

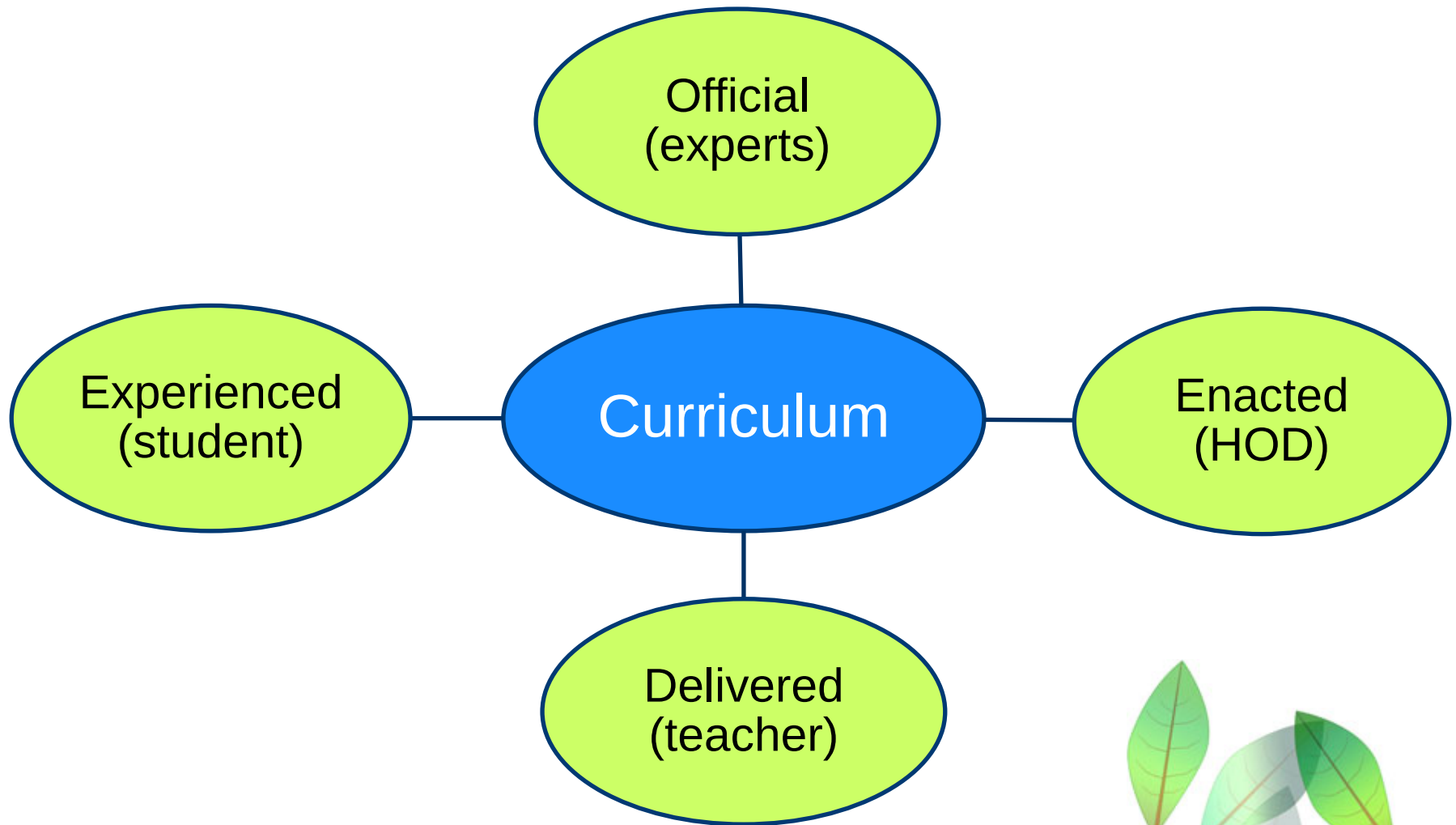
Responding Creatively to the 2013 English Language Curriculum

Dr. Willy A Renandya
National Institute of Education
Nanyang Technological University, Singapore

