

Pathways to Advanced Second Language Competence

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A Good University



**NANYANG
TECHNOLOGICAL
UNIVERSITY**
SINGAPORE



One of the Best Schools of Education !!



**Masters Programmes – MA & MEd
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ELT Then



ELT Now



Knowledge vs Ability

Assessment of, for and
as learning

Mono vs Multilingual

Input vs Output

NS vs NNS

Designer vs Eclectic
Methods

ELT Today

Converging Paths to Developing L2 Competence

L2 Competence



8 PRINCIPLES

fLAMINGOS



F is for
FLUENCY



- Serious neglect
- Focus on **NEW** learning points
- Minimal recycling of learned items
- Minimal fluency practice



FLUENCY



Practising what you already know so that you become better at it

- Practice Practice Practice!!
- Not grammar drills and exercises!!!
- Meaningful and enjoyable practice of listening, reading, speaking and writing



L is for
LEXIS



‘Without grammar very little can be conveyed, without vocabulary NOTHING can be conveyed’. Wilkin (1972, p. 111)

“ ... language ability is to quite a large extent a function of vocabulary size ”
(Alderson 2005, p 88).

"... text comprehension depends heavily on **detailed knowledge** of **MOST** of the words in a text ...
“(Cobb, 2007, p. 38)

- **Breadth: 3000 – 5000 words**
- **Depth:**
 - Multiple meanings
 - Pragmatic use
 - Creative use

- Give it back to me
- I gave you my word.
- She gave her all to save her child.
- He gave me the flu.
- I'll give it a shot.
- Frankly dear, I don't give a d***n



