025-ci il

Fənn sillabusu

İxtisas: 050103 – Xarici dil (ingilis dili) müəllimliyi

Fakültə: Filologiya və ibtidai təhsil

Kafedra: Xarici dillər

1. Fənn haqqında məlumat

Fənnin adı: S/F (Xarici dil tədrisində innovasiyalar) (AR-ın 26.12.2012-ci il tarixli 2366 sayılı əmri ilə təsdiq edilmişdir).

Kodu: İPFS-B09

Tədris ili: IV (2025-2026)

Semestr: VII

Tədris yükü: Cəmi: 240 saat, auditoriyadan kənar 165 saat. Auditoriya saati 75 saat seminar məşğələ.

Tədris forması: əyani

Tədris dili: Azərbaycan dili

AKTS üzrə kredit: 8

Auditoriya N:

Saat: I gün 4-cü saat, II gün 5-ci saat, IV gün 5-ci saat alt həftə.

2. Müəllim haqqında məlumat:

Soyadı, adı, dərəcəsi: Əkbərov Həşim Lələxan oğlu, b/m.

Kafedranın ünvanı: Lənkəran ş., Ə.Məmmədov küç., 40

Məsləhət saati: 11²⁰, çərşənbə axşamı

E-mail ünvanı: hashim.akbar@mail.ru

3. Təvsiyə olunan dərsliklər və dərs vəsaitləri:

1. Adrian Doff, "Teach English", Cambridge University Press, 2004
2. British Council Workshop Materials, "An Introduction to Methodology Group Work"
3. Brumfit C.J., "Communicative Methodology in Language Teaching", CUP 1999
4. Gavin Dudeney, "The Internet and the Language Classroom", CUP, 2007
5. Jack C. Richards and Theodore S. Rodgers "Approaches and Methods in Language Teaching", CUP, 2003
6. Jane Willis, "A Framework for Task-based Learning".
7. Jeremy Harmer, "The Practice of English Language Teaching", Longman, 2003
8. Jeremy Harmer, "Teach Writing", Longman, 2004
9. Jim Scrivener, "Language Teaching. A Guidebook for English Language Teachers", Macmillan Published Limited, 1994
10. Jill Hadfield, "Classroom Dynamics". Oxford University Press, 2000
11. Larsen-Freeman D., "Techniques and Principles in Language Teaching", OUP, 2000
12. Rosie Tanner and Catherine Green, Addison Wesley. "Tasks for Teacher Education", Longman Limited, 1998
13. Penny Ur, "A Course in Language Teaching", CUP, 1999
14. Savignon S., "Communicative Language Teaching", OUP, 1995
15. Stella Cottrell, "Critical Thinking Skills: Developing Effective Analysis and Argument", Palgrave Study Guides, 2011
16. Internet access (www.agendaweb.org)

4. Prerequisites: There is no need to teach any subject before teaching the subject.

5. Corequisites: There is no need to teach other subjects at the same time with this subject.

6. Course aims and description.

ELT methodology has developed very rapidly and has been subject to changes and controversies that teachers often find bewildering. The methods and techniques included in Innovative Approaches to EFL are intended to represent a "common core", draw in on what is of value both in traditional and in more recent approaches.

An important recent development in methodology has been the shift of emphasis from the teacher to the learner, and this is reflected in Innovative Approaches to EFL.

This module provides a series of topics that lay the foundation in theory and practice in the following areas: foreign language teaching and learning students' performance assessment and evaluation, modern trends in language teaching, ICT in language teaching. The module is designed for students who already have some knowledge in English teaching methodology as well as intermediate and upper-intermediate language proficiency levels. Throughout the module, students will experience and evaluate techniques from the learner's point of view, and will be encouraged to participate in the classroom discussion as participation in this module is as significant experience in itself.

Through classroom participation and completion of tasks students will obtain substantial knowledge of innovative methods in ELT, which they will go to apply in their future career.

