

The field of Second Language Acquisition (SLA) has been consistently yielding relevant results, study after study, and the findings of those studies rarely seem to make their way into the classroom. Mainstream ELT revolves around Skill Learning Theory, which believes, in a nutshell, that explicit knowledge can be proceduralized through rounds and rounds of practice — the PPP, and the whole shenanigans. In this talk, we will explore some of the findings and recent theories in SLA that should change the way we teach fundamentally, from course design to lesson planning and assessment. This is a talk for teachers who feel that a deeper understanding of how languages are learned would positively impact and potentially change how they teach.