Creative & Playful Use

**I went to the doctor and he
gave me 2 months to live.**

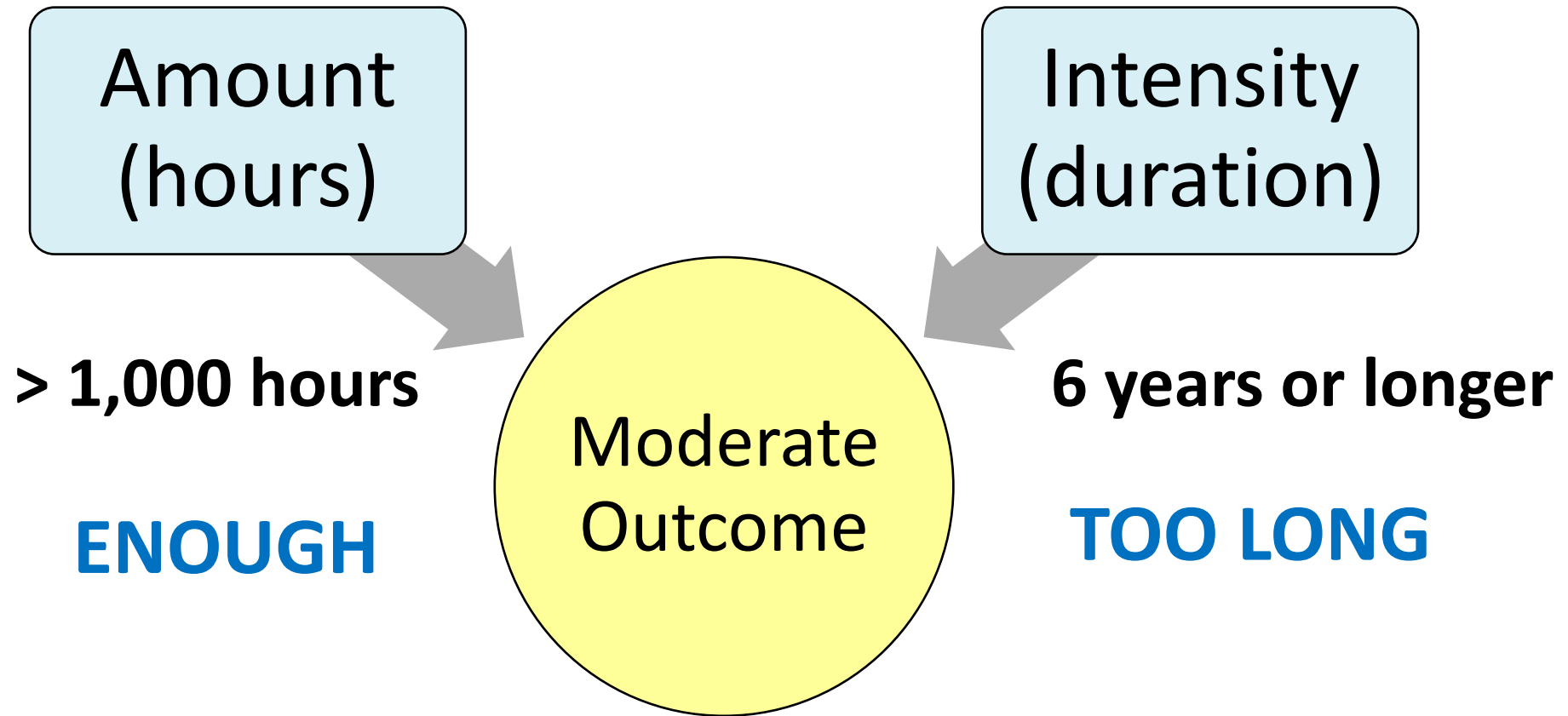




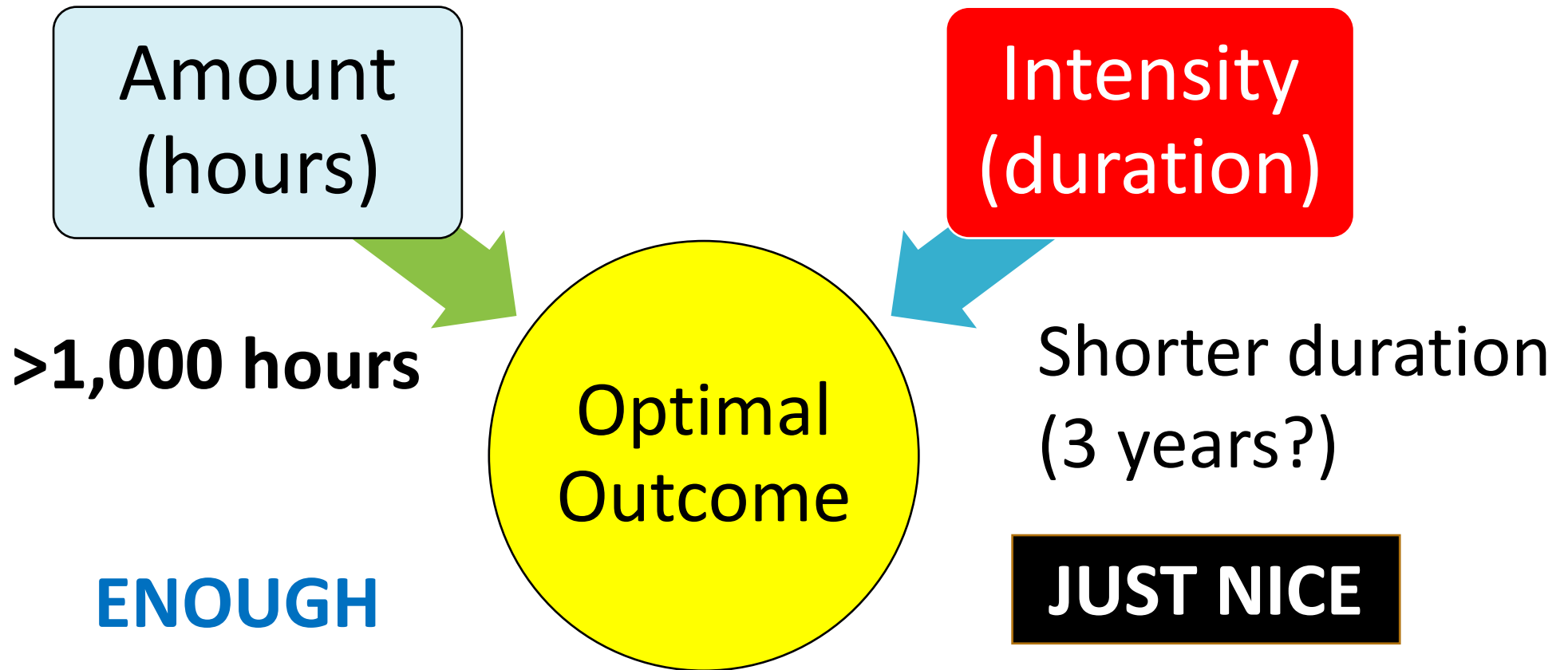
A is for
**AMOUNT &
INTENSITY OF
INSTRUCTION**



