

MACMILLAN EDUCATION ENGLISH WEDNESDAYS

LIVE

 **MONDADORI**
EDUCATION



macmillan
education



**MACMILLAN EDUCATION
TEACHER TRAINING DAYS**

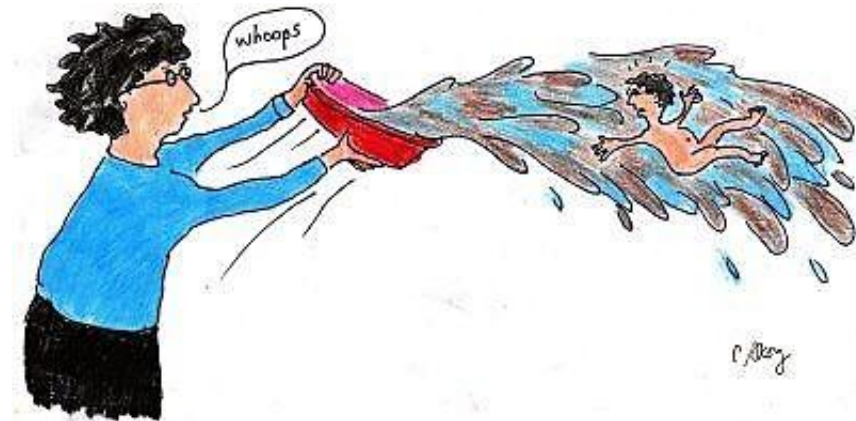
What's old, what's new, what's gone out with the bathwater?

Teresa Doguelli



To throw the baby out with the bathwater is an idiom which means to lose something important while trying to get rid of unwanted things.

- The idiom is undefined as to whether the act of discarding the 'baby' is intentional or unintentional.
- In other words, you could choose to throw away the valuable or accidentally lose it.



Part 1 *Do Methods and Approaches have sell-by dates? Quiz*

Part 2 *Old or new? For me or you? Dictation*

Part 3 *Revolution or Evolution? Activities*

Part 1

Do Methods and Approaches have sell-by dates?

Can you date the method?

Barbara

*Peter, where layde you your
nightcap?*

Peter

I left it vpon the bedde.

Barbara

Are you ready?

Peter

*How should I be ready? You
brought me a smock insteade
of my shirt.*

Barbara

*I forgat myscife: Holde, here is
your shirt.*

Peter

Now you are a good wenche.

Barbara

*Why doe you not put on your
showes? You go always slepe-
shotte.*

Peter

My showes be naught.

Barbara

*Better is to haue a bad excuse
then not at all.*

Peter

*Now, we be ready: Geue vs
our breakefast that we may
goe to schoole.*

Barbara

Did you say your prayers?

Peter

Not yet.

Barbara

*It is not well done: Pray God,
then you shall haue your
breakfast.*

DIALOGUES FAMILIERS.

Peter, where layde you your night cap?	<i>bonnes de nuit.</i> Peter, houbt léd you you neist képt?
Peter. I left it vpon the bedde.	<i>Je l'ay laissé sur le lit.</i> Peter. Ey left it oppon dé béd.
Barbara. Are you ready?	<i>Barbe.</i> Bar. àr you rédy?
Peter. How should I be ready? You brought me a snock, in steade of my shirt.	<i>Barbe.</i> Bar. Hau chould ey by rédy? you bràt my a smok, in stéd of mey shirt.
Barbara. I forgat my selfe: holde, here is your shirt.	<i>Barbe.</i> Bar. Ey forgat mey self: hauld, hiér is yor shirt.
Peter. Now you are a good wenche.	<i>Pierre.</i> Peter. Nau you àr a goud ouentch.
Barbara. Why doe you not put on your shoes? you goe alwayes sleepe- thette.	<i>Barbe.</i> Bar. Houcy dou you not peut en yor chous? you go alwés slip- chat

DIALOGUES FAMILIERS.

houbt. Peter. My shoves be laught.	<i>Il est emproufflé chat.</i> Pierre. Mes souliers ne vallery rien.	Peter. Mey chous by nàit.
Barbara. Better is to haue a bad ex- cuse, then not at all.	<i>Barbe.</i> Bar. Il vaut mieux auoir vne man- naisse excuse que peit àn tous àl.	Bar. Peter is too hât a bad ex- cus, den not at àl.
Peter. Now, we be rea- dy: Geue vs our breakfast, that we may goe to school.	<i>Pierre.</i> Pierre. Maintenant, nous sommes prests: donnez nous nostre des- jeuner que nous allés à l'escole.	Peter. Nau, ouy by re- dy: Gif vs some breakfast', dat ouy m'è, go tou- scouh.
Barbara. Did you say your prayers?	<i>Barbe.</i> Bar. Auez vous dit voz prieres?	Bar. Did you se yor prèr.
James. Not yet.	<i>Jaques.</i> Jaques. Non pas encor'	James. Not yet.
Barbara. It is not well done: Pray God, then you shall haue your break- fast.	<i>Barbe.</i> Bar. Ce n'est pas bié fait. Priez Dieu, puis vous auez à desjeuner.	Bar. It is not ouel don: Prè God, den you châl haf yor brekfast.
James. Brother, it is for you to day to pray	<i>Jaques.</i> Jaques. Mon frere c'est à vous aujour- d'huy	James. Broder, it is for you tou dé vouz prè

Figure 2 Extract from Jacques Bellot's Familiar Dialogues, written in 1586 to help the Huguenot refugees with everyday spoken English. It depicts one of the standard situations in dialogue manuals of this kind, Getting up in the Morning. The 'semi-phonetic' pronunciation in the third column is of special interest.

