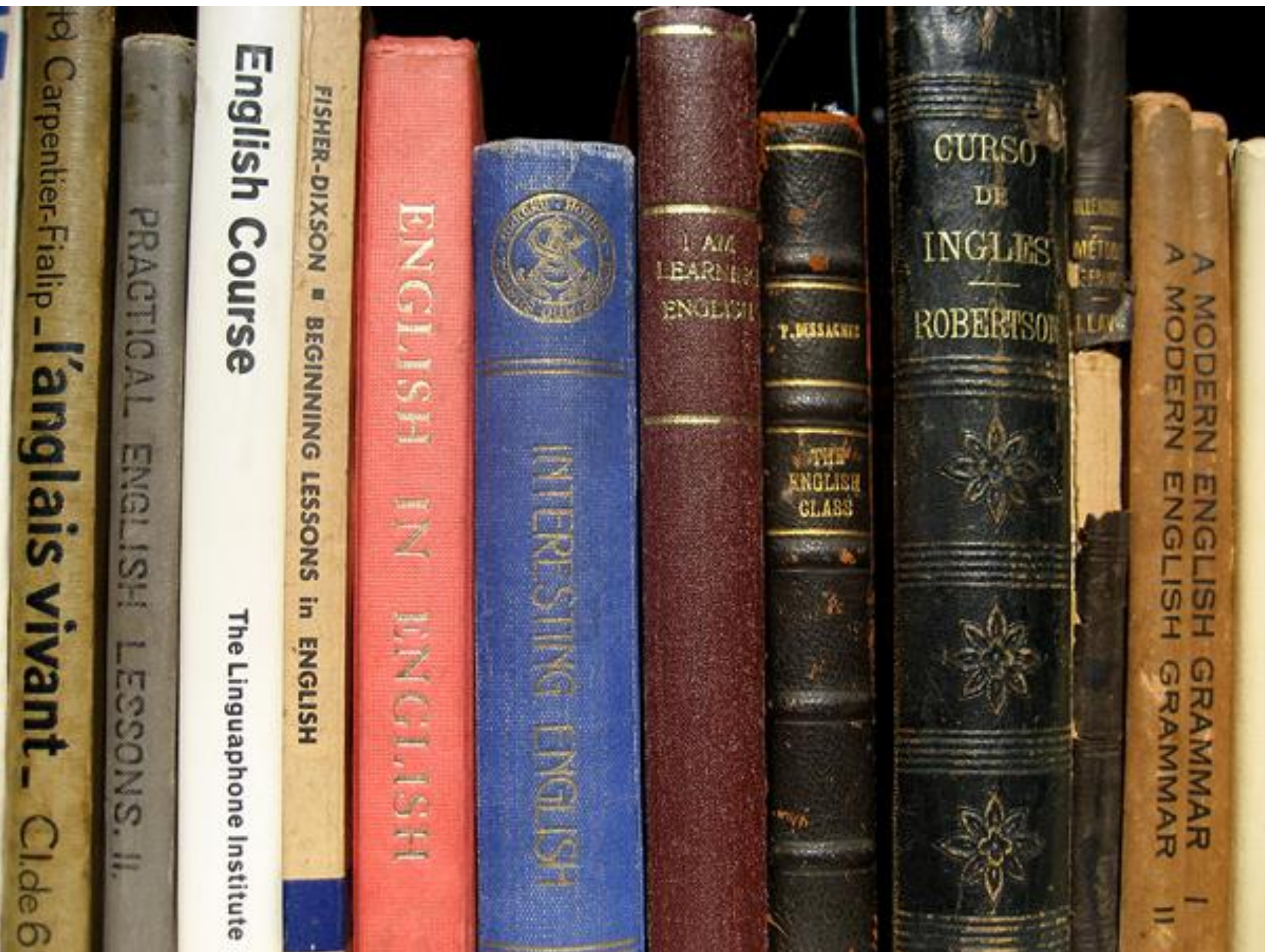


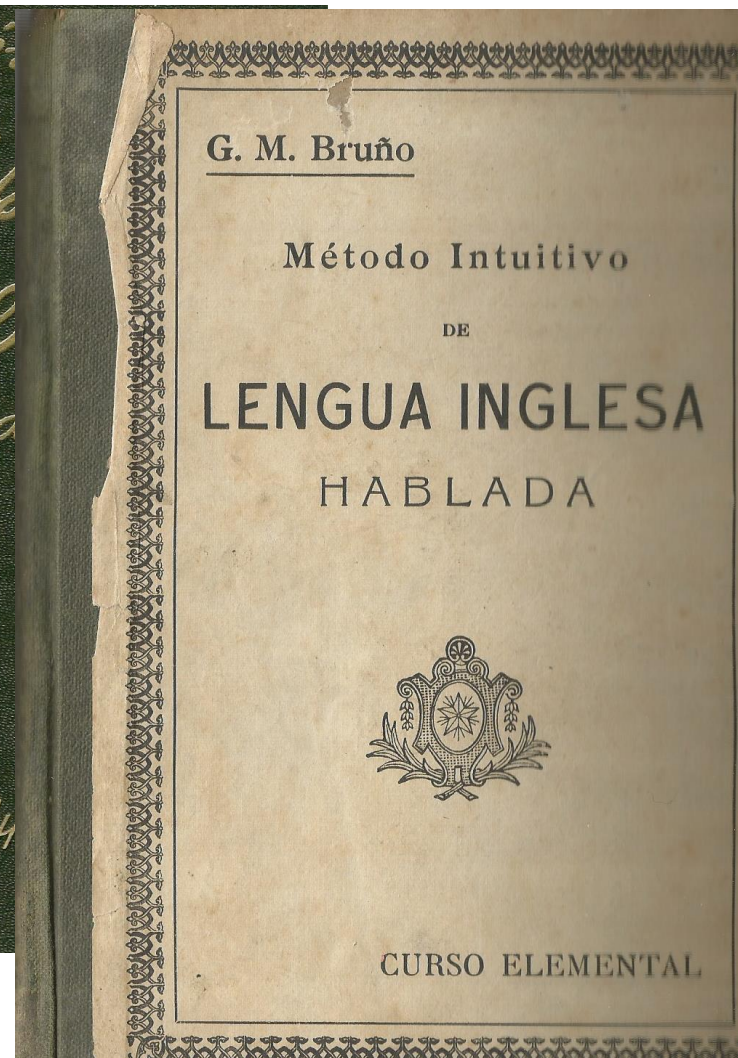
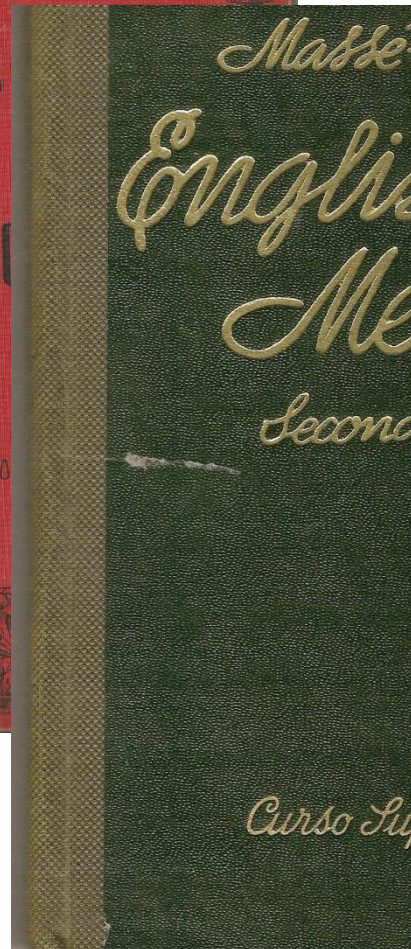
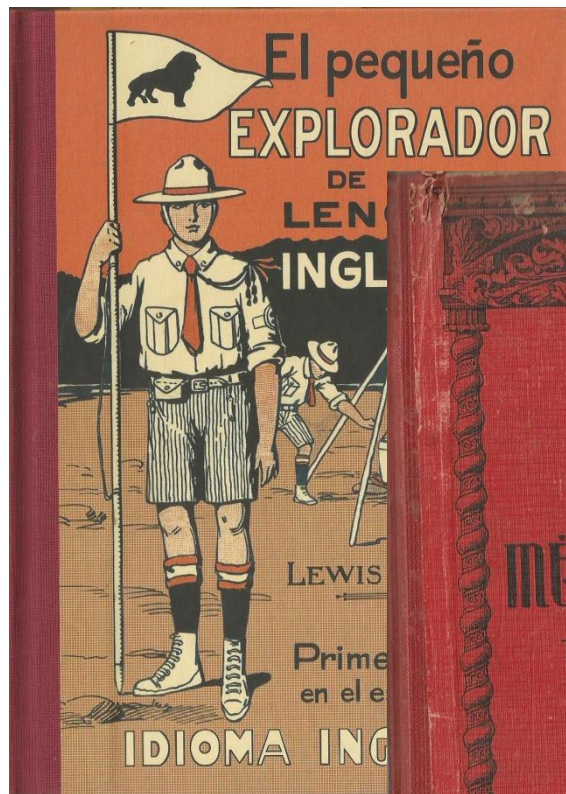
The Future of English Language Teaching Conference