Amount & Intensity



Amount & Intensity





M is for **MOTIVATION**



QUIZ

Motivation is important, Yes?

I know how to motivate my students?

My students are motivated?

Motivation is a student/teacher problem?

.. learners with sufficient motivation can achieve a working knowledge of an L2
(2001, p 5)



Zoltán Dörnyei

MOTIVATION

SKILL

WILL

THRILL

Too much of this

Too little of this

If your students are not motivated

‘ ... the best motivational intervention is simply to improve the quality of our teaching’ (Dornyei, 2001, p. 26).

DEMOTIVATION in L2 Classrooms

Clare Chong, Willy A Renandya and
Autumn Ng

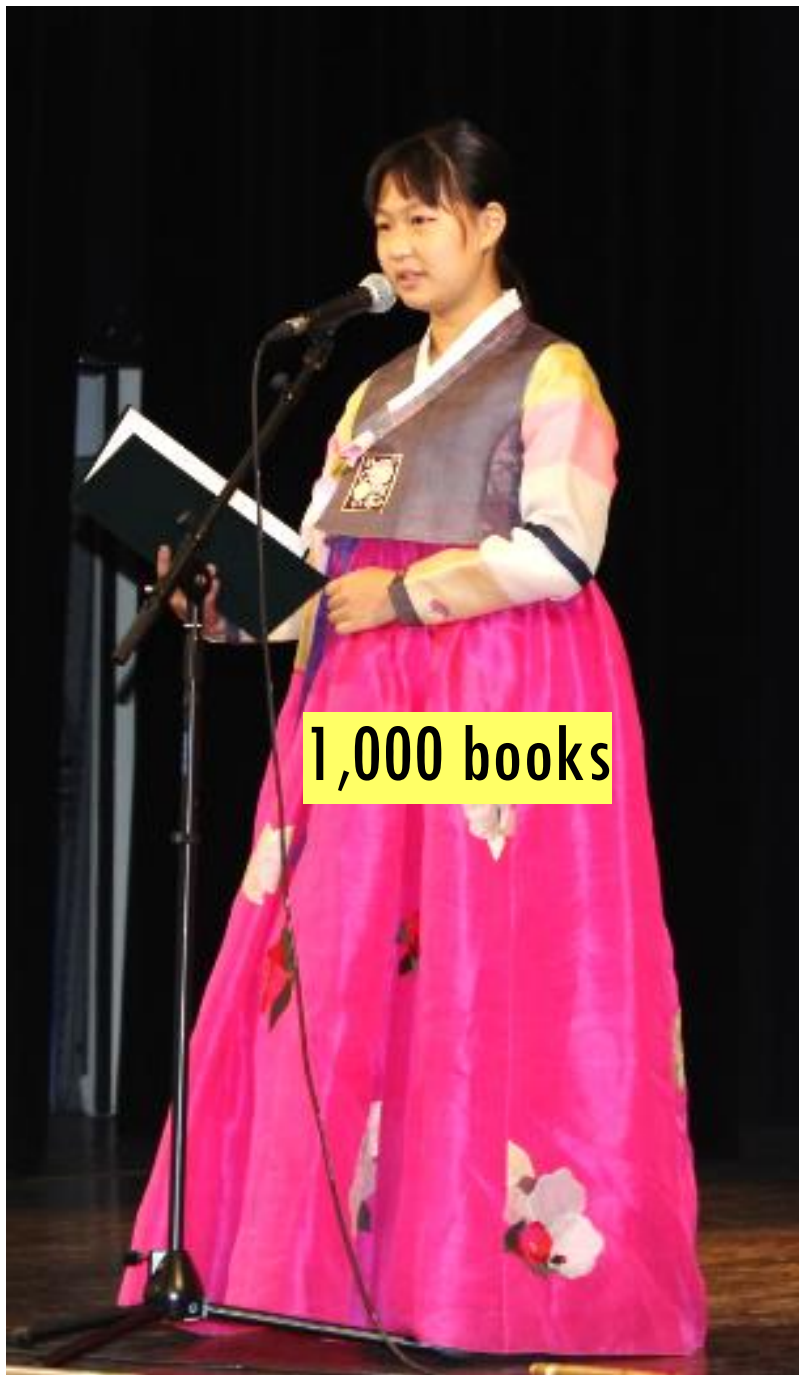
English
Language
Teacher
Development
Series
SERIES EDITOR
Thomas S.C. Farrell