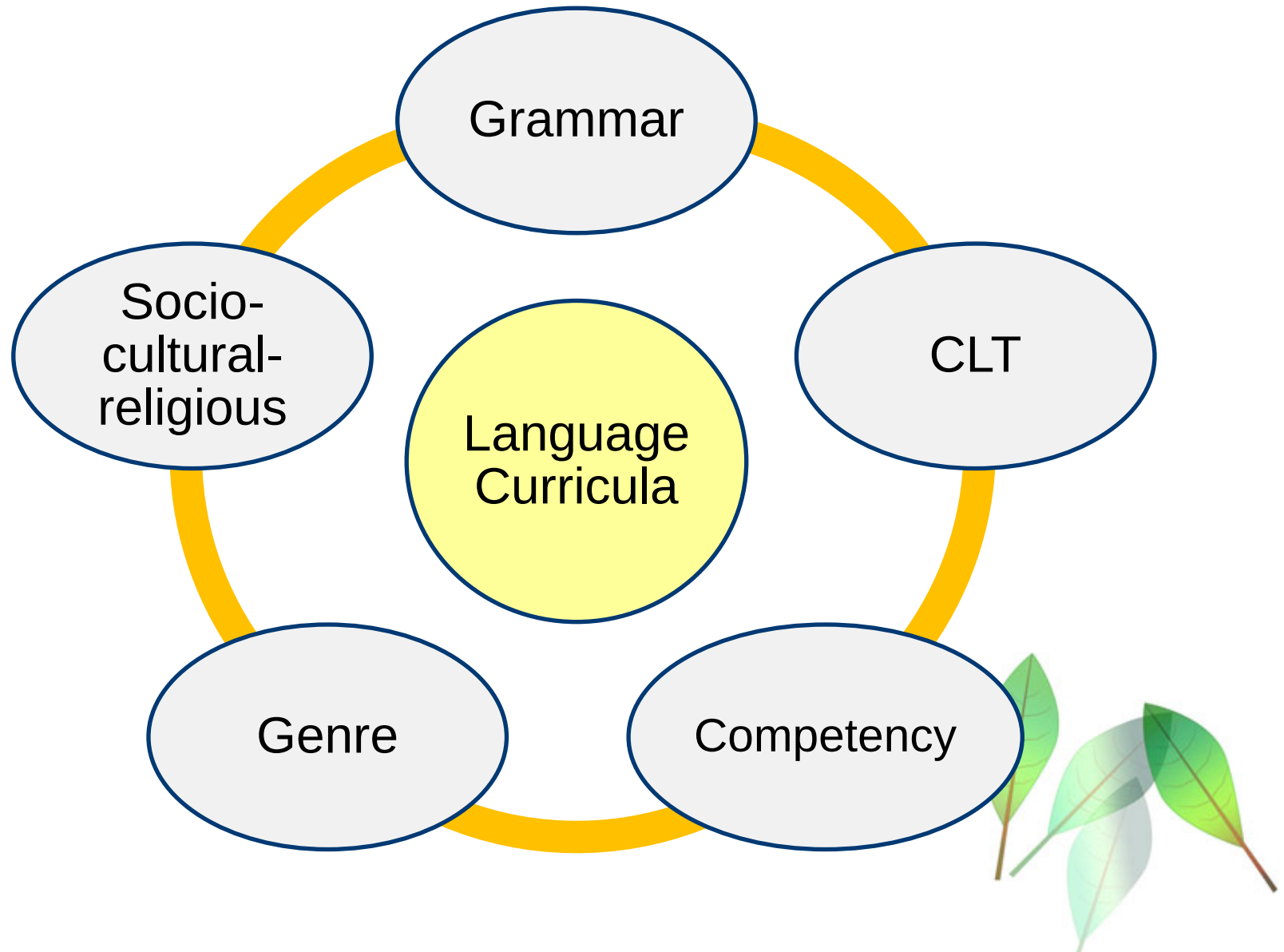




4 Levels of Conceptions of Curriculum



Language Curricula



Principles of Language Learning

- Evidence-based principles
- Consistent with my own observation and experience
- Relevant for EFL contexts like Indonesia



ELT in Indonesia



ELT Context



ELT Context



Begitupun dengan kemampuan bahasa Inggris di kalangan siswa yang **umumnya masih kurang**. Padahal, pelajaran Bahasa Inggris disampaikan setidaknya enam tahun pada jenjang SMP dan SMA, bahkan ada yang mulai sekolah dasar.

Kompas.com Sep 2012



ELT Context: Report Card

5 Very High	Denmark, Netherlands
4 High	Germany, Malaysia
3 Moderate	Japan, Hong Kong, South Korea
2 Low	Saudi Arabia, China, Spain
1 Very Low	Indonesia, Thailand, Vietnam

EF English Proficiency Index 2011: Asia



ELT Context: Teacher Proficiency

Proficiency level	English teachers, 2008
General Professional	1.1%
Advanced Working	4.4%
Basic Working	21.7%
Intermediate	39.4%
Elementary	26.1%
Novice	7.4%
Total	100%

Adapted from: Hywell Coleman: **Indonesia's 'International Standard Schools'** : **What are they for?** Paper presented at the 8th Language and Development Conference, Dhaka, 23-25 June 2009.



TOEIC: Basic working proficiency in English

Able to satisfy routine social demands and limited work requirements."