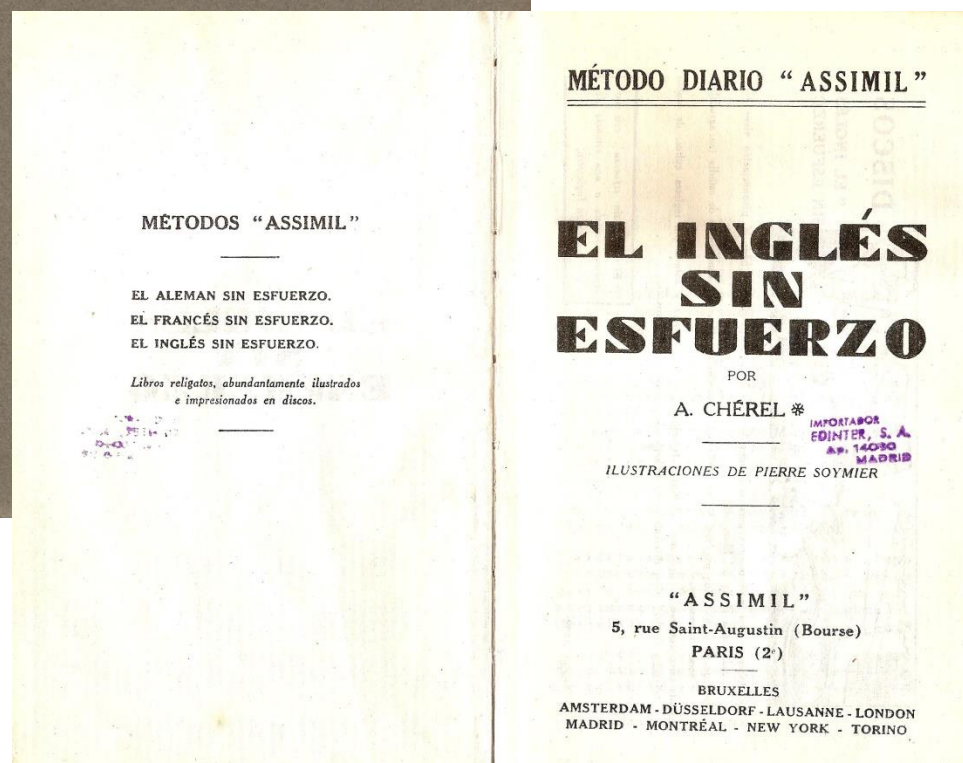
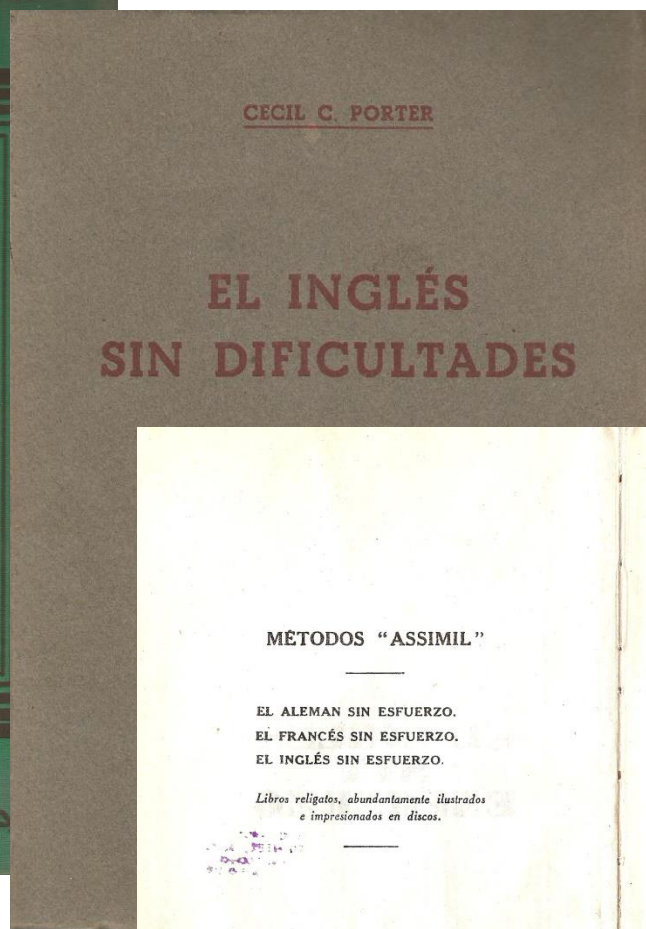
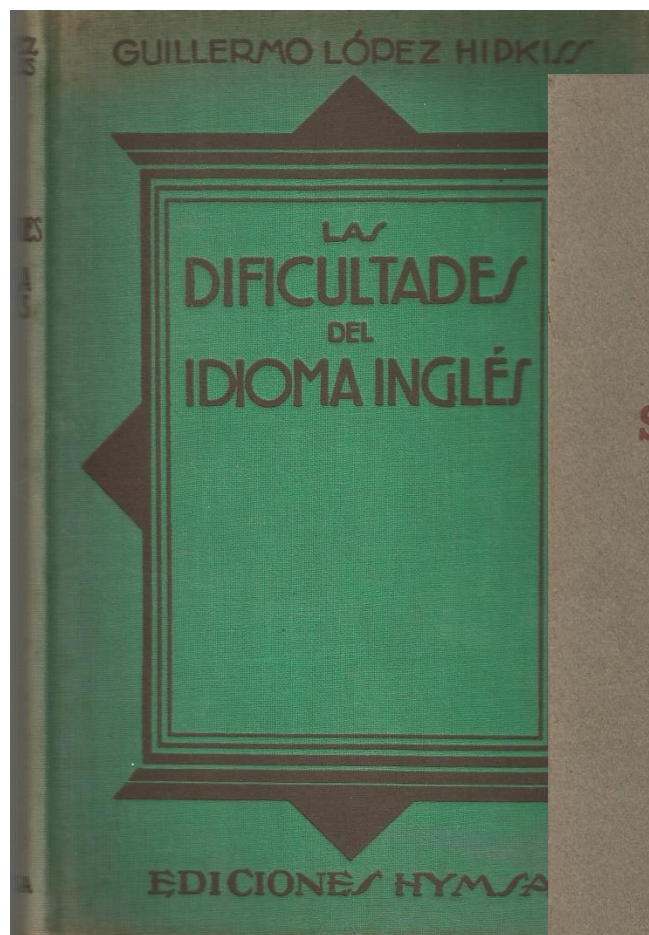


Swings and roundabouts: Where we've been and where we're going

Scott Thornbury







First (1st) Lesson (fërst les'n) : primera lección.

- 1 — My tailor is (1) rich.
- 2 — My tailor is not rich.
- 3 — Our doctor is good.
- 4 — Our doctor is not good.
- 5 — Your cigarette is (1) finished.
- 6 — Your cigarette is not finished.
- 7 — My parents are poor (2).
- 8 — My parents are not poor.
- 9 — Our books are interesting.
- 10 — Our books are not interesting.
- 11 — Your flowers are beautiful.
- 12 — Your flowers are not beautiful.