By: Willy A. Renandya

Motivation in the
Language
Classroom

IN is for
INPUT





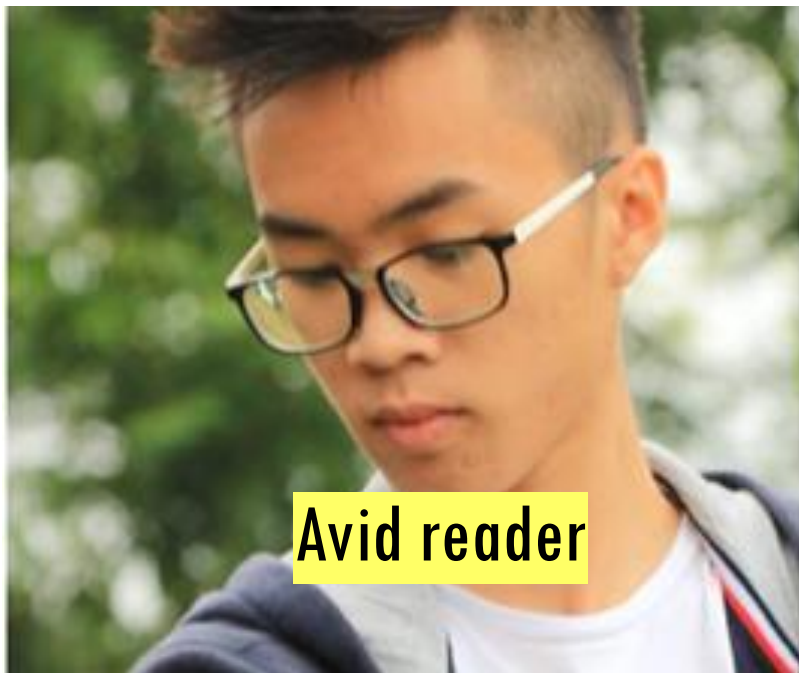
1,000 books



Disney Cartoons



Movies



Avid reader



Laura Ingalls

Linguistic Competence

This **COMPLEX** and **IMPLICIT** system is not dependent on learner practice of language, but rather is dependent on exposure to what is called **input**.

(Wong & VanPatten, 2002: 404)

Necessary but not sufficient
condition for language
acquisition

A great acquisition
enabler

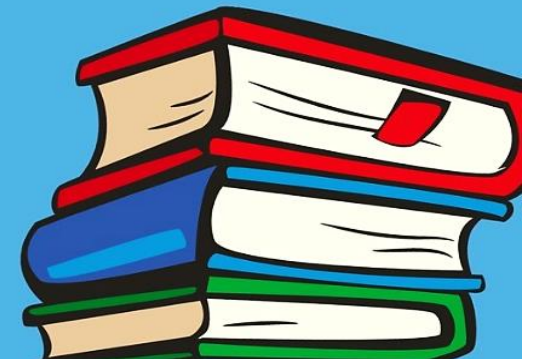
The Primacy of Extensive Reading and Listening