Module aims

The aims of the Module are:

- To make students aware of modern trends in ELT
- To familiarize students with new approaches- TPR, CLT, TBL, PBL, Internet-based learning
- To enhance lesson planning skills
- To equip students with the knowledge to identify the difference in teaching Y/L and adults
- To provide opportunities for students to work in teams
- To deliver micro-teaching, to observe peers and provide peer-feedback
- To acquaint students with a range of technical resources and strategies that allow their development in TL
- To do research work on particular topics covered through the module

Learning outcomes

By the end of the module students will be aware of how to:

- Apply innovative methods in their future ELT class
- Select and adapt teaching materials from different sources, for ex., reference books, web-sites, resourceful links
- Plan lessons appropriate to national curriculum standards
- Highlight the use of various activities for learners at different age groups, such as problem-solving, brainstorming, word association, clustering, debating, etc.
- Manage and motivate feedback critically on their lesson plans and microteaching
- Demonstrate independent research skills, for e.g., to be able to do some library research

Teaching and learning methods

This module will be delivered by a weekly three hour seminars. Students will also have the opportunity to have individual tutorials throughout the term where they can ask for advice regarding their assignments, or raise any other issues. Different types of interaction (teacher-students, student-student, group-work, debates, micro-teaching) regarding the teaching process will be applied.

7. Classroom behavior: The best learning environment is a result of the efforts of both students and instructors. We can all learn a lot from one another, but we must each recognize our responsibilities to the group and our work this term.

The responsibilities of the student include:

- reading required articles and completing other assigned work on time
- coming to section prepared with questions about the readings or lecture
- coming to section on time and prepared to participate
- respecting the views and learning needs of other students

- consulting with the Professor about any problems in the course

The responsibilities of the teacher include:

- coming to section prepared to facilitate discussion and learning
- being responsive to the needs of students in section and office hours
- giving students guidance about how to improve their performance
- respecting the views and learning needs of the students
- working with students and/or the Professor to resolve any problem in the course

While in classroom the students must turn off their cell phones, walkmans pagers and other kinds of electronics students are responsible for their misbehavior and should carry some responsibility. Coming to class late, disturbing other students, speaking in chorus, not respecting the others' opinions distracting to other students and the instructor and as a result hampers learning. Students should take all these misactivities into consideration.

Violation of the rules of behaviour: If the student violates the internal rules of the University, punishment will be taken according to the regulations.

8. Attendance, class participation and assignments: In case total quantity of missed auditorium hours on the subject during the semester is more than the level defined in the normative documents, according to the decision of the Academic Council dated May 16, 2024, the student is not allowed to the exam and his academic debt remains.

9. Grading system: The total of the students' course grade is 100 points. 50 points comes from class participation during the class discussions and debates as well as from the grades for their papers, (colloquim 30 pts, class participation 20 pts.) and the other 50 points is the exam grade. Examination paper contains 5 questions covering the subject. Each question is assessed by 10 points.

During the evaluation, the evaluation criteria are taken into account according to the decision of the Scientific Council dated May 16, 2024. Criteria for the assessment are as follows:

- 10 points for the students who can answer deeply, exactly and thoroughly;
- 9 points for the students who understand the material perfectly and are able to reveal the theme;
- 8 points for the students who make some common mistakes in their answers;
- 7 points for the students who understand the material well, but they can't prove their problems;
- 6 points for the students whose answers are mainly correct;
- 5 points for the students who have some lacks in their answers and can't explain the whole meaning of the material;
- 4 points for the students whose answers are partially correct, but when explaining the material there are some errors in their speech;
- 3 points for the students who are aware of the given material but cannot express their thoughts;
- 2-1 points for the students who have some ideas of the given material.
- 0 point: no answer.

The total number of the points during examination must not be less than 17. Otherwise, the student's examination results are not added to the results of his semester activity.