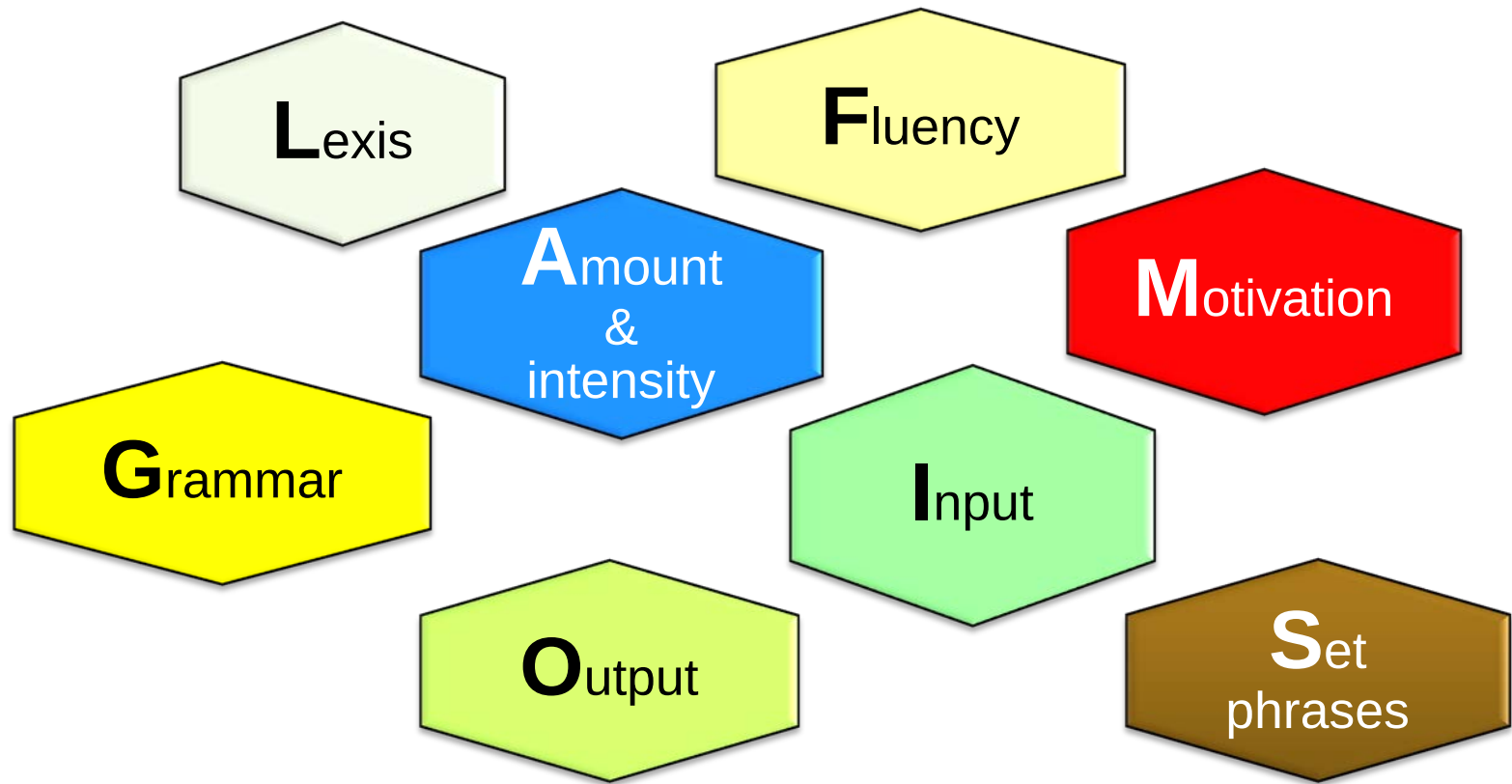


The Finger-Pointing Game

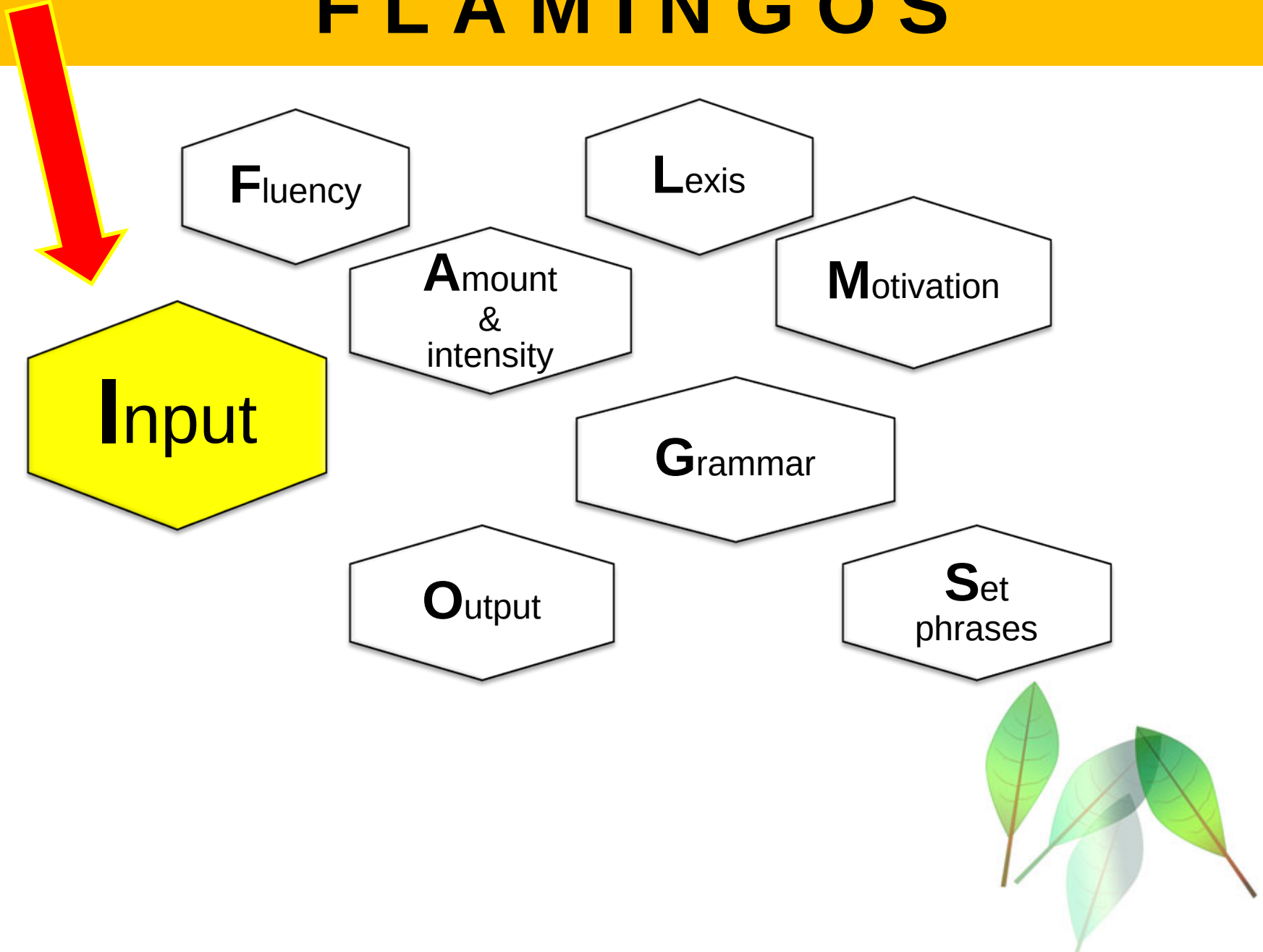
- It is the curriculum!!
- No, it's the students!!
- No, it's due to lack of learning resources!!
- It is the teachers!!
- All of the above?