Putting theory into practice

Willy A Renandya and Richard Day
2020

THE POWER OF SERIES BOOKS

Willy A Renandya
Stephen Krashen and
George M Jacobs

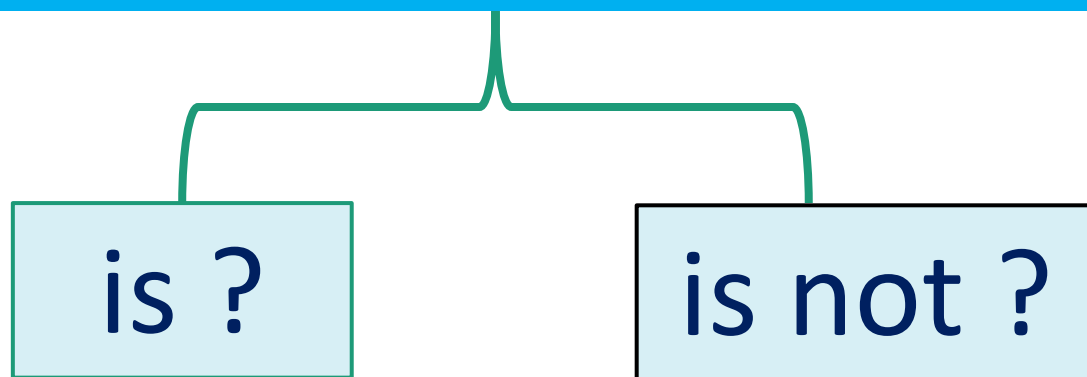




G is for
GRAMMAR



To Teach or not to teach grammar: That ... the question!





Michael Swan

- Teach grammar, Yes!!
- Teach ALL grammar rules, NO.
- Teach the most useful ones



Focus on CORE grammar

- How to use simple sentences
- How to use verbs
- How to ask questions
- How to say no
- etc

A pixelated, low-resolution image of a man's face, likely a meme. The image is composed of large, visible square pixels in shades of yellow, orange, and brown. A blue rectangular box is overlaid on the left side of the image, containing white text.

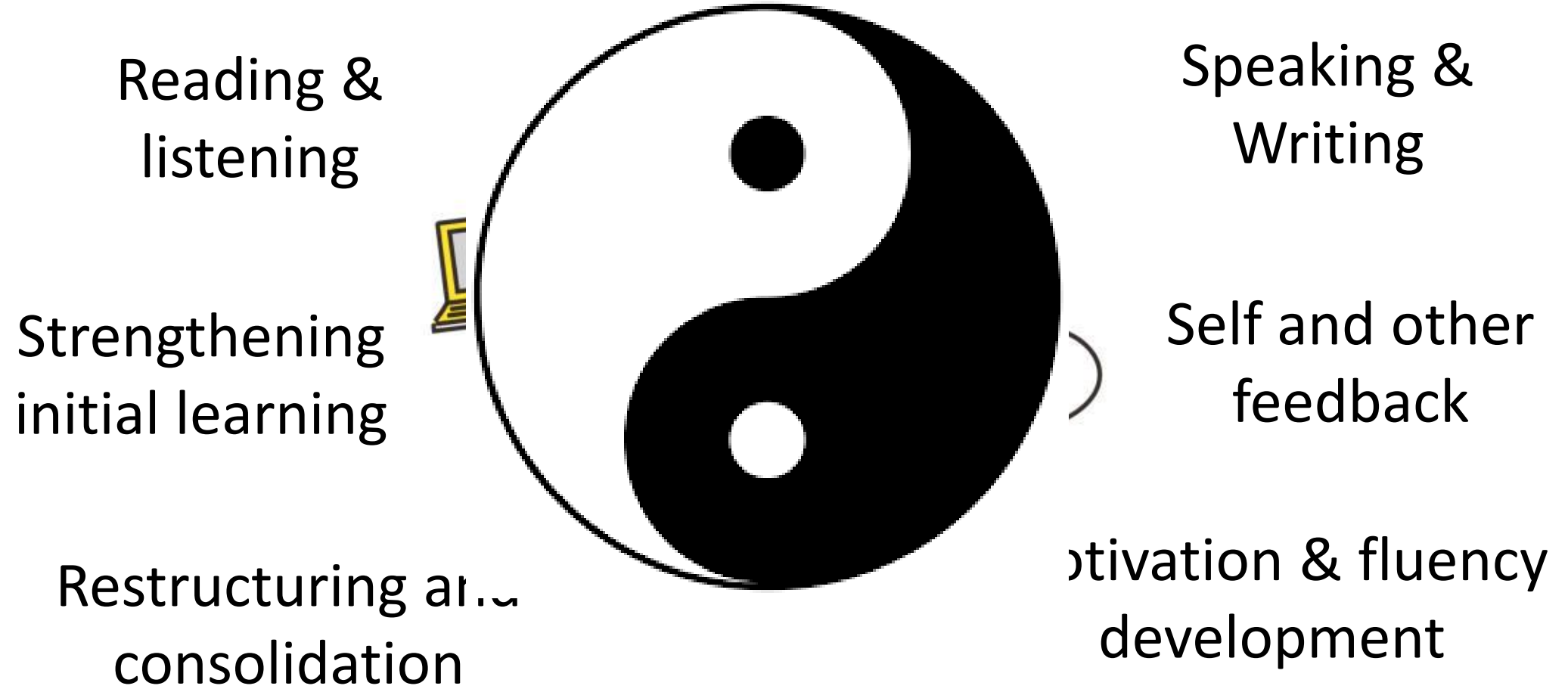
This man says:
Go easy on these!