According to the results of the semester final assessment (on the basis of examination and pre examination points).

points	grade	letter
91-100	excellent	(A)
81-90	very good	(B)
71-80	good	(C)
61-70	sufficient	(D)
51-60	satisfactory	(E)
less than 51	unsatisfactory	(F)

10. TENTATIVE SCHEDULE

No	Themes	Hour	Date
1	<i>The Theme:</i> Major trends in twentieth-century language teaching. The nature of approaches and methods in language teaching <i>Outline:</i> Grammar-translation method <i>Source:</i> [5, 11]	2	
2	<i>The Theme:</i> Major trends in twentieth-century language teaching. The nature of approaches and methods in language teaching <i>Outline:</i> The direct method <i>Source:</i> [5, 11]	2	
3	<i>The Theme:</i> Major trends in twentieth-century language teaching. The nature of approaches and methods in language teaching <i>Outline:</i> The Audilingual method <i>Source:</i> [5, 11]	2	
4	<i>The Theme:</i> Alternative approaches and methods <i>Outline:</i> Total physical response <i>Source:</i> [5, 11]	2	
5	<i>The Theme:</i> Alternative approaches and methods <i>Outline:</i> The silent way <i>Source:</i> [5, 11]	2	
6	<i>The Theme:</i> Alternative approaches and methods <i>Outline:</i> Suggestopedia <i>Source:</i> [5, 11]	2	
7	<i>The Theme:</i> Alternative approaches and methods <i>Outline:</i> Multiple intelligences <i>Source:</i> [5, 11]	2	
8	<i>The Theme:</i> Alternative approaches and methods <i>Outline:</i> Neurolinguistic Programming <i>Source:</i> [5]	2	
9	<i>The Theme:</i> Alternative approaches and methods <i>Outline:</i> The lexical approach <i>Source:</i> [5]	2	
10	<i>The Theme:</i> Alternative approaches and methods <i>Outline:</i> Communicative competence <i>Source:</i> [16]	2	
11	<i>The Theme:</i> Current Communicative approaches <i>Outline:</i> Communicative language teaching, Theory of learning / Theory teaching, <i>Source:</i> [5, 11]	2	
12	<i>The Theme:</i> Current Communicative approaches <i>Outline:</i> Learner Roles/ Teacher Roles, Types of activities used in CLT <i>Source:</i> [5, 11]	2	
13	<i>The Theme:</i> Current Communicative approaches <i>Outline:</i> Cooperative language learning, theory of learning/teaching <i>Source:</i> [5, 11]	2	
14	<i>The Theme:</i> Current Communicative approaches <i>Outline:</i> Learner Roles/ Teacher Roles, Types of activities used in CLL <i>Source:</i> [5, 11]	2	
15	<i>The Theme:</i> Current Communicative approaches <i>Outline:</i> Content-based instruction, theory of learning/teaching,	2	

	Learner Roles/ Teacher Roles, Types of activities used in CBI <i>Source:</i> [5, 11]		
16	<i>The Theme:</i> Current Communicative approaches <i>Outline:</i> Task-based learning (TBL). The TBL framework: overview and pre-task phase <i>Source:</i> [6, 11]	2	
17	<i>The Theme:</i> Current Communicative approaches <i>Outline:</i> The task cycle, Language focus <i>Source:</i> [6, 11]	2	
18	<i>The Theme:</i> Current Communicative approaches <i>Outline:</i> An introduction to learning technologies <i>Source:</i> [2]	2	
19	<i>The Theme:</i> Internet-Based Learning <i>Outline:</i> The Internet and English language teaching (ELT). Main reasons to use the internet in ELT <i>Source:</i> [4]	2	
20	<i>The Theme:</i> Internet-Based Learning <i>Outline:</i> The internet as a classroom tool. Activities <i>Source:</i> [4]	2	
21	<i>The Theme:</i> Internet-Based Learning <i>Outline:</i> Problem-Based learning. Planning and conducting in PBL lessons <i>Source:</i> [handout]	2	
22	<i>The Theme:</i> Student centered classes <i>Outline:</i> Motivation. Classroom management. Fluency and Accuracy. <i>Source:</i> [16]	2	
23	<i>The Theme:</i> Student centered classes <i>Outline:</i> Teacher as facilitator. Different kinds of Activities. Autonomous Learning <i>Source:</i> [16]	2	
24	<i>The Theme:</i> Student centered classes <i>Outline:</i> Portfolio development for teachers and students. Types of portfolios <i>Source:</i> [handout]	2	
25	<i>The Theme:</i> Classroom management <i>Outline:</i> Options, decisions and actions. Classroom interaction. Potential problems (Problem behaviour). Pair and Group work (advantages and disadvantages) <i>Source:</i> [9, 7]	2	
26	<i>The Theme:</i> Classroom management <i>Outline:</i> Developing Thinking Skills. Creative Thinking. Critical Thinking <i>Source:</i> [15]	2	
27	<i>The Theme:</i> Classroom management <i>Outline:</i> Activities and Lessons. Four kinds of Lessons. Using a Coursebook <i>Source:</i> [9]	2	
28	<i>The Theme:</i> Classroom management <i>Outline:</i> Toolkit : Classroom options, skills and techniques <i>Source:</i> [9]	2	
29	<i>The Theme:</i> Classroom management <i>Outline:</i> Working with language (grammar) <i>Source:</i> [9]	2	