8 Principles: F L A M I N G O S



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Principle #1

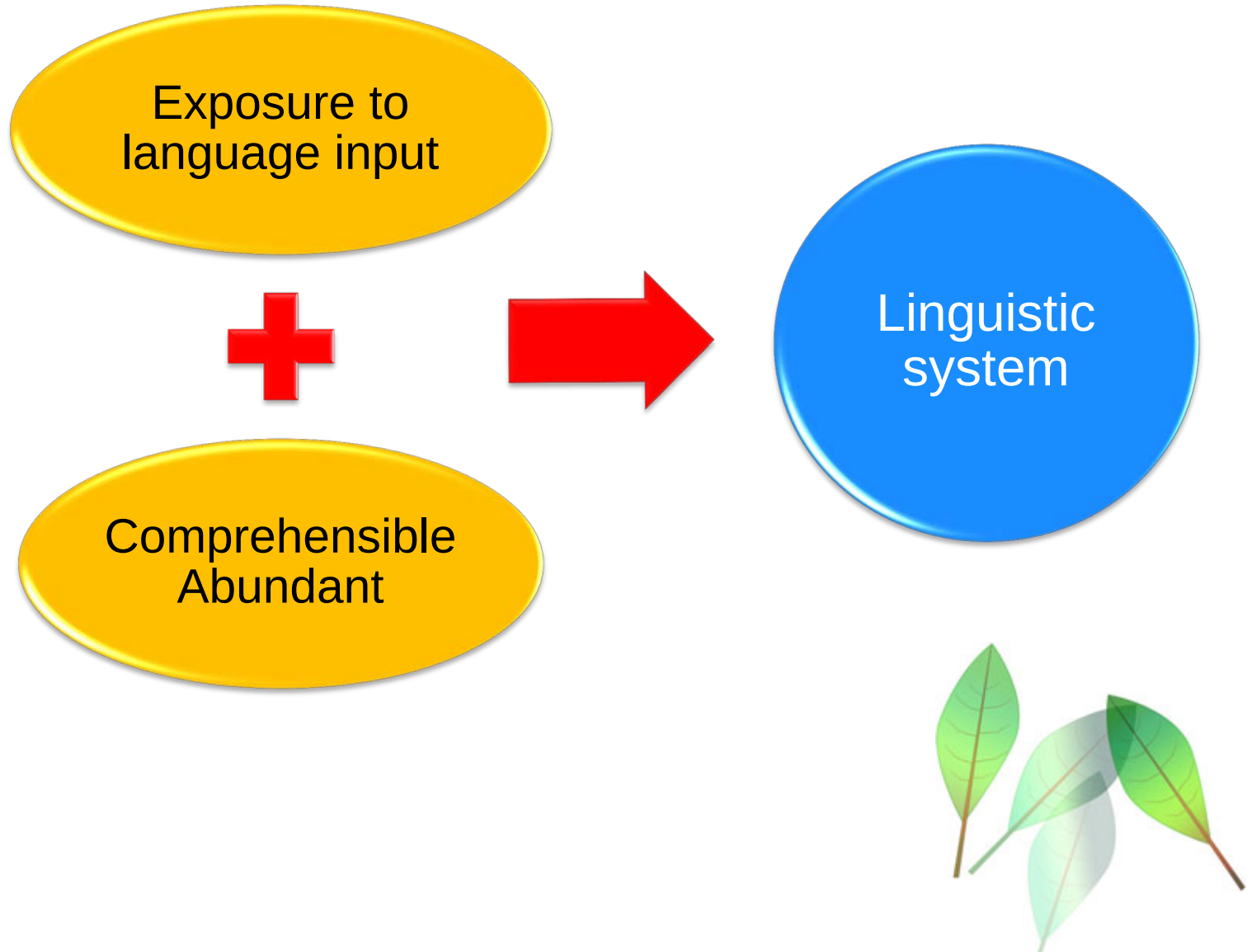


Input

- Written input = reading
- Oral input = listening, viewing
- Regularly



Input



Linguistic System

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)

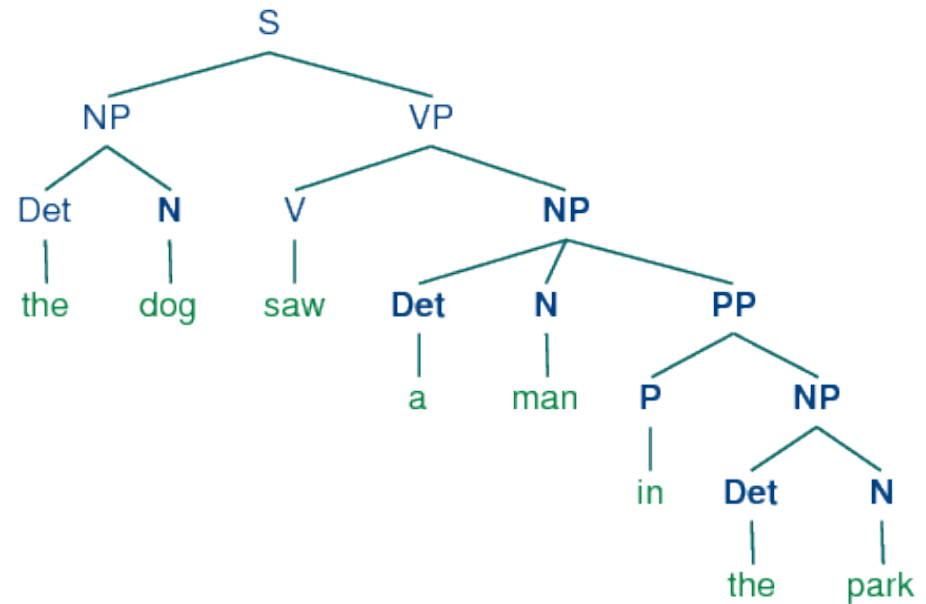


Complex

- Yes, language is complex
- But is language learning complex and hard?
- Taught or caught?



