

Bright Ideas and Dead Ends

ELT as it was, is
now - and might be
in the future



Rob Dean

**Teacher,
Independent
Consultant and
International
Teacher Trainer**

**26+ years
teaching
experience at
all levels**



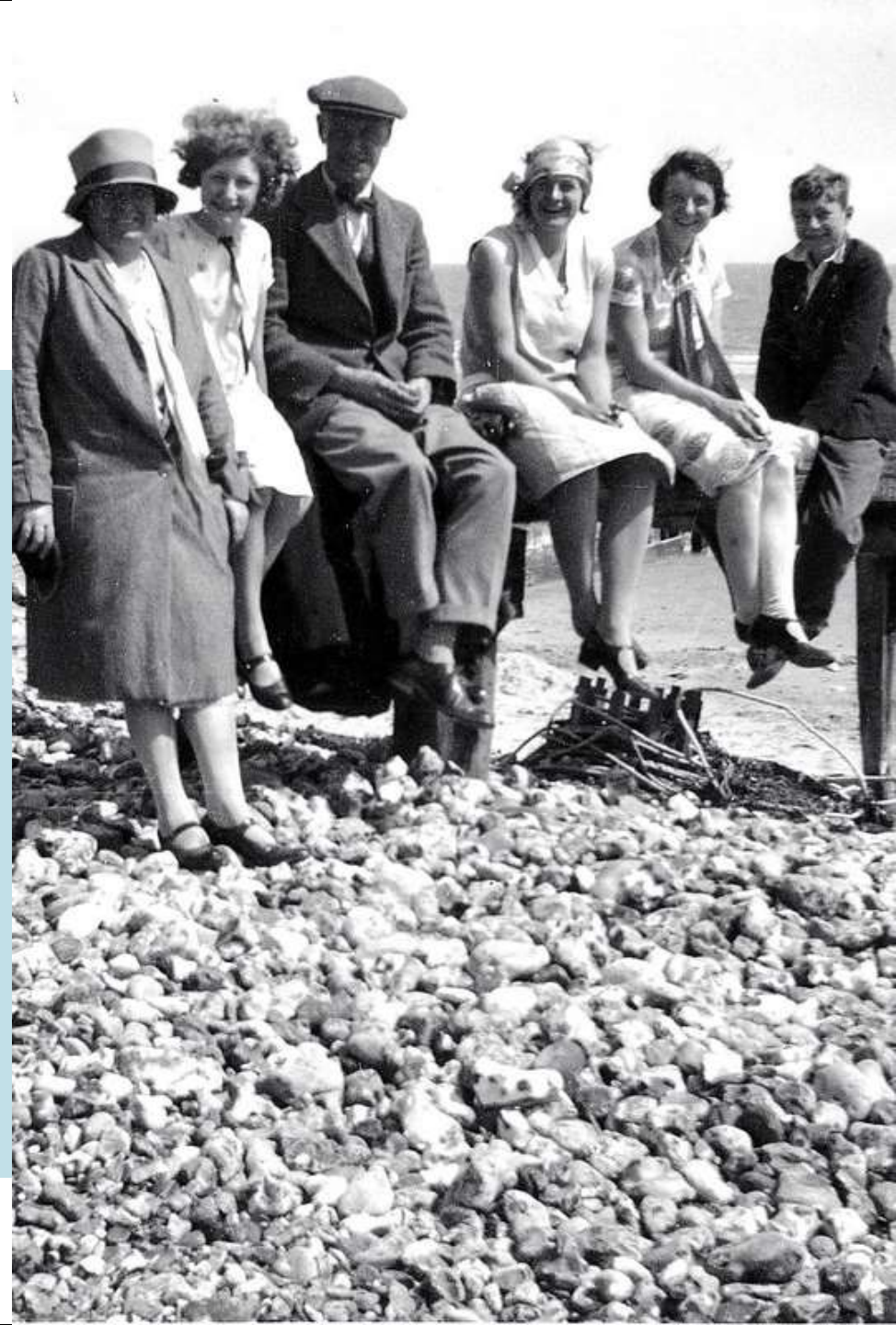
UNITED KINGDOM





**In the
beginning...**

**...about 110
years ago**



**In the
beginning...**



Grammar Translation





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Would even your advanced students understand the basic message of this grammar explanation?

a) No b) No

c) No d) No

① So + Such INVERSION

So + adj + VERB

[So said were the students that the

So + obj + verb + subject +

Such to be lower phase + that

$$\frac{5m}{6} \text{ much} + \text{verb} + \text{that}$$

50. 1.154

Back to refer back

Sample 3 the case (continued)

② Here and There.