30	<i>The Theme:</i> Classroom management <i>Outline:</i> Toolkit 2: Activities, lessons, courses, people <i>Source:</i> [9]	2	
31	<i>The Theme:</i> Classroom management <i>Outline:</i> Teaching with video, video watching techniques, video-making activities <i>Source:</i> [7]	2	
32	<i>The Theme:</i> Classroom management <i>Outline:</i> Teaching with tunes. Using songs, chants in EFL <i>Source:</i> [handout]	2	
33	<i>The Theme:</i> Classroom management <i>Outline:</i> Planning and Conducting Presentation Lessons. Lesson Planning. Reflection from the classroom <i>Source:</i> [9, 13]	2	
34	<i>The Theme:</i> Classroom management <i>Outline:</i> Observation. Different ways of observation <i>Source:</i> [9]	2	
35	<i>The Theme:</i> Feedback <i>Outline:</i> Rules for Giving and Receiving Feedback <i>Source:</i> [handout]	2	
36	<i>The Theme:</i> Evaluation and assessment. <i>Outline:</i> Key evaluation and Assessment Concepts <i>Source:</i> [handout]	2	
37	<i>The Theme:</i> Microteaching <i>Outline:</i> Activities, Lessons <i>Source:</i> [handout]	2	
38	<i>The Theme:</i> Microteaching <i>Outline:</i> Activities, Lessons <i>Source:</i> [handout]	1	
	Total:	75 h.	

11. Course requirements and assignments:

- Participation of students includes having homework completed for class, answering questions in class, and participating in class discussions.
- Each student in the course is required to give one lesson plan till the end of the semester. The days will be set for their presentation according to their choice (out of class).
- Each student should prepare a lesson plan on different themes (according to their choice) and make presentations of their planning.

12. Fənn üzrə təlimin nəticələri

- Xarici dil tədrisində innovativ metodların aktual istiqamət və problemlərini mənimsəyir;
- Xarici dil tədrisində innovativ yolların məqsəd və məzmununu öyrənir;
- Xarici dil tədrisində innovativ metod, prinsip, vasitə və təhsil texnologiyalarını öyrənir;
- Innovativ yollardan istifadə edərək nəzəri bilikləri praktik fəaliyyətlə əlaqələndirir və tətbiq edir;
- Müstəqil kommunikasiya yaratmaq bacarığına yiyələnir və özünü sərbəst ifadə edir;

13. Tələbələrin fənn haqqında fikrinin öyrənilməsi

14. Exam questions

1. Principle of conscious approach in Foreign Language teaching.
2. The Content of teaching Reading
3. Aims of teaching Foreign Language
4. Conscious approach in teaching Grammar