Explicit or Implicit Learning?



Which one?



Implicit Knowledge

Enrolled in
an IKIP in
Java



Started
with
miserable
English



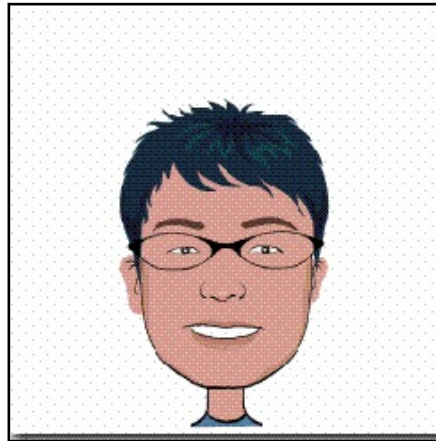
Disliked
Grammar
lessons



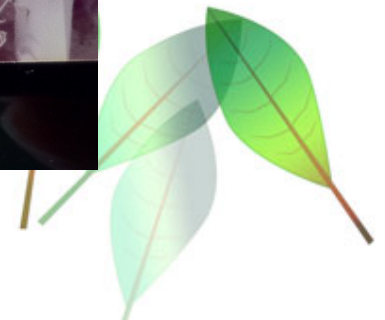
Got
hooked on
reading



High GPA
Super High
TOEFL
score



Who is this person?



On Input: Stephen Krashen

A necessary but
NOT SUFFICIENT
condition for full
mastery of language

Language
Input

Comprehensible

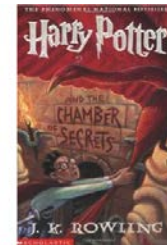
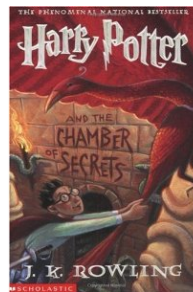
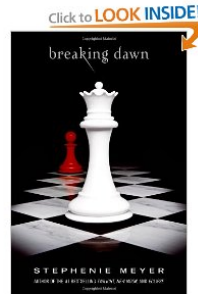
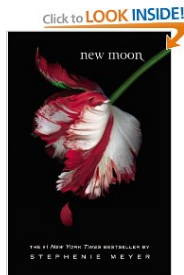
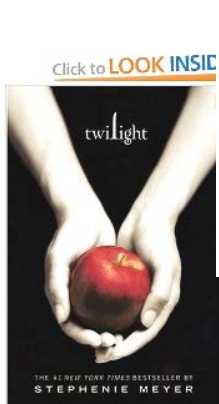
Abundant



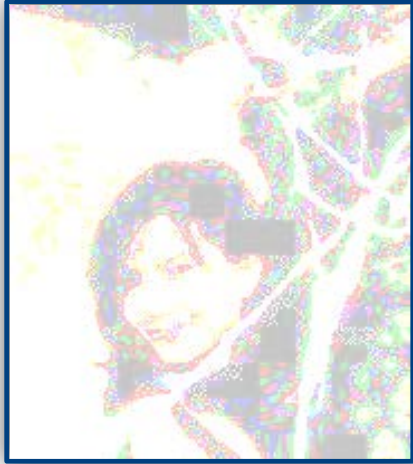
Belicia: TOEFL 570



- SMAN 5 (Yr. 2) Bandung
- Avid reader since SMP
- Has read some 100 English novels