Here comes the bus. (Here he

There does the poltrevel

Here stands the

There is



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b) No

c) No



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Would even your advanced students understand the basic message of this grammar explanation?

b) No

c) No



The 1940s...

Behaviourism

The Direct Method

Audiolingualism



Behaviourism

The Direct Method

Audiolingualism



Behaviourism

The Direct Method

Audiolingualism



Mechanical Drills

This is a cat

Mechanical Drills

This is a cat

This is a cat

Mechanical Drills

This is a cat

This is a cat

Mouse?

This is a mouse

Dog?

This is a dog

Horse?

This is a horse

Mechanical Drills

This is a cat

This is a cat

Mouse?

This is a mouse

Dog?

This is a dog

Horse?

This is a horse

That?

Mechanical Drills

This is a cat

This is a cat

Mouse?

This is a mouse

Dog?

This is a dog

Horse?

This is a horse

That?

This is a that

Mon tailleur est très riche.

My tailor is very rich.

Où est la plume de ma tante?

Where's my aunt's fountain pen?

Le Français
d'Aujourd'hui

DEUXIÈME PARTIE

DONNÉS and GRIFFITH



Mon tailleur est très riche.

My tailor is very rich.

Où est la plume de ma tante?

Where's my aunt's fountain pen?

Ist das Gras rot? Nein, es ist grün.

Is the grass red? No, it's green.

**Dies ist keine Banane. Es ist ein
Leuchtturm.**

This is not a banana. It's a lighthouse.

Le Français
d'Aujourd'hui

DEUXIÈME PARTIE

DONNES and GRIFFITH



1

SPRICH
MAL
DEUTSCH !

W. ROWLINSON



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What would you describe as the aims of this lesson?

- a) 100% grammatical accuracy**
- b) Specific Pronunciation**
- c) Maximum teacher control of the class**
- d) All of these**



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- a) 100% grammatical accuracy**
- b) Specific Pronunciation**
- c) Maximum teacher control of the class**
- d) All of these**



The 1960s

Noam Chomsky

Cognitive Code



Language for REAL Communication:



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How annoyed would you say the shopkeeper is by the customer's unclear communication?

- a) merely irritated**
- b) quite annoyed**
- c) very annoyed**
- d) off the scale**





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- d) off the scale**

The beginnings of communicative language learning

Everyday Communication?

Lesson one

3

Number 9 (nine)



Question: Is this a tree?

YES

Answer: Yes, this is a tree.



QUESTION

ANSWER

Number 10 (ten)



Question: Is this a ship?

Answer: Yes, it is.

© A long time ago, Nameless Publishers Ltd.

Everyday Communication?

Lesson one

Number 9 (nine)



Question: Is this a tree?

YES

Answer: Yes, this is a tree.



QUESTION

ANSWER

Number 10 (ten)



Question: Is this a ship?

Answer: Yes, it is.

3

Number 11 (eleven)



Question: Is this a ship?

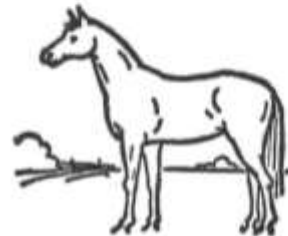
NO

Answer: No, it is not a ship;



it is a cigarette.

Number 12 (twelve)



Question: Is this a cigarette?

Answer: No, it is not a cigarette;
it is a horse.

© A long time ago, Nameless Publishers Ltd.

... when he had bought a car

A: I hope Harry will keep his promise.

B: What promise?

A: He said he would take me to Venice when he had bought a car. And now he *has* bought a car.

