Exploring the Feasibility of Project-based Learning as One Form of Action-Oriented Learning in Turkish National Education

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INTRODUCTION: MY EXPERIENCE OF MAJOR EDUCATIONAL INNOVATIONS

In my career that extends over 30 years of teaching and training in English Language Teaching (ELT), I have worked as instructor, test writer, convention co-ordinator, and curriculum and course book writer. When I first started to teach at the Department of Basic English at the Middle East Technical University, the Communicative Language Teaching (CLT) approach was just beginning to emerge. As enthusiastic teachers at the department, we welcomed it in our teaching and designed our in-class activities accordingly. However, it took some twenty years more for CLT to flourish and become acknowledged as the essential core of teaching English as a Foreign Language (EFL) with "emphasis on language learning for purposes of communication, such activities, materials, and strategies of communicative methodology" (Pica, 2000, p. 5). Research has demonstrated that CLT can be more effective than traditional methods of teaching such as grammar translation and audiolingualism. However, in some contexts we still witness the use of teaching approaches more like the Grammar Translation method (Uysal & Bardakçı, 2014).

I have also witnessed major educational changes in terms of curricula and have been involved in the writing of a new curriculum and new course books in the last two decades. Although the 1997 Curriculum can be considered as in-

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