How about these?

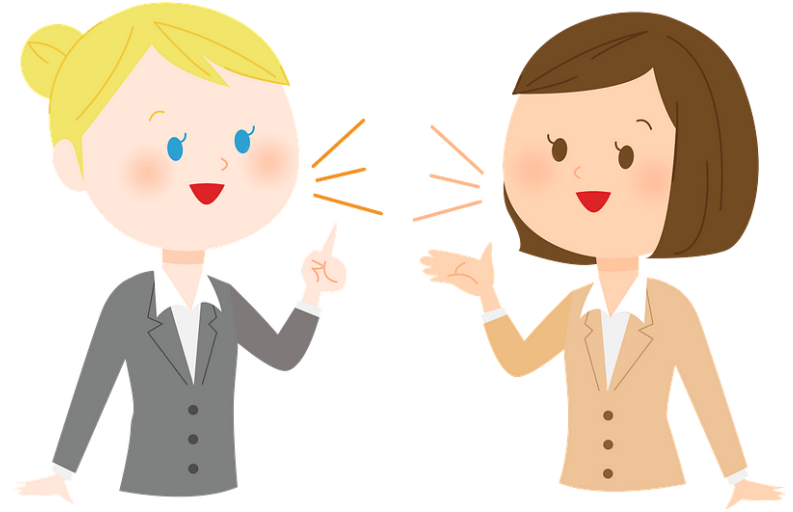
- Not only but also ...
- Had I met you earlier, I would ...
- Little did I know that
- It is imperative that every teacher be

O is for
OUTPUT





- Fluency
- Accuracy
- Complexity
- Appropriacy



- Intelligibility
- Acceptability
- Credibility





S is for
SET PHRASES





HIGHLY SUCCESSFUL CHINESE LEARNERS



Winners of national EL competition



Many hours of practice



Listen again and again

Ding, Yanren. (2007). Text memorization and imitation: The practices of successful Chinese learners of English. *System*, 35, 271-280.

HIGHLY SUCCESSFUL LEARNER

“I was so slow in the beginning; I had to listen to it many more times . . .

I gradually developed some **FEEL** for the language”



HIGHLY SUCCESSFUL LEARNER

“I feel that I just have countless **PATTERNS** sort of swimming around in my head”.

“.. lines from movies often naturally pop out!”



WHAT DOES “PATTERNS” MEAN?

1. Vocabulary?
2. Grammar?
3. Both?





LEXICAL CHUNKS |

LEXICAL CHUNKS

We'll just have to **make do** with it
I'm sorry. Let me **make it up** to you
You can **make fun** of me all you want, ...
The good news **made my day**
Please **make up your mind**



This one's on me.