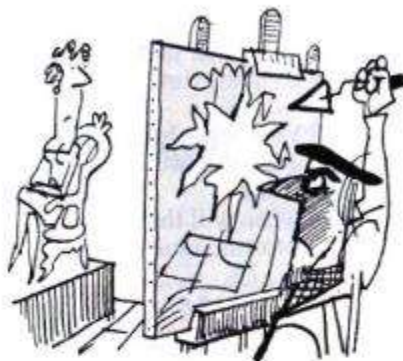
B: Perhaps he's forgotten about it.

A: I hope Ethel will keep her promise.

B: What promise?

A: She said she would teach me French when she had passed her exam. And now she *has* passed the exam.

B: Perhaps she's forgotten about it.



... paint my portrait.

PRACTICE

A: I hope **X** will keep his/her promise.

B: What promise?

A: He/She said he/she would ... **1** when he/she had ... **3**.
And now he/she *has* ... **3**.

B: Perhaps he's/she's forgotten about it.

1

mend my bicycle
make me a new dress
give me some lessons
pay for my holiday
help me with the garden
paint my portrait
come for a walk
show me his/her stamp collection

3

mended his/her own
made herself one
turned professional
had promotion
finished work
held his/her exhibition
written his/her letters
new book

Lately. Last. At last

A: Have you been fishing lately?

B: The last time was in the summer.

A: I went last week and caught a big pike.

B: Oh, so you've got one at last!

A: Have you been shooting lately?

B: The last time was before Christmas.

A: I went last week and shot a big boar.

B: Oh, so you've got one at last!

PRACTICE

A: Have you been ... **1 + ing** lately?

B: The last time was before Christmas/in the summer.

A: I went last week and ... **9**.

B: Oh, so you've got one at last!

1 + ing

playing tennis
cycling
motoring
fly fishing

doing any wild life photography
gardening
boxing
swimming

9

bought a new racket
bicycle
car
caught a big salmon
trout

got a close-up of a stag
took an allotment
won a prize
trophy

A: I
B: V
A: F
t
b
h
B: F
a

A: Have you been fishing lately?
B: The last time was in the summer.
A: I went last week and caught a big pike.
B: Oh, so you've got one at last!

A: I
B: V
A: S
r
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n
e
B: F
a

A: Have you been shooting lately?
B: The last time was before Christmas.
A: I went last week and shot a big boar.
B: Oh, so you've got one at last!

A: I
B: V
A: F
A
B: F

PRACTICE

1
mend
make
give r
pay f
help r
paint
come
show

A: Have you been . . . **1 + ing** lately?
B: The last time was before Christmas / in the summer.
A: I went last week and . . . **9**.
B: Oh, so you've got one at last!



The 1970s

Humanistic Approaches to Language Learning





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Which humanistic approach is being demonstrated in the following video?

- a) CLL b) The Silent Way**
c) Suggestopedia d) None of these



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1970s Humanistic Approaches

The silent way





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**With which humanistic approach do you associate
Lozanov, comfy armchairs and Bach?**

- a) CLL b) The Silent Way**
c) Suggestopaedia d) Wikipedia



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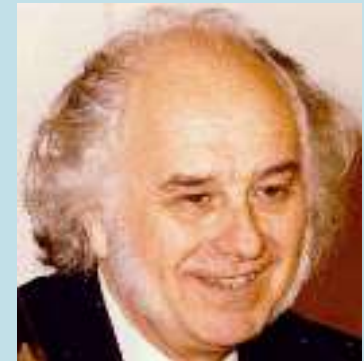
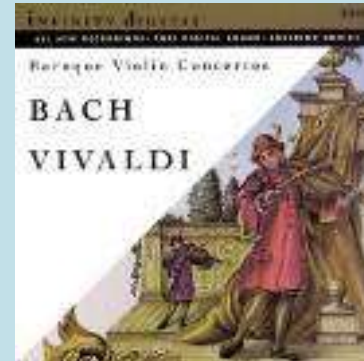
c) Suggestopaedia d) Wikipedia

1970s Humanistic Approaches

The silent way



Suggestopaedia





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With which humanistic approach do you associate Charles Curran, and the teacher providing translations into English of everything they hear?