THE NEW
BRITISH METHOD

Método de Inglés

POR

Lewis Th. Girau

PROFESOR DE LENGUA INGLESA, DIPLOMADO POR
"THE NATIONAL UNION OF TEACHERS" DE LONDRES

OBRA BASADA EN PROCEDIMIENTOS
ESENCIALMENTE PRÁCTICOS Y AL ALCANCE
DE TODAS LAS INTELIGENCIAS

EXPOSICIÓN CLARA Y PRECISA DE LOS PRINCIPALES SONIDOS DE LA LENGUA INGLESA. EJERCICIOS DE LECTURA. PRONUNCIACIÓN FIGURADA. REGLAS GRAMATICALES SIMPLIFICADAS. VOCABULARIOS. EJERCICIOS PREPARATORIOS. TEMAS FÁCILES Y PROGRESIVOS. CONVERSACIONES AMENAS, ETC., ETC.

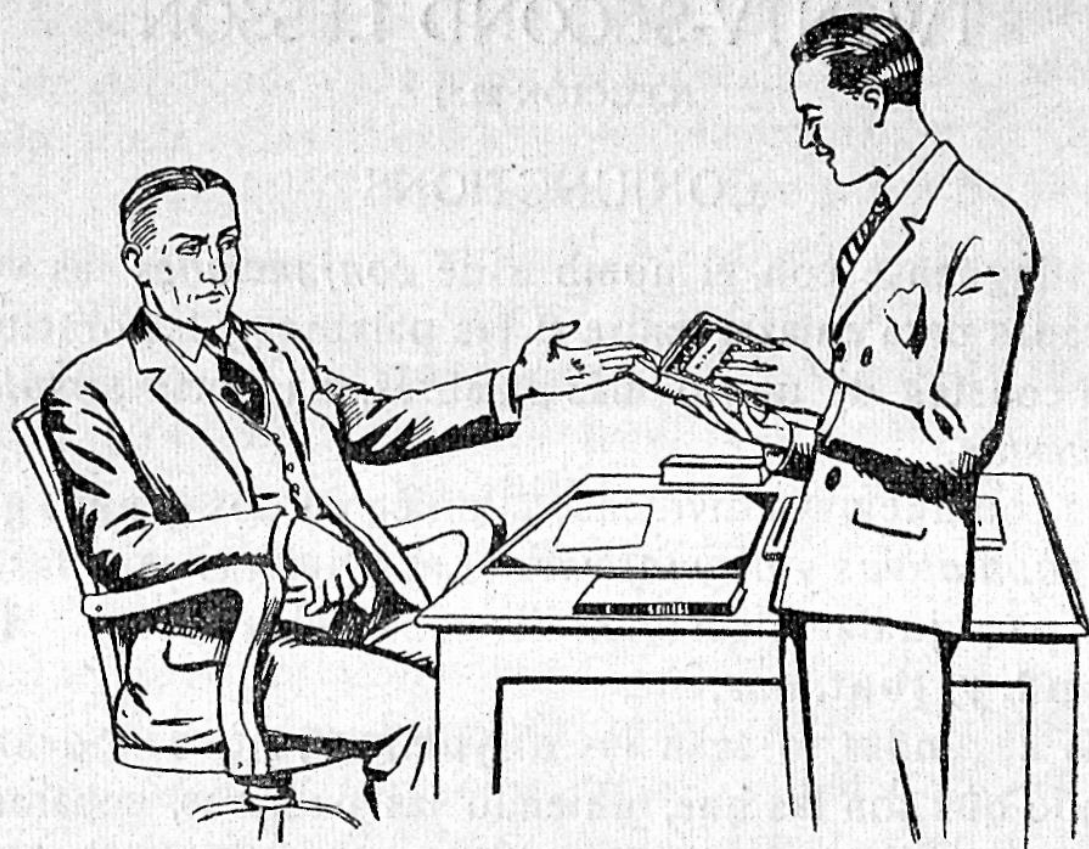
Método adoptado con gran éxito por los
principales centros de enseñanza de España y América

LIBRO PRIMERO

Cuarta Edición cuidadosamente revisada



Colección MAGISTER
AVENIDA DE LA PUERTA DEL ÁNGEL, 23
BARCELONA (España)



— Why do you always recommend this Method?
— Because it is both practical and pleasant.

‘Do not be *too* confident with regard to certain new methods, especially do not believe too easily in certain “practical” ones which promise to teach many wonderful things in a very short time ...

Method itself, even the best method, however important, is not everything. A very great deal of the success depends on the natural gifts, the previous training, the energy and the experience of the individual teacher.’

Breul, K. (1913) *The teaching of modern foreign languages and the training of teachers*. Cambridge University Press, pp. 7 – 8.

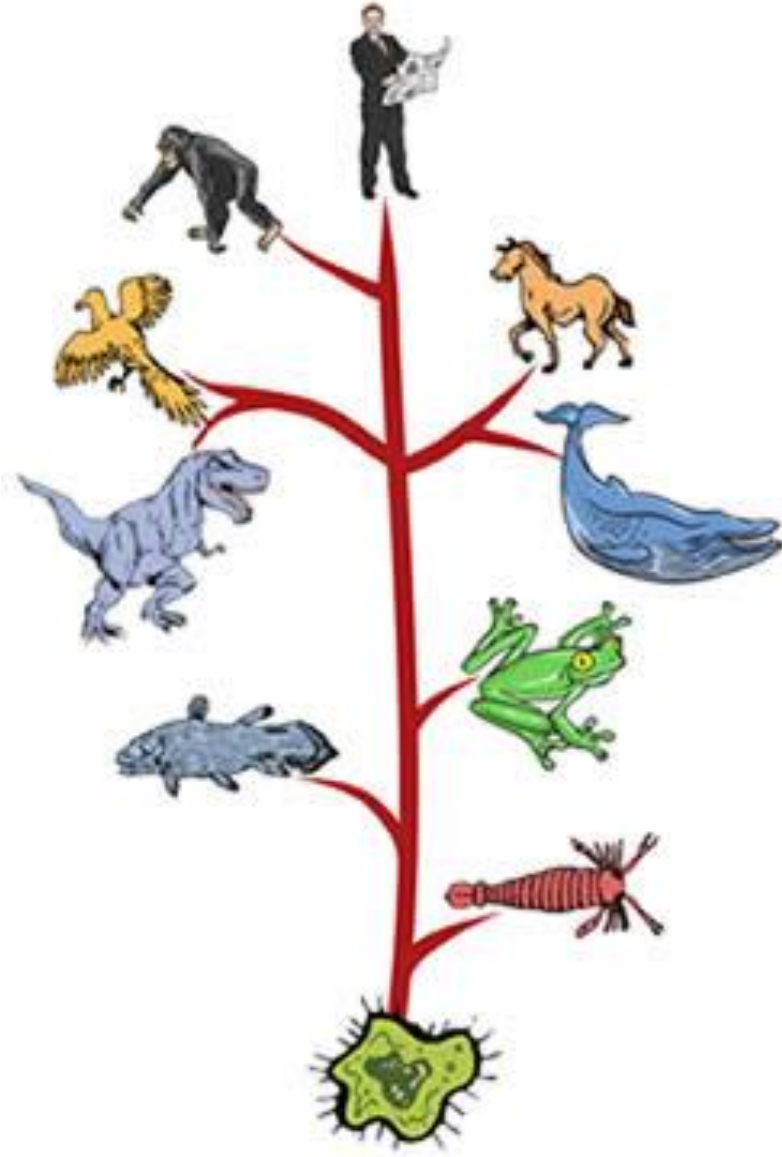
‘Do not be *too* confident with regard to certain new methods, especially do not believe too easily in certain “practical” ones which promise to teach many wonderful things in a very short time ...

Method itself, even the best method, however important, is not everything. A very great deal of the success depends on the natural gifts, the previous training, the energy and the experience of the individual teacher.’

Breul, K. (1913) *The teaching of modern foreign languages and the training of teachers*. Cambridge University Press, pp. 7 – 8.

‘Methods can be studied not as prescriptions for how to teach but as a source of well-used practices, which teachers can adapt or implement based on their own needs.’