It was lovely to see you.

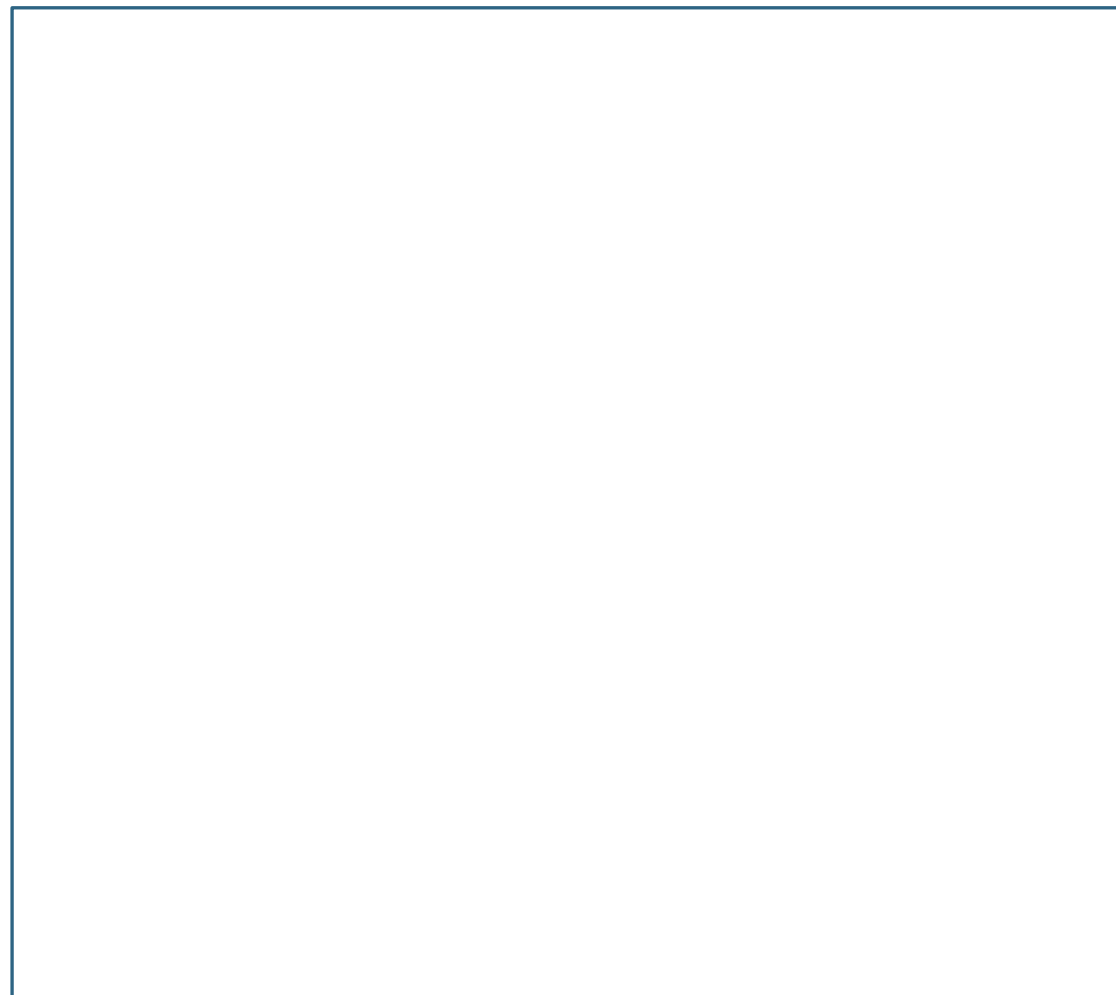
Thanks for coming.

I don't believe a word of it.

I don't get the point.

You look great today.

As I was saying . . .



8 PRINCIPLES

fLAMINGOS





FREE ELT RESOURCES

Willy's ELT Corner



<https://www.willyrenandya.com>