- a) CLL b) The Silent Way**
c) The Loud Way d) Suggestopaedia



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a) CLL

b) The Silent Way

c) The Loud Way

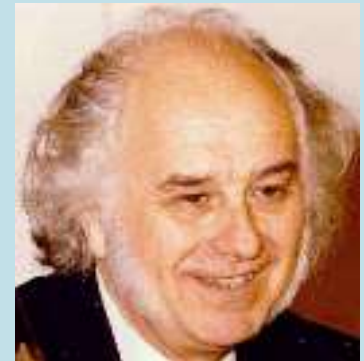
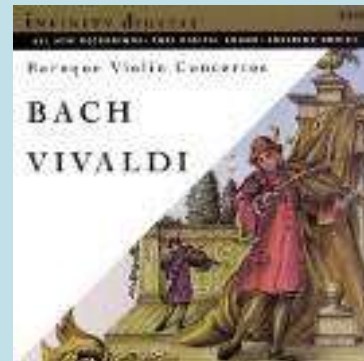
d) Suggestopaedia

1970s Humanistic Approaches

The silent way



Suggestopaedia



Community Language Learning





The 1980s



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**With which approach do you associate
Krashen and Tyrell?**

- a) Natural b) Vegan**
c) Gluten-Free d) Unleaded



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The Natural Approach



Comprehensible Input “+1”

Comprehensible Input “+1”

or

Comprehensible Input “+10”??



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Why would the following expressions be meaningless to many students?

- a) The teacher has a strong accent**
- b) They are too advanced**
- c) There is no context**
- d) They are inappropriate for students to know**





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Modern Day Communicative Language Teaching