Richards, J. C. and Rodgers, T.S. (2014) *Approaches and methods in language teaching (3rd edition)*. Cambridge: Cambridge University Press, p. 16.



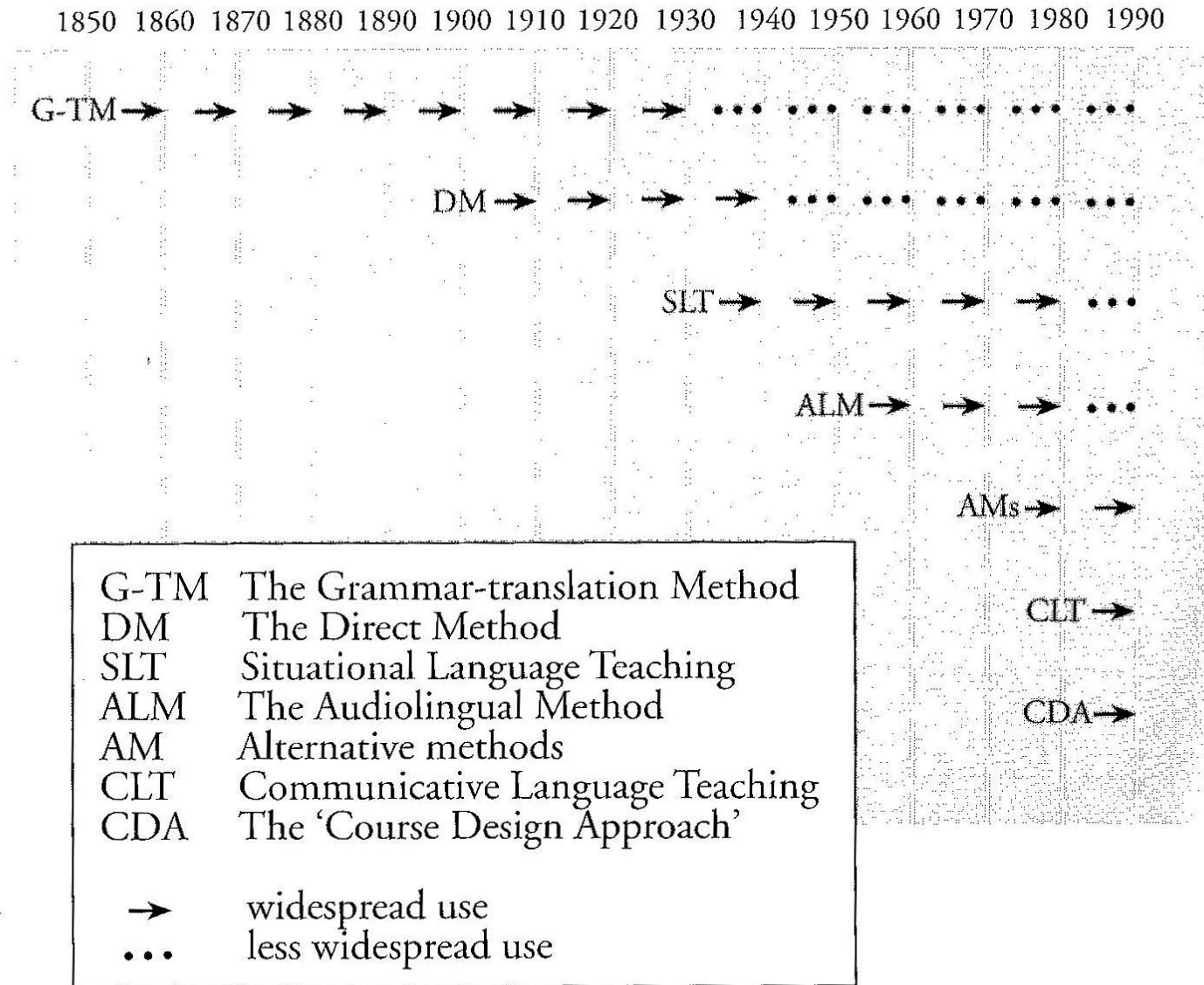
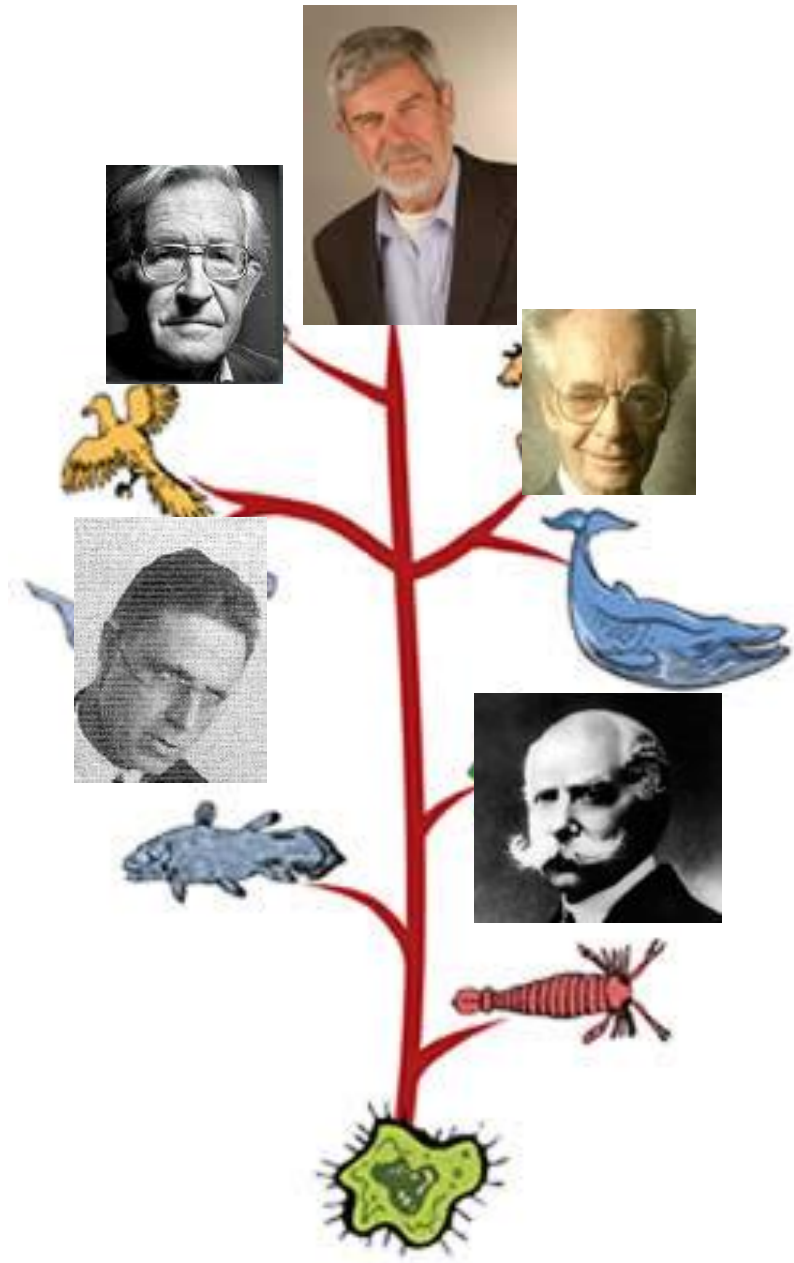


Figure 12.1: Historical sequence of the main approaches and methods
 from Davies, P. & Pearse, E. (2000) *Success in English Teaching*. Oxford.



The Evolution of Methods?

“....these changes have represented different configurations of the same basic options...”

Pennycook A. (1989). 'The concept of method, interested knowledge, and the politics of language teaching', *TESOL Quarterly* 23: 589-618.