This method/approach was a reaction / revolution / reform in its time. It was designed for younger school learners and group teaching in classrooms, to focus on language in context, especially on extracts taken from authentic or graded, often literary texts. Learners were meant, with detailed, accurate immersion in the language and autonomous use of dictionaries, to get a deep feel for the language and its culture, and to develop effective skills of reading and writing.

Was it:

- a) The Communicative Approach (1972)
- b) Total Immersion (1965)
- c) The Grammar Translation Method (1793)
- d) The Lexical Approach (1993)

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Which equally revolutionary method/ approach was based primarily on getting the students to speak and prohibited the use of the mother tongue?

- a) The Natural Approach (pre-1800,1983)
- b) The Direct Method (1880,1960)
- c) The Communicative Approach(1972)
- d) Total Physical Response (1977)

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Which is an example of 'organic', brain-based, whole-child learning?

- a) NLP (1974)
- b) Reggio Emilia (1990)
- c) Steiner/Waldorf (1919)
- d) Montessori (1901)

Which is an example of 'organic', brain-based, whole-child learning?

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Part 2

.....

Old or new? For me or you?

.....

Old or new?

- Drills
- Dictations
- Accelerated learning
- Learner training
- Translation
- Portfolio Assessment
- Reading aloud
- Brain Gym
- Situational English
- Multiple Intelligence Theory
- CALL
- Life Skills

For me or you?

- Grammar
- Use of mother tongue
- Multiple choice
- Reading comprehension questions
- Dialogues
- Cross-curricular approaches/CLIL
- Task-based learning
- Story-based syllabuses
- Video-assisted learning
- Pairwork/Groupwork
- VAK teaching & Learning styles
- Web 2.0

Drills

Dictations

Accelerated learning

Learner Training

Translation

Portfolio Assessment

Reading aloud

Brain Gym (1970)

Life Skills

Old and back

Old and back

NEW-ish

NEW

Old and back

NEW-ish

Old and back

Old and still waiting!

Old but now in curriculum

For me

Situational English (1960s)

Multiple Intelligence theory
(1983)

CALL (1970s)

Video-assisted learning (1970s)

Pairwork/Groupwork (1980s)

Story-based syllabus

Task-based learning

Cross-curricular syllabus/CL

Dialogues

Old and still kicking

NEW-ish

Here

Here

Still problems

Here

NEW-ish

NEW-ish

Old and still kicking

For me

VAKOG teaching/learning styles

Comprehension questions

Multiple choice

Use of mother tongue

Grammar

Web 2.0 Tools

Here

Old and back

Old and back

Still all over the place!

Never left us!

Truly NEW for all of us!

For me



Part 3

Revolution or Evolution?

Revolution or Evolution?

- Drills (Empathy)
 - Dialogues (Voice production/Public Speaking)
 - Translation (Ambiguity)
 - Reading aloud (Punctuating speech)
 - Comprehension questions (Revenge Qu's)
 - Multiple choice (3 true + 1 false)
-

DRILLS

EMPATHY

- 1) Today I learned that
- 2) I felt first thing this morning;
- 3) Now I feel



DIALOGUES VOICE PRODUCTION

A: What time does this finish?

B: God knows!

TRANSLATING AMBIGUITY

- **Visiting relatives can be annoying!**
- **I want a man who likes ties!**
- **Come on ! Get out!**
- **I prefer old trainers anytime!**

READING ALOUD or PUNCTUATION?

themorewestudythemoreweknowth
emoreweknowthemoreweforgetthe
moreweforgetthelessweknowtheless
weknowthelessweforgetsowhystudy

COMPREHENSION (REVENGE) QUESTIONS

1. Does the speaker think that old methods are out?
2. How old is the speaker and does she look her age?
3. What do you think the speaker had for breakfast?
4. New is often old in new clothing. Do you agree?
5. Can you remember the names of the girl and boy in the opening dialogue?
6. What do you think their relationship was?
7. What is the newest approach for you? What is the oldest?
8. Who cares?

MULTIPLE CHOICE - Find the WRONG answer!

I hope this talk has left you all feeling

- 1. Dedicated**
- 2. Determined**
- 3. Delighted**
- 4. Disgusted**



**Thank you, enjoy the rest of
your academic year and be
careful what you throw out
of your teaching practice!**



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