Vinda Apsari: TOEFL 593

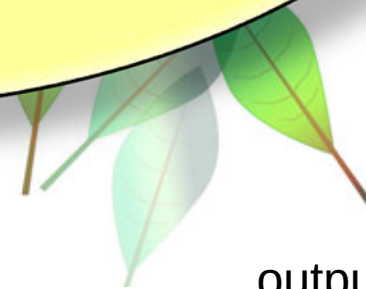


- 2004
- Fresh graduate from an English Dept in Surabaya



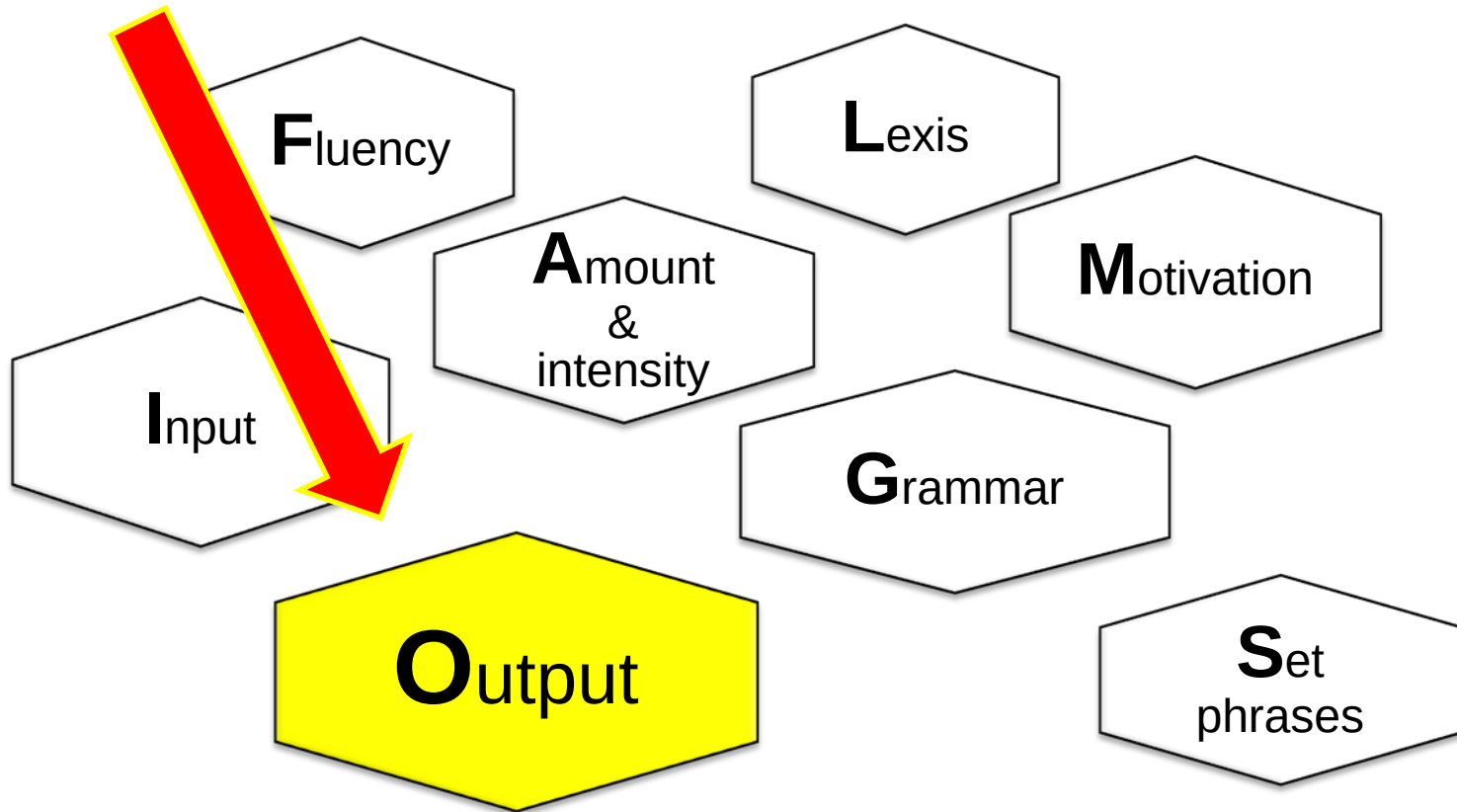


Two of the most influential things in my journey of learning English:
reading novels and
watching TV series. ... Of course, it doesn't happen instantly but over time.