Different methods of language teaching ... result from different views of:

1. the nature of language
2. the nature of second language learning
3. goals and objectives in teaching
4. the type of syllabus to use
5. the role of teachers, learners, instructional materials
6. the activities, techniques and procedures to use

Richards, J. And Schmidt, R. *Dictionary of Language Teaching and Applied Linguistics*, 3rd ed. Longman, 2002

The nature of language

form ↔ function

The nature of learning

analytic ↔ experiential

cognitive ↔ affective

Goals of SL learning

accuracy ↔ communication

The type of syllabus

systems ↔ skills

segregated ↔ integrated

*Role of teachers, learners,
materials*

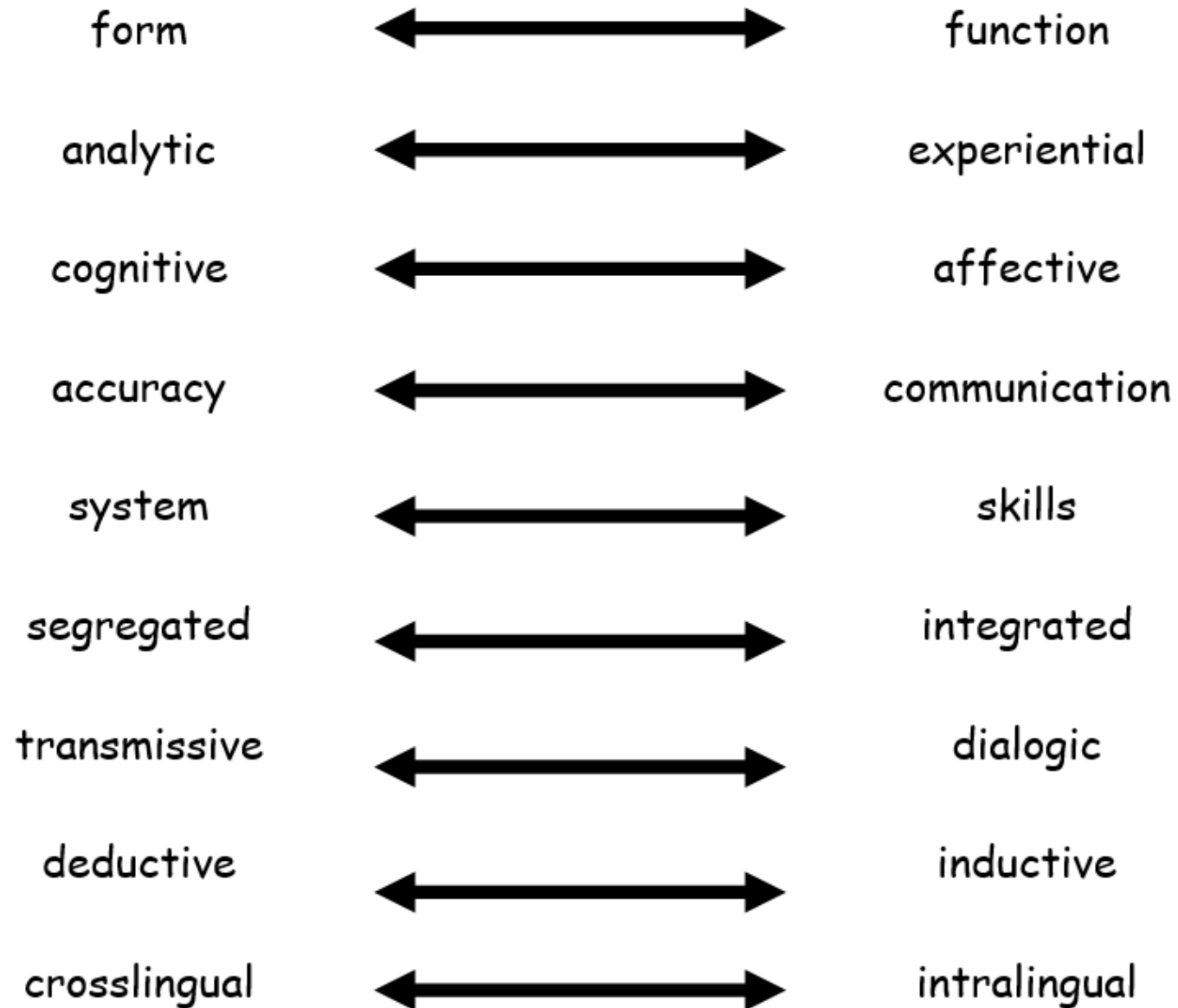
transmissive  dialogic

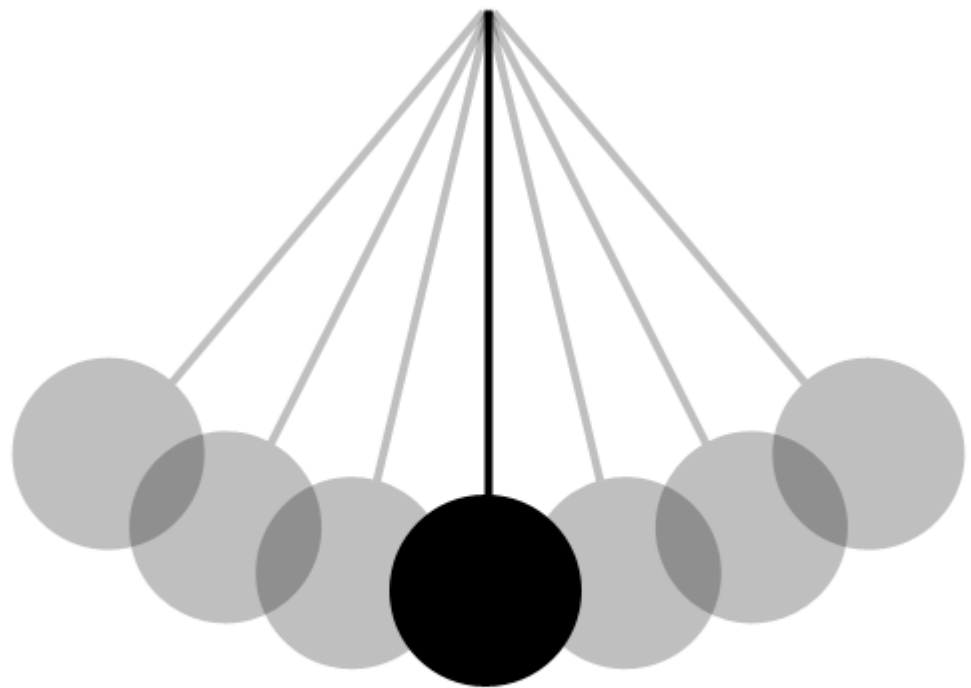
Teaching procedures

deductive  inductive

crosslingual  intralingual

Dimensions of methodology





Pendulum Swing



‘Most of the essential features of direct method and structural language teaching have remained in place in CLT, largely unexamined and undisturbed, just as they have been for a century or more. CLT has adopted all the major principles of 19th century reform: the primacy of the spoken language, for instance, the inductive teaching of grammar, the belief in connected texts, and, most significant of all, the monolingual (direct method) principle that languages should be taught in the target language, not in the pupils’ mother tongue.’

Howatt, A. P. R. (1987). From structural to communicative. *Annual Review of Applied Linguistics*, 8. p.25.

‘Most of the essential features of direct method and structural language teaching have remained in place in CLT, largely unexamined and undisturbed, just as they have been for a century or more. CLT has adopted all the major principles of 19th century reform: the primacy of the spoken language, for instance, the inductive teaching of grammar, the belief in connected texts, and, most significant of all, the monolingual (direct method) principle that languages should be taught in the target language, not in the pupils’ mother tongue.’

Howatt, A. P. R. (1987). From structural to communicative. *Annual Review of Applied Linguistics*, 8. p.25.

Teaching procedures

crosslingual ↔ intralingual

‘This strategy pair has resulted from one of the most long-standing controversies in the history of language pedagogy: the role of L1 in L2 teaching ... For many teachers, the crosslingual strategy is no longer considered a point for discussion; in theory language teaching today is entirely intralingual. We suggest ... that it may be time to reconsider the issue of a crosslingual strategy.’

Stern, H.H. (1992). *Issues and options in language teaching*. Oxford University Press, p. 279.

‘This strategy pair has resulted from one of the most long-standing controversies in the history of language pedagogy: the role of L1 in L2 teaching ... For many teachers, the crosslingual strategy is no longer considered a point for discussion; in theory language teaching today is entirely intralingual. We suggest ... that it may be time to reconsider the issue of a crosslingual strategy.’

Stern, H.H. (1992). *Issues and options in language teaching*. Oxford University Press, p. 279.