Modern Day Communicative Language Teaching

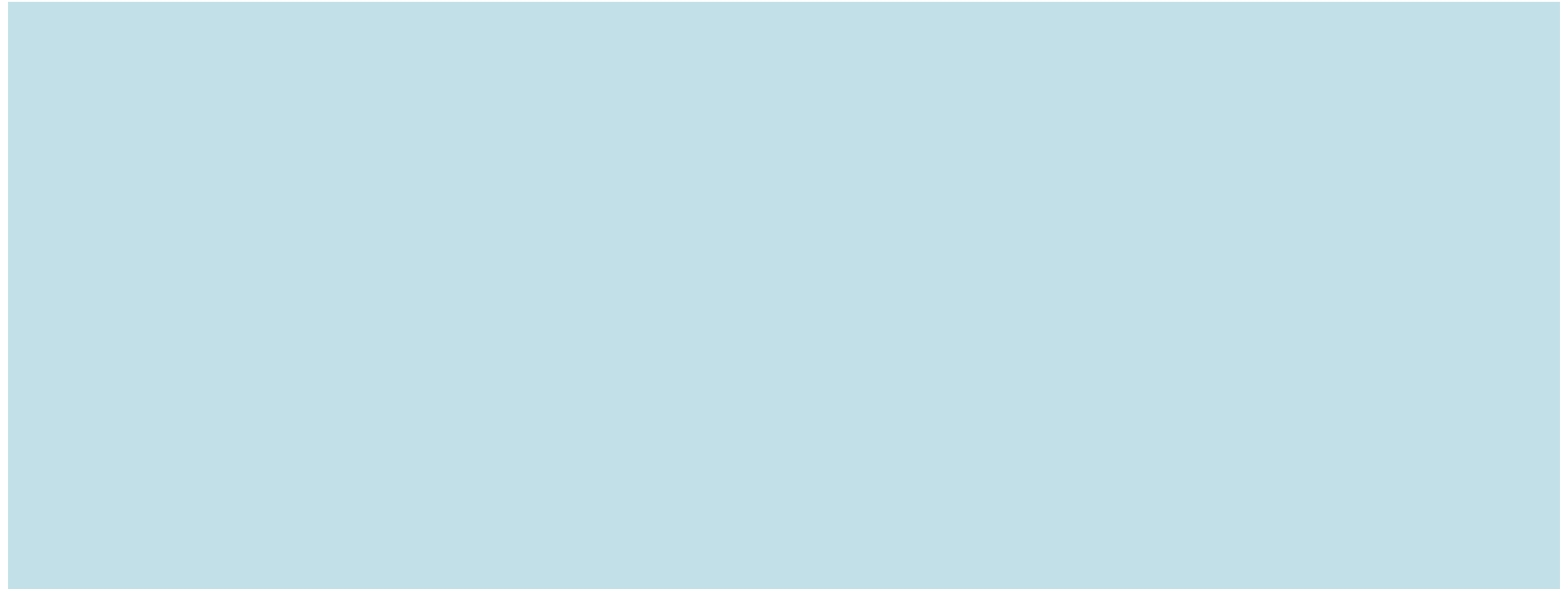
Task Based Learning



Jane and David Willis

Task Based Learning

Using language to get things done



An emphasis on communicative outcome rather than the practice of specific grammar areas

Task Based Learning

Using language to get things done

- **To entertain**
- **To give and find out information**
- **To share opinions**
- **To solve problems**
- **For survival**
- **To make and maintain relationships**

An emphasis on communicative outcome rather than the practice of specific grammar areas

Modern Day Communicative Language Teaching

The Lexical Approach



Michael Lewis

2021

Where are we now?

Principled Eclecticism

**Brilliant ideas:
where did they all
come from?**

Dictation



**Brilliant ideas:
where did they all
come from?**

Dictation

**Grammar
Translation**



**Brilliant ideas:
where did they all
come from?**

Drilling



**Brilliant ideas:
where did they all
come from?**

Drilling

**Direct /
Audiolingual**



**Brilliant ideas:
where did they all
come from?**

**Background
music in class**



**Brilliant ideas:
where did they all
come from?**

**Background
music in class**

Suggestopedia



Brilliant ideas: where did they all come from?

**Maximum Student
Talking Time;
Minimum Teacher
Talking Time**



**Brilliant ideas:
where did they all
come from?**

**Maximum Student
Talking Time;
Minimum Teacher
Talking Time**

Silent Way



**Brilliant ideas:
where did they all
come from?**

**Authentic Texts
at Low Levels**



**Brilliant ideas:
where did they all
come from?**

**Authentic Texts
at Low Levels**

Natural



**Brilliant ideas:
where did they all
come from?**

Delayed Error Correction



**Brilliant ideas:
where did they all
come from?**

**Delayed Error
Correction**

Communicative



**Brilliant ideas:
where did they all
come from?**

**Extended
Classroom
Simulations of
Real World
Scenarios**



**Brilliant ideas:
where did they all
come from?**

**Extended
Classroom
Simulations of
Real World
Scenarios**

Task Based



2031

What of the future?

The impact of technology





MyEnglishLab

COMPACT
disc
CD-ROM



twitter



BYOD





*Wow, what a
wonderful new
blackboard! What can
I do with it???*



*Wow, what a wonderful
new blackboard! Now my
students will be able to see
what I'm talking about!*





Wow, what wonderful new technology! That means teaching and learning will be...

more convenient
more efficient
more flexible
more comfortable
more interesting
more contemporary



Wow, what wonderful new technology! That means teaching and learning will be...

more convenient
more efficient
more flexible
more comfortable
more interesting
more contemporary
and ...safer



Wow, what wonderful new technology! That means teaching and learning will be...



**But surely all this new
technology means new
teaching methodology??**

Not necessarily.

**It allows us to employ
existing methodologies more
effectively.**

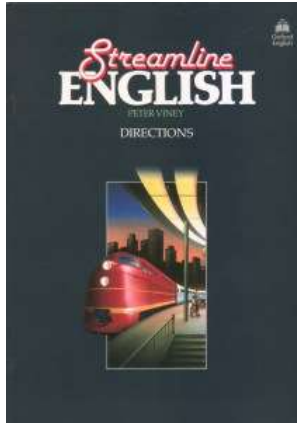


**But surely all this new
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**Reusable personal
visualisation device**