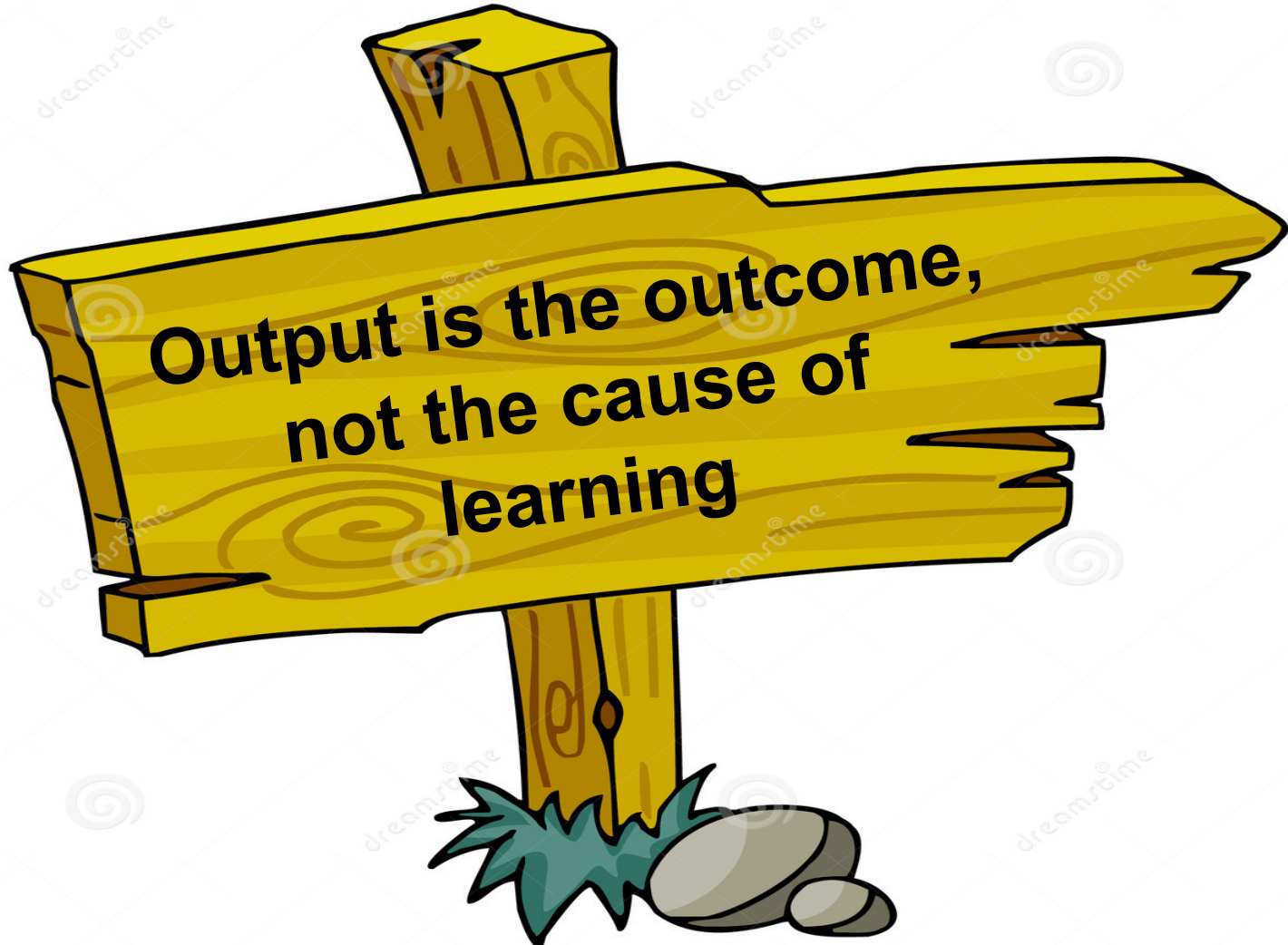


output

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Principle #2



Output

- Oral output = speaking
- Written output = writing



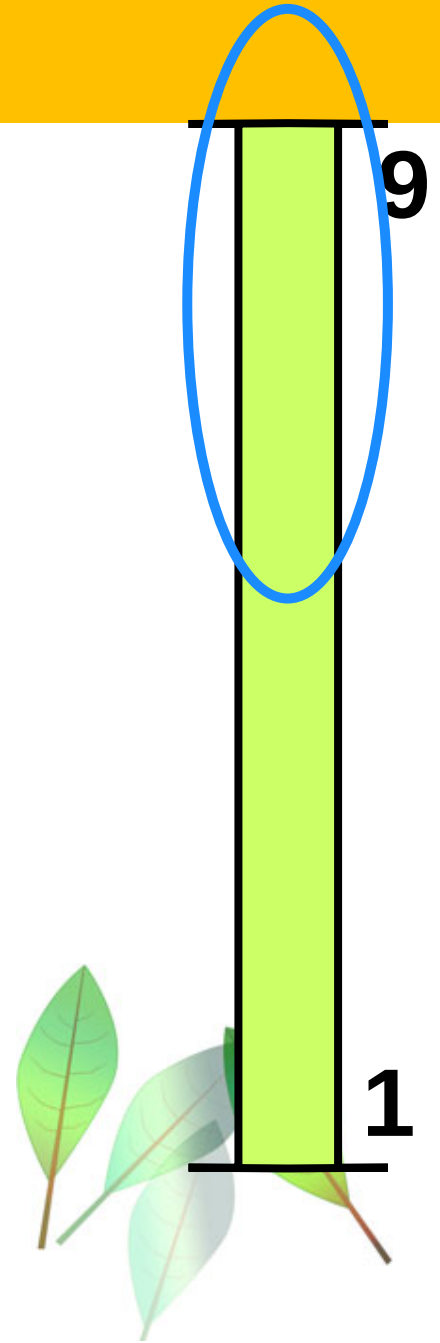
Role of Output

- Output Hypothesis – Merryl Swain
- Focus on form
- Try out newly learned language
- Faster access to L2 system (fluency)



Output: Issues

- Swain: higher proficiency students!!
- Too much and too early
- Fluency over accuracy
- Stagnant grammatical system



What do you do with this?

The teacher can reading book and searching in internet, how to teach English Language to the teacher? For example: The teacher can reading book about, how to the other people can understand English language very fast or the teacher can searching in internet or the teacher can write in Facebook or email, how to teach English Language to other countries.



What do you do with this?

- Send her (or her teachers) to jail?
- Ban her from using English?
- Give her more writing practice?
- Your thoughts ...