Develop 'plurilingual competence'

Plurilingual competence as explained in the CEFR (Section 1.3) involves the ability to call flexibly upon an inter-related, uneven, plurilinguistic repertoire to:

- ▶ switch from one language or dialect (or variety) to another;
- ▶ express oneself in one language (or dialect, or variety) and understand a person speaking another;
- ▶ call upon the knowledge of a number of languages (or dialects, or varieties) to make sense of a text;...

CEFR Companion Volume with New Descriptors (Provisional Edition), p. 28

‘I felt guilty because in Egypt we didn't allow the students to use Arabic at all and that was actually a challenge ... I actually caught myself a couple of times telling them, “Guys, please, here at the EAP programme, please English only, English only”’

Teacher quoted in Galante, A. (2020). ““English-only is not the way to go”: teachers’ perceptions of plurilingual instruction in an English programme at a Canadian University.’ *TESOL Quarterly*, 54 (4), p. 1001.

‘Too many teachers consider the use of a crosslingual strategy as a “fall from grace”, a practical compromise and not as a legitimate and theoretically justified procedure. We would like to suggest that an intralingual strategy would be more effective if its crosslingual counterpart were more clearly recognised as a strategy in its own right complementing an intralingual strategy.’

Stern, *op. cit.* p.293.



NUEVO MÉTODO

PARA APRENDER

Á LEER, ESCRIBIR Y HABLAR

UNA LENGUA EN SEIS MESES

APLICADO AL INGLÉS

OBRA ENTERAMENTE NUEVA

PARA EL USO DE TODOS LOS ESTABLECIMIENTOS DE INSTRUCCION,
PUBLICOS Y PARTICULARES DE AMBOS SEXOS

POR

H.-G. OLLENDORFF

DOCTOR EN FILOSOFÍA, PROFESOR DE LENGUAS,
AUTOR DEL NUEVO MÉTODO DE ALEMAN ADOPTADO POR LA UNIVERSIDAD DE
FRANCIA, DE LA DECLINACION ALEMANA DETERMINADA, ETC., ETC.

NUEVA EDICION

REVISTA Y CORREGIDA

PARIS

EN CASA DEL AUTOR, CALLE DE RICHELIEU, 28 BIS.

—
1876

EL AUTOR SE RESERVA EL DERECHO DE TRADUCCION
Ó APLICACION A CUALQUIERA OTRA LENGUA.

EDITION ORIGINALE POUR L'ÉCRITURE

El autor y los editores de esta obra se comprometen a traducirla ó mandarla traducir en todas las lenguas, y perseguirán, en virtud de las leyes, decretos y tratados internacionales, toda falsificación ó traducción de ella.

El depósito legal de esta obra quedará hecho en Paris, en el ministerio del Interior en el transcurso del mes de febrero de 1873, quedando llenadas todas las formalidades prescritas por los reglamentos que la Francia tiene concluidos con varios países.

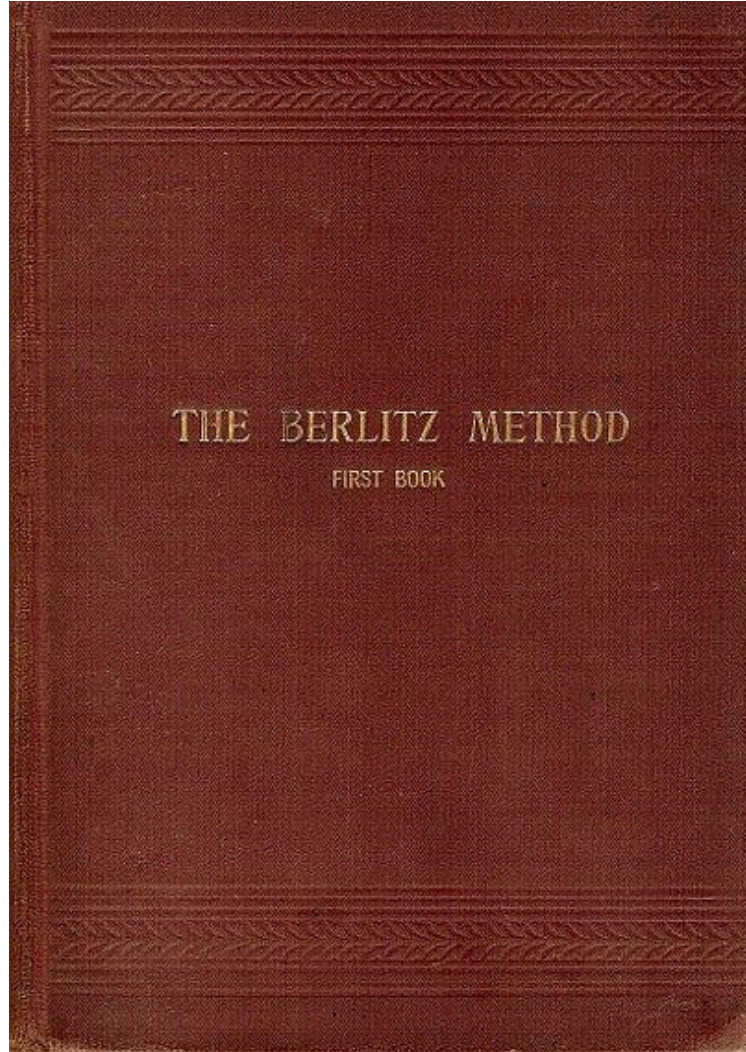
Cada ejemplar lleva un número y la firma del autor.

Nº

157

86.

Which beer has your servant drunk? — He has drunk mine. —
— Am I as poor as your father? — You are less so than he. —
Have you seen my aunts? — I have seen them. — Where have
you seen them? — I have seen them at their own house. — Has
your father ever seen any Arabs? — He has never seen any. —
Have you seen any? — I have sometimes seen some. — Do you
call me? — I do call you (*ou* : I do). — Who calls your sister? — My
mother calls her. — Have you thrown away your gloves? — I have
not thrown them away. — Does your aunt throw away any thing?
— She throws away the letters which she receives. — Have you
thrown away your pen? — I have not thrown it away; I want it to
write my letters with. — Has your brother thrown away his book?
— He has not thrown it away; he wants it to study English. —
Have you written an exercise? — I have not written an exercise,
but a letter. — What have your sisters written? — They have
written their lessons. — When have they written them? — They
have written them this morning. — Have you written your notes?



PREFACE

Fundamental Principles of the Berlitz Method.

- 1.—Direct association of Perception and Thought with the Foreign Speech and Sound.
- 2.—Constant and exclusive use of the Foreign Language.

Means of Attaining this End.

- I.—Teaching of the Concrete by Object Lessons.
- II.—Teaching of the Abstract by the Association of Ideas.
- III.—Teaching of Grammar by Examples and Ocular Demonstration.

Berlitz's arguments against G-T:

1. Time spent on explanation/translation detracts from time that could be sent using the target language;
2. Students don't learn to 'think' in the L2;
3. Lack of equivalence between L1 and L2.

“Our teacher explains in French and when he has finished, I still don't understand a word.”

“The teacher blurts out a lot of French words I haven't heard before and expects me to understand them.”

“I would like, after the teacher has said something, that she repeats it in English. We would be able to understand better, I'm sure.”

“I can't understand the teacher. She never tells us what she is on about.”

Primary school pupils' feedback on direct method French classes in UK, 1970s.
From Burstall *et al* (1974) cited in Stern *op. cit.* p. 288.

“You usually think that in an immersion school, it's totally in Spanish. If you get caught speaking English, you'll be in trouble, but that's not really what it is. I mean, you're always thinking in English. I mean they can't really stop you from thinking in English. You can think Spanish, you can act Spanish, you can doing [sic] everything in Spanish , but you're really not a Mexican.”

4th grader in Spanish immersion school. Quoted by Cohen, A.D. (1998) *Strategies in learning and using a second language*. Harlow: Longman, p. 208.



‘The remedy usually prescribed is to “learn to think” in the foreign language. But we cannot think in a foreign language till we have a thorough and ready knowledge of it; so that this advice -- sound as it is in itself -- does not alter the fact that when we begin to learn a new language we cannot help thinking in our own language.’