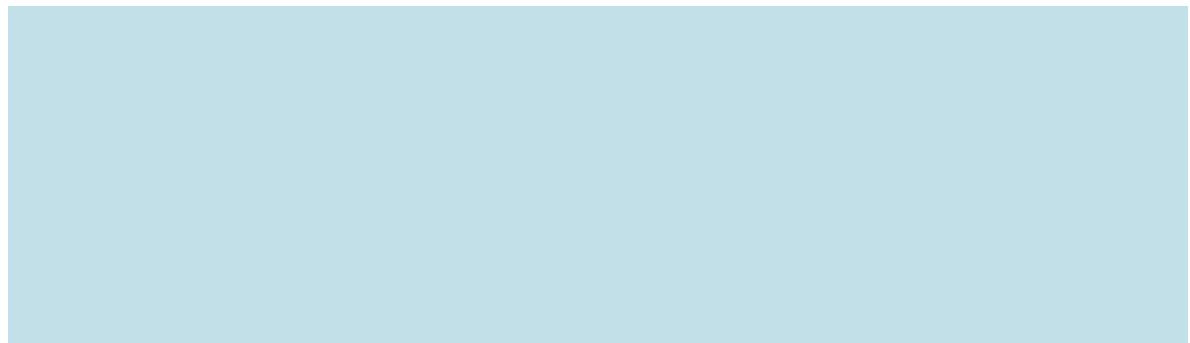
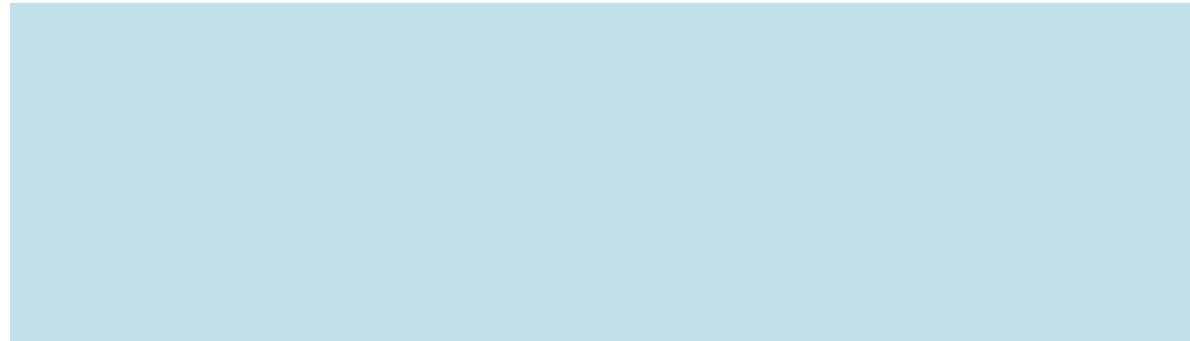


**Portable
folding
information
storage
solution**



**Analogue sound
reproduction synthesiser**

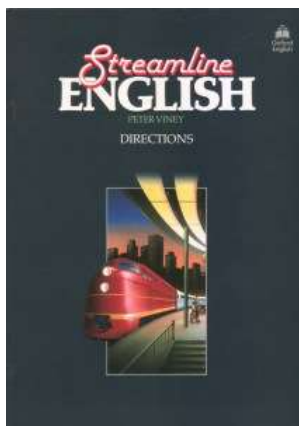
The Years B.G.



**Reusable personal
visualisation device**



**Portable
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**Analogue sound
reproduction synthesiser**

The Years B.G.

What?

**Reading, writing, listening,
speaking, grammar, vocabulary,
functions, pronunciation**

How?

**Teacher led, student centred,
task based, inductive, deductive,
lexical...**

Why?

COMMUNICATION

The Years B.G.

What?

Reading, writing, listening, speaking, grammar, vocabulary, functions, pronunciation

How?

Teacher led, student centred, task based, inductive, deductive, lexical...

Why?

