



Applied ELT and Life Syllabus: A New Approach for Declining Iranian EFL Learners' Aggressiveness

Mustapha Hajebi

Department of Education Bandar Abbas, Iran

Hajebi2020@gmail.com

ABSTRACT

The purpose of this study was to see whether there is any difference between Life Syllabus when a teacher used it in the classroom to reduce aggressiveness or not. The participants are Iranian EFL students from four high schools in Bandar Abbas, Iran. A quasi-experimental research approach containing control and experimental group with interview followed in this study. The study lasted for one term with naturalistic use of Life Syllabus for experimental group. The comparison between the students' scores showed that there was a significant difference in the final performance of two groups. Therefore, this study supports the idea that Life Syllabus reduces the EFL learners' aggressiveness. As Life Syllabus proved to be useful with Iranian EFL learners, EFL teachers also can adopt the technique in their classes to advance their students' language learning.

Keywords: Applied ELT, Life Syllabus, Aggression, Aggressive Behavior

1. INTRODUCTION

Pishghadam (2011) claims that it is perhaps time to have revision in applied linguistics and ELT. In this view, he goes on with saying that, "ELT has grown in maturity over years, establishing an independent identity for itself. It does not play second fiddle to applied linguistics any more" (p. 9). Therefore, he presented a new idea of *Applied ELT* into the field of English language teaching and learning via a superiority seen in the educational ambit of ELT classes.

In applied ELT, discussions are over language and linguistics with issues regarding life qualities. So, it's time for ELT to engage in *life-and-language* classes rather than *language-and-life* ones (Pishghadam & Zabihi, 2012, 2013). First, a language learning class must be a class in which life issues are taken into consideration. Because of the unique nature of English language learning classes, the classes are presumed to enhance critical abilities, creativity, social intelligence, emotional intelligence, etc. and then teach a language. So, learners' depression, stress, anxiety disorders, burnout, aggressiveness and so on would be eradicated (Pishghadam, 2011). Teachers must design their linguistic syllabus around the life syllabus to decide which aspect of life is going to be aimed, e.g. creativity, then, we plan our linguistic syllabus so as to acquire this aim. It means that language must be at the service of boosting life qualities (Pishghadam, 2011).

1.1 Life Syllabus

Applied ELT, with the aim of sending a map as Life Syllabus for the ELT community to consider the improvement of these life skills prior to language learning was further expanded by Pishghadam and Zabihi (2012). ELT classes can therefore be suitable places for life skills training programs. Life skills training is a valuable extra practice in general