Sweet, H. (1899, 1964). *The practical study of languages*. Oxford University Press. (p. 197.)

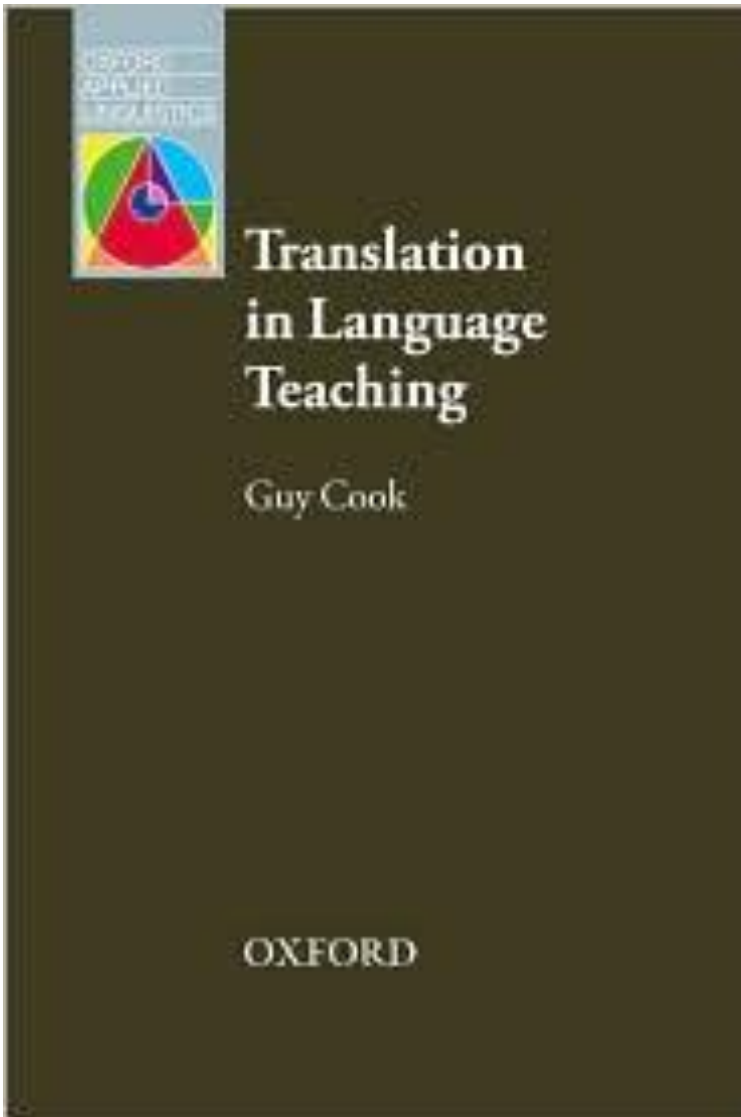
‘Second language is looking into the windows cut out by the first language.’

Ushakova, T. N. (1994) ‘Inner speech and second language acquisition: a experimental-theoretic approach’, in Lantolf, J.P., and Appel, G. (eds), *Vygotskian Approaches to Second Language Research*, Hillsdale, NJ: Ablex, p. 154.



‘It is time ... to rehabilitate in some measure the character of the comparatively innocent process of translation, and to remove the stigma attached to those who still use the mother tongue as a vehicular language, and by so doing proceed naturally enough from the known to the unknown.’

Palmer, H. (1921). *The principles of language study*. London: Harrap. (p. 181.)



“The problem has been that [monolingual] approaches implicitly assume the student’s primary goal and need is to operate in the new language monolingually, and that the measure of success, therefore, is how well they adopt and melt into the norms of monolingual speakers.”

Cook, G. (2010) *Translation in Language Teaching*. Oxford University Press, p. 110

Translanguaging: ‘an approach to the use of language, bilingualism and the education of bilinguals that considers the language practices of bilinguals not as two autonomous language systems, as has traditionally been the case, but as **one linguistic repertoire** [...].’

García, O and Wei, L .(2014). *Translanguaging. Language, Bilingualism and Education*. Basingstoke: Palgrave

Old-style G-T	Reformed G-T
grammatical syllabus	task-based syllabus
sentence level examples	text-level examples
invented texts	authentic texts
focus on written language	focus on spoken & written language
deductive approach	inductive approach
focus on accuracy	focus on intelligibility
lessons conducted mainly in L1	lessons conducted mainly in L2
focus on translation	focus on mediation

- a. Here are some sentences in Māori along with their translations in English. Can you find any *grammar* - that is, can you see any regularities or patterns?

<i>Kei te mahi au.</i>	I am working.
<i>Kei te oma au.</i>	I am running.
<i>Kei te aha a Hone?</i>	What is John doing?
<i>Kei te kai ia.</i>	He is eating.
<i>Kei te moe a Hera.</i>	Sarah is sleeping.
<i>Kei te aha koe?</i>	What are you doing?
<i>Kei te waiata te wahine.</i>	The woman is singing.
<i>Kei te mahi nga wahine.</i>	The women are working.

- b. Translate the following into Māori:

I am eating.
John is working.
Are the women sleeping?

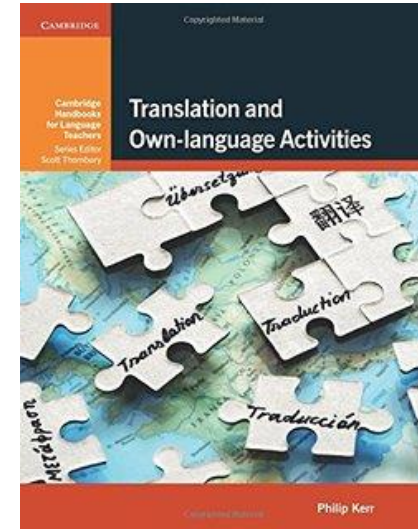


Follow-up to a writing task – Reverse Translation

1. Find a model text in English.
2. Translate it into the students' own language.

In class

1. Hand out the model text in English.
2. Ask the students to identify the genre.
3. Get the students to notice the organisation of ideas and paragraphs and useful phrases.
4. Take away the English version of the model and hand out the translation. In pairs or small groups, the students must translate this text into English.
5. When the students have finished, let them see the original again. Ask them to look for differences between the original and their version.



from Kerr, P. (2014) *Translation and Own-language Activities*. Cambridge University Press, p. 84.

1

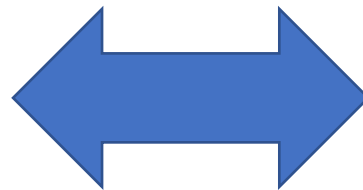


Students translate text A
into L1



Students translate text B
into L1

2



Groups exchange translated texts

3



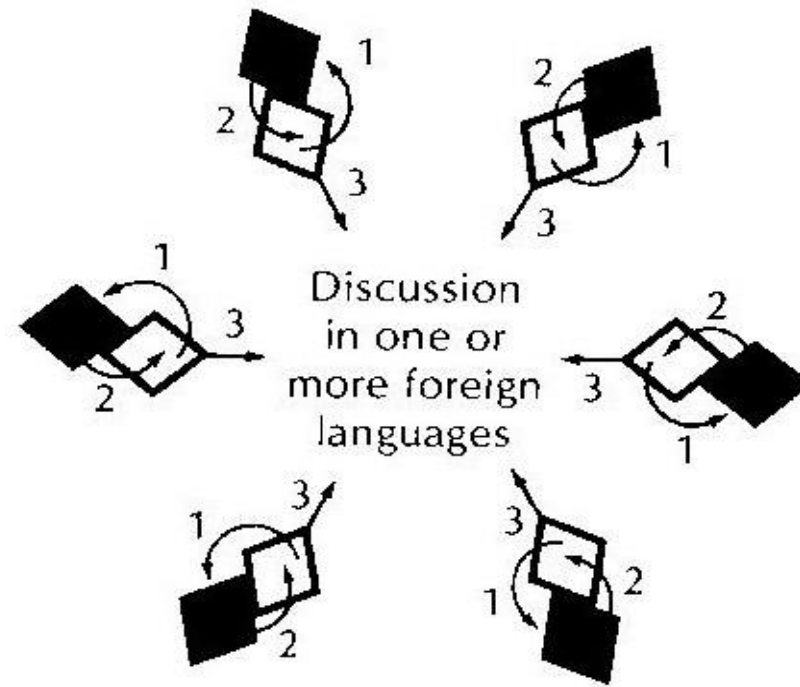
Students translate texts back into L2 (unseen)

4



Groups exchange original texts and compare their re-translated versions with the original

ARRANGEMENT 1



Possible foreign languages: German, French, Spanish, Italian

1 = idea in English

2 = idea in foreign language

3 = idea in foreign language to group

(White: Language clients, Black: Language counselors)

from Curran, C. (1983) 'Counseling-Learning' in Oller, J.W., Richard-Amato, P.A. (eds) *Methods that work: A smorgasbord of ideas for language teachers*. Rowley, Mass.: Newbury House.