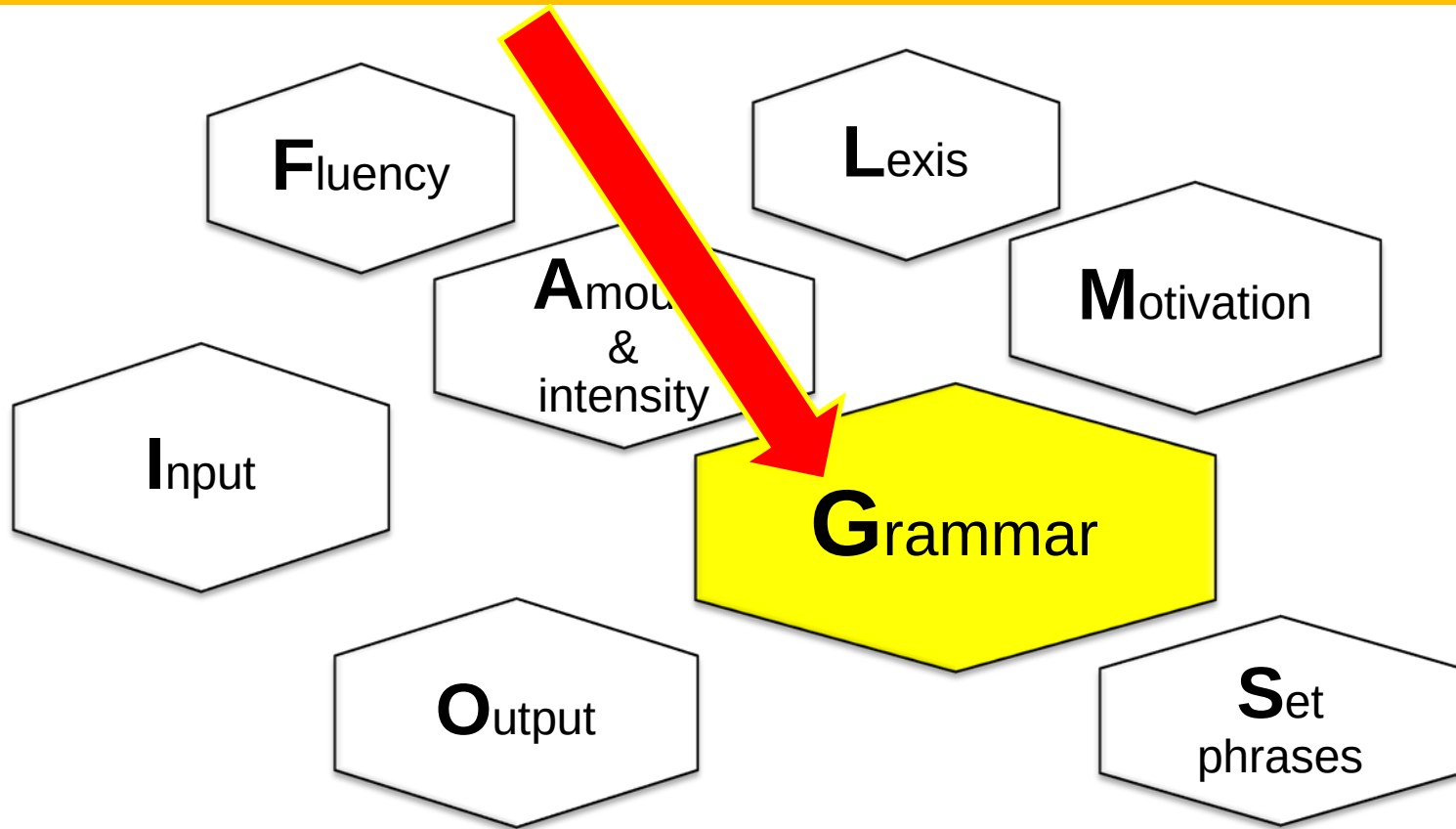
Grammar

So Is Output Important?

- Yes, it is
- Allow but not force to speak or write
- Listen/read then speak/write



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Principle #3



Grammar

- Methodological flavours dictate grammar teaching (musiman)
- Too much vs too little
- Explicit rather than implicit grammar



Grammar

- Not whether; But which grammar and to what extent!!
- Native speaker grammar?



Sample 1: Comprehensible?

The moment certainty is gone smoothly like a flowing water. The moment is ordinary not appear in 1 times, but many times. Its depend on the individual how they can take desires . So, we still have opportunity to earn /completing that moment bravely.



Sample 2: Acceptable?

Yesterday I learned while observing my classroom. I found new cause of learners disability. If all this time anyone mentions that anxiety, demotivated, and short term memory as the causes, it doesn't happen in my classroom. The main cause is mobile. Half of students that sat in backside are focusing their attention to mobile and they ignore their teacher. How can it happens...??? Does teacher instructions and teacher talk unclear.....??

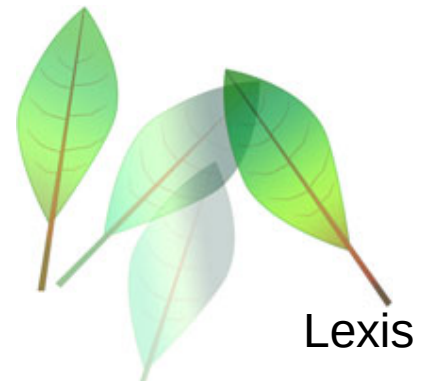
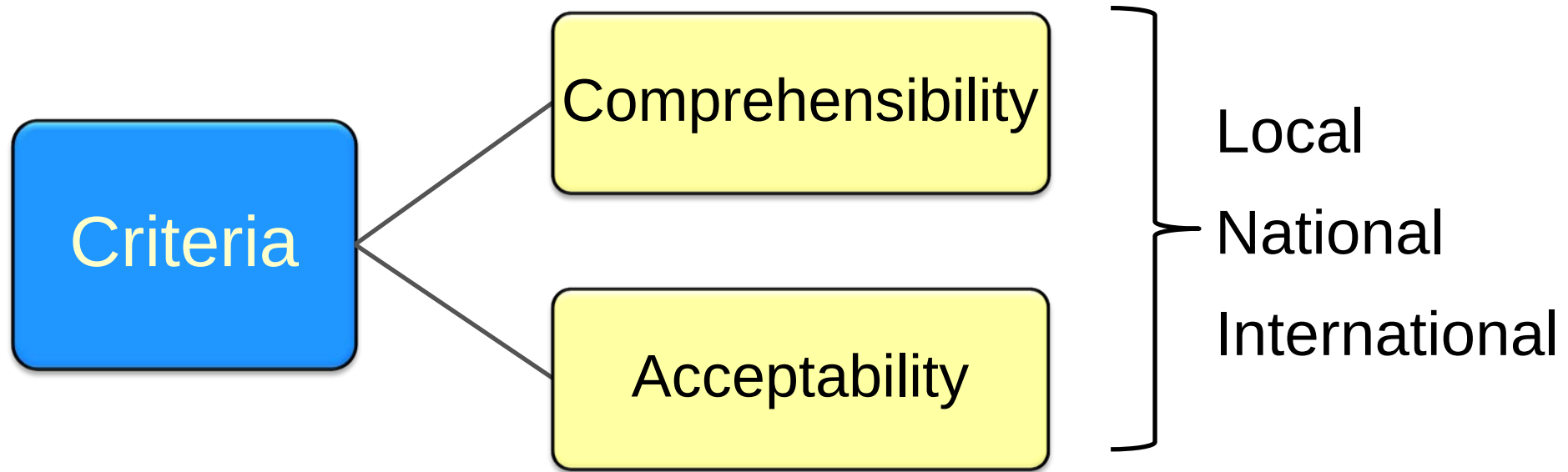


Sample 3: Comprehensible & Acceptable?