5. Prepared and unprepared speech
6. Methods of Foreign Language teaching and its relation to other sciences
7. The content of Foreign Language teaching.
8. Oral language as an aim means of teaching
9. Methods of teaching Reading
10. Principles of teaching FL
11. Teaching Aids
12. Teaching materials
13. Activities in Language teaching
14. The importance of Grammar in learning FL
15. Major trends in twentieth-century language teaching.
16. The nature of approaches and methods in language teaching
17. Alternative approaches and methods
18. Grammar-translation method
19. Total physical response
20. The Audiolingual method
21. The Direct method
22. Multiple intelligences
23. Suggestopedia
24. The silent way
25. Neurolinguistic Programming
26. Communicative competence
27. The lexical approach
28. Cooperative language learning
29. Theory of learning
30. Current Communicative approaches
31. Learner Roles/ Teacher Roles
32. Types of activities used in CLT
33. Communicative language teaching
34. Content-based instruction
35. Types of activities used in CBI
36. The task cycle, Language focus
37. Task-based learning (TBL)
38. The TBL framework: overview and pre-task phase
39. An introduction to learning technologies
40. The Internet and English language teaching (ELT).
41. Internet-Based Learning
42. The internet as a classroom tool. Activities
43. Problem-Based learning. Planning and conducting in PBL lessons
44. Motivation.
45. Classroom management. Fluency and Accuracy.
46. Student centered classes
47. Teacher as facilitator. Different kinds of Activities. Autonomous Learning
48. Portfolio development for teachers and students. Types of portfolios
49. Options, decisions and actions. Classroom interaction. Potential problems (Problem behaviour).
50. Pair and Group work (advantages and disadvantages)
51. Developing Thinking Skills. Creative Thinking. Critical Thinking
52. Four kinds of Lessons. Using a Coursebook
53. Toolkit: Classroom options, skills and techniques
54. Working with language (grammar)
55. Teaching with video, video watching techniques, video-making activities
56. Teaching with tunes. Using songs, chants in EFL
57. Planning and Conducting Presentation Lessons. Lesson Planning. Reflection from the classroom
58. Observation. Different ways of observation

59. Rules for Giving and Receiving Feedback
60. Evaluation and assessment.

15. Kollokvium sualları:

I kollokvium: (10.11.2025-ci il tarixinədək keçirilən mövzular üzrə):

1. Aims of teaching Foreign Language
2. Methods of Foreign Language teaching and its relation to other sciences
3. The content of Foreign Language teaching.
4. Principles of teaching FL
5. Teaching Aids and Teaching materials
6. Grammar-translation method
7. Total physical response and The silent way
8. The Audiolingual method
9. The Direct method
10. Multiple intelligences
11. Suggestopedia
12. Neurolinguistic Programming
13. Communicative competence
14. The lexical approach
15. Cooperative language learning

II kollokvium: (15.12.2025-ci il tarixinədək keçirilən mövzular üzrə):

1. Learner Roles and Teacher Roles
2. Communicative language teaching
3. Content-based instruction
4. Task-based learning (TBL)
5. An introduction to learning technologies
6. The Internet and English language teaching (ELT)
7. Problem-Based learning. Planning and conducting in PBL lessons
8. Classroom management. Student centered classes. Motivation.
9. Teacher as facilitator. Different kinds of Activities. Autonomous Learning
10. Portfolio development for teachers and students. Types of portfolios
11. Pair and Group work (advantages and disadvantages)
12. Four kinds of Lessons. Using a Coursebook
13. Planning and Conducting Presentation Lessons. Lesson Planning. Observation.
14. Giving and Receiving Feedback
15. Evaluation and assessment.

S/F (Xarici dil tədrisində innovasiya) fənninin sillabusu 050103- Xarici dil (ingilis dili) müəllimliyi ixtisasının tədris planı və fənn proqramı əsasında tərtib edilmişdir.

Sillabus "Xarici dillər" kafedrasında müzakirə edilərək, təsdiq edilmişdir (12 sentyabr 2025-ci il, protokol № 01).

Fənn müəllimi:



b/m H.L.Əkbərov

Kafedra müdiri:



b/m H.L.Əkbərov