<https://sites.google.com/site/theteachersetofinstruments/methods-and-approaches-in-elt/suggestopedia>


DETECT LANGUAGE

SPANISH

ENGLISH

ESPERANTO



Hi. How are you? I'm good, thanks, and you? Very well, thanks. 
Are you new here? I haven't seen you before. Yes, I joined the
class last week. What's your name? Enric. You? Scott. Pleased
to meet you.



200 / 5000





CATALAN

SPANISH

ENGLISH



Hola Com estàs? Estic bé, gràcies, i tu? Molt bé, gràcies. Ets nou aquí? No t'he vist abans. Sí, vaig entrar a la classe la setmana passada. Com et dius? Enric. Vostè? Scott. Encantat de coneixe't.









[Home](#) - [Documentation](#) - [Help/Bugs](#) - [AnkiWeb](#)

If you're upgrading from Anki 1, please see the [Anki 2 page](#).

Anki

Anki is a program which makes remembering things easy. Because it is a lot more efficient than traditional study methods, you can either greatly decrease your time spent studying, or greatly increase the amount you learn.

Anyone who needs to remember things in their daily life can benefit from Anki. Since it is content-agnostic and supports images, audio, videos and scientific markup (via LaTeX), the possibilities are endless. For example:

- learning a language
- studying for medical and law exams
- memorizing people's names and faces
- brushing up on geography
- mastering long poems
- even practicing guitar chords!

Thousands of hours of work have gone into developing and supporting Anki. Please consider supporting the author so that Anki can continue

[Donate](#)

Download



























Latest release: 2.0.8

- Windows
- Mac OSX
- Linux
- FreeBSD
- iPhone
- Android
- [Cell phones & other devices](#)

Browser (29 cards shown; 1 selected)

Edit Go Help

 Add  Info  Mark  Suspend  Change Deck  Add Tags  Remove Tags  Delete

-  Whole Collection
-  Current Deck
-  14 Added Today
-  14 Studied Today
-  14 Again Today
-  New
-  Learning
-  Review
-  Due
-  Marked
-  Suspended
-  Leech
-  Catalan phrases
-  Default
-  Basic
-  Basic (and reverse...)
-  Basic (optional re...)
-  Cloze






'deck:Catalan phrases'

Search

Sort Field ▲	Card	Due	Deck
com va ai xò?	Card 1	27	Catalan phrases
de cap manera!	Card 1	2013-02-23	Catalan phrases
ho dic bé?	Card 1	2013-02-24	Catalan phrases
ho dubto	Card 1	24	Catalan phrases
i ara!	Card 1	2013-02-23	Catalan phrases
ja està	Card 1	2013-02-23	Catalan phrases
ja ho veurem	Card 1	2013-02-23	Catalan phrases
m'entens?	Card 1	21	Catalan phrases

Fields...

Cards...

Front

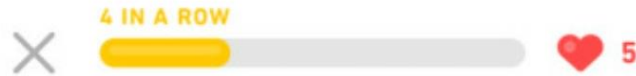
ja està

Back

it's ready



wtfduolingo



Translate this sentence



Jag hör dig inte eftersom jag har
kanelbullar i öronen.

I do not hear you
since I have cinnamon
rolls in my ears

cozy funny where

You are correct



Translate this sentence



Morsian on nainen ja sulhanen on
siili.

The bride is a woman
and the groom is a
hedgehog

walk grandpa pony

Nice!



CONTINUE



The VERY smart phone: How we will

soon have
conversations
the end of

- Chief envisioning of
- Dave Coplin says of
- New Skype technol

The Great

How Google used
Google Translate, one
how machine learning

The New York Times Magazine

Account ▾

The
Economist

TQ

TECHNOLOGY QUARTERLY FINDING A VOICE

Language: Finding a voice

Computers have got much better at translation, voice recognition and speech synthesis, says Lane Greene. But they still don't understand the meaning of language

I'M SORRY, Dave. I'm afraid I can't do that." With chilling calm, HAL 9000, the on-board computer in "2001: A Space

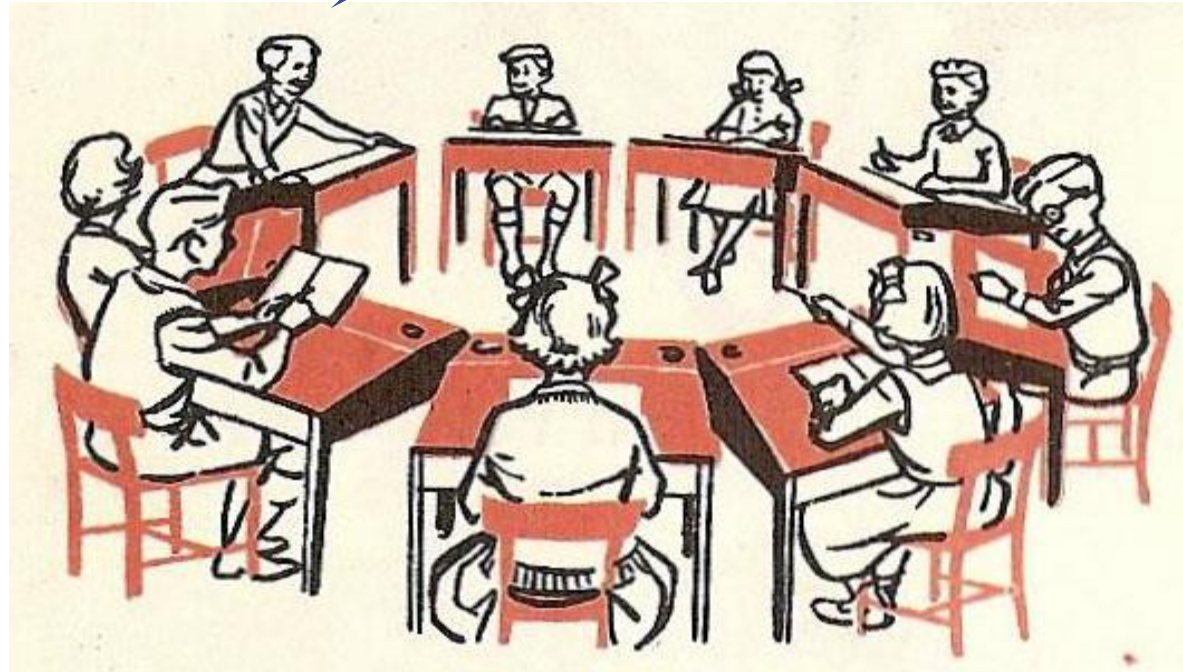
‘Technological advances in simultaneous machine translation may have profound effects on the motivation that drives people to learn an FL. It is likely that, in the near future, many potential language learners will decide not to learn an FL and instead rely on simultaneous machine translation applications to communicate with speakers of other languages.’

Crossley, S. 2018. ‘Technological disruption in foreign language teaching: the rise of simultaneous machine translation.’ *Language Teaching* 51/4 p. 549.

Takeaways:

- negotiate a 'language policy' for your class – and review it from time to time
- do comparative analysis between L2 and L1(s)
- build L2 knowledge from L1 knowledge
- permit translanguaging and code-switching
- practise 'mediation' skills, e.g. reporting – in English – the gist of an L1 discussion
- teach the constructive use of translation tools
- think of yourself as teaching communication skills -- plurilingualism, rather than monolingualism

Thanks!



www.scottthornbury.com