COMMUNICATION



MyEnglishLab



Twitter

COMPACT
DIGITAL
CD-ROM





**Replacing books?
Replacing teachers?**

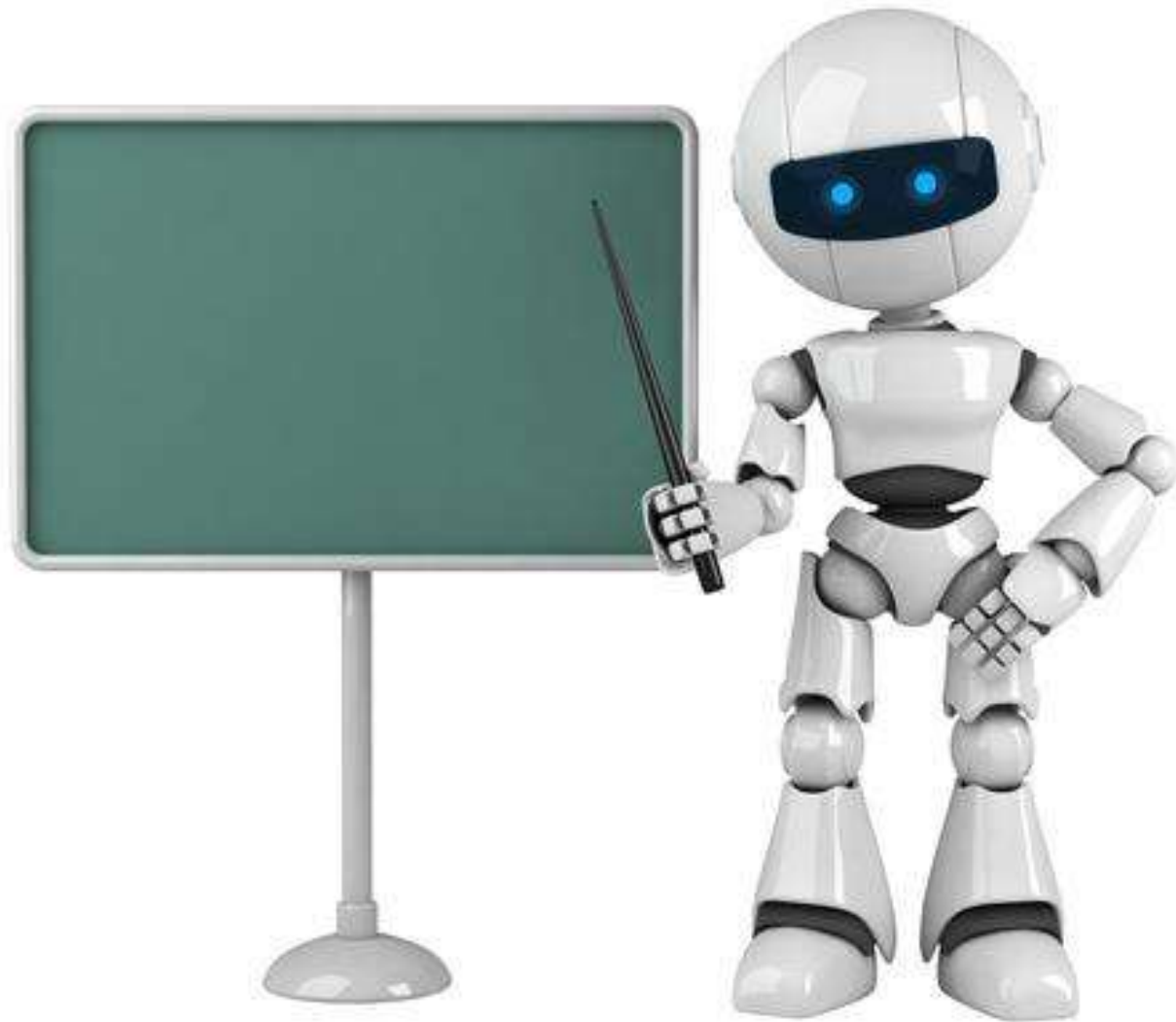
NO!!!!
Complementing
them!



**Replacing books?
Replacing teachers?**

***“Any teacher
that can be
replaced by a
computer
probably
should be.”***

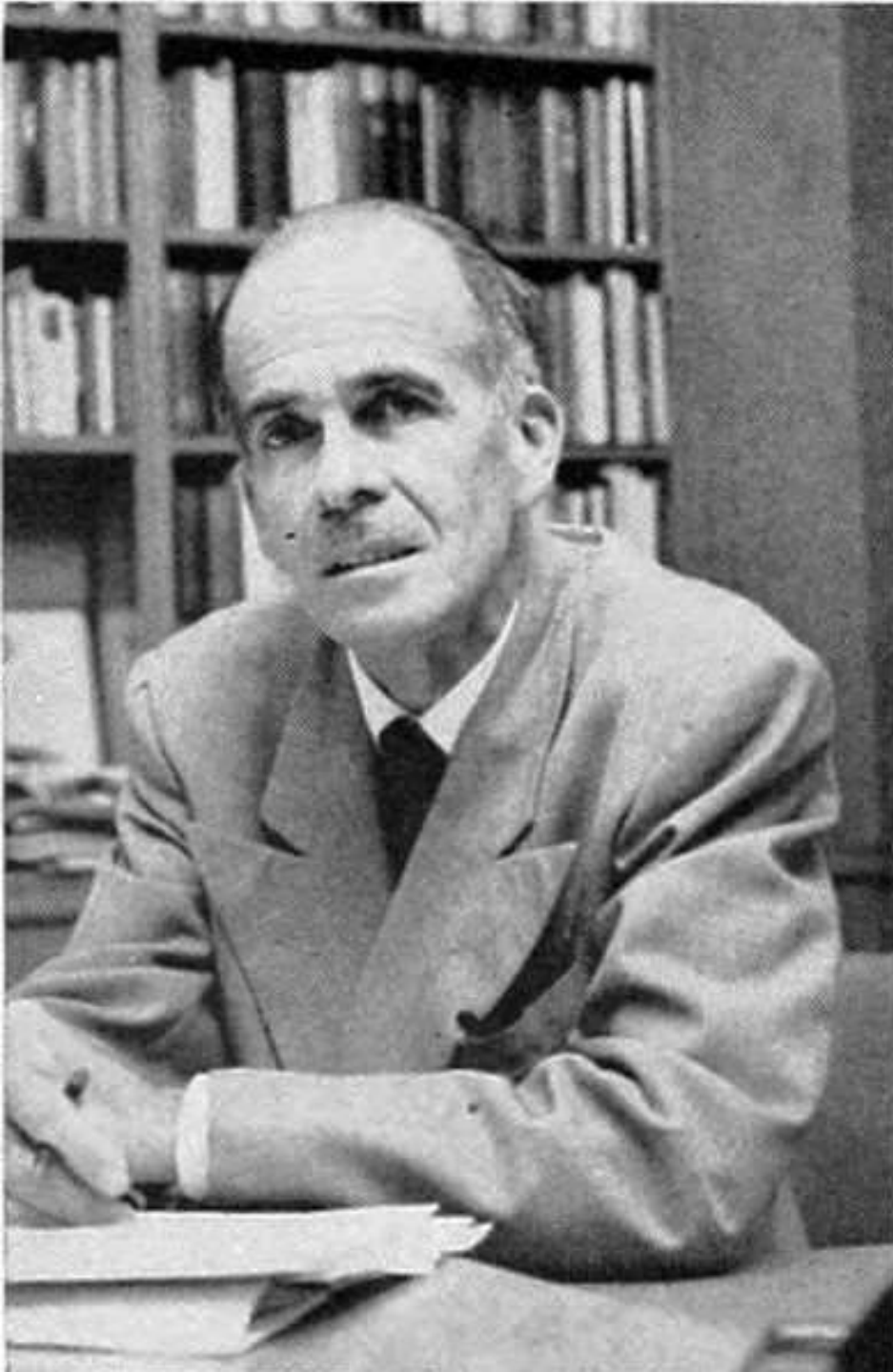
Arthur C Clarke talking to
Sugata Mitra
TED.com



**Technology is
changing all the
time,**

**but the ultimate
outcomes should
remain
unchanged...**





‘We are the children of a technological age. We have found streamlined ways of doing much of our routine work. Printing is no longer the only way of reproducing books. Reading them, however, has not changed.’

Lawrence Clark Powell
Author 1906-2001



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Language Teaching and Language Learning: What's it REALLY all about?

a) Communication

b) Fun

c) Fulfilling the curriculum

d) Academic Success





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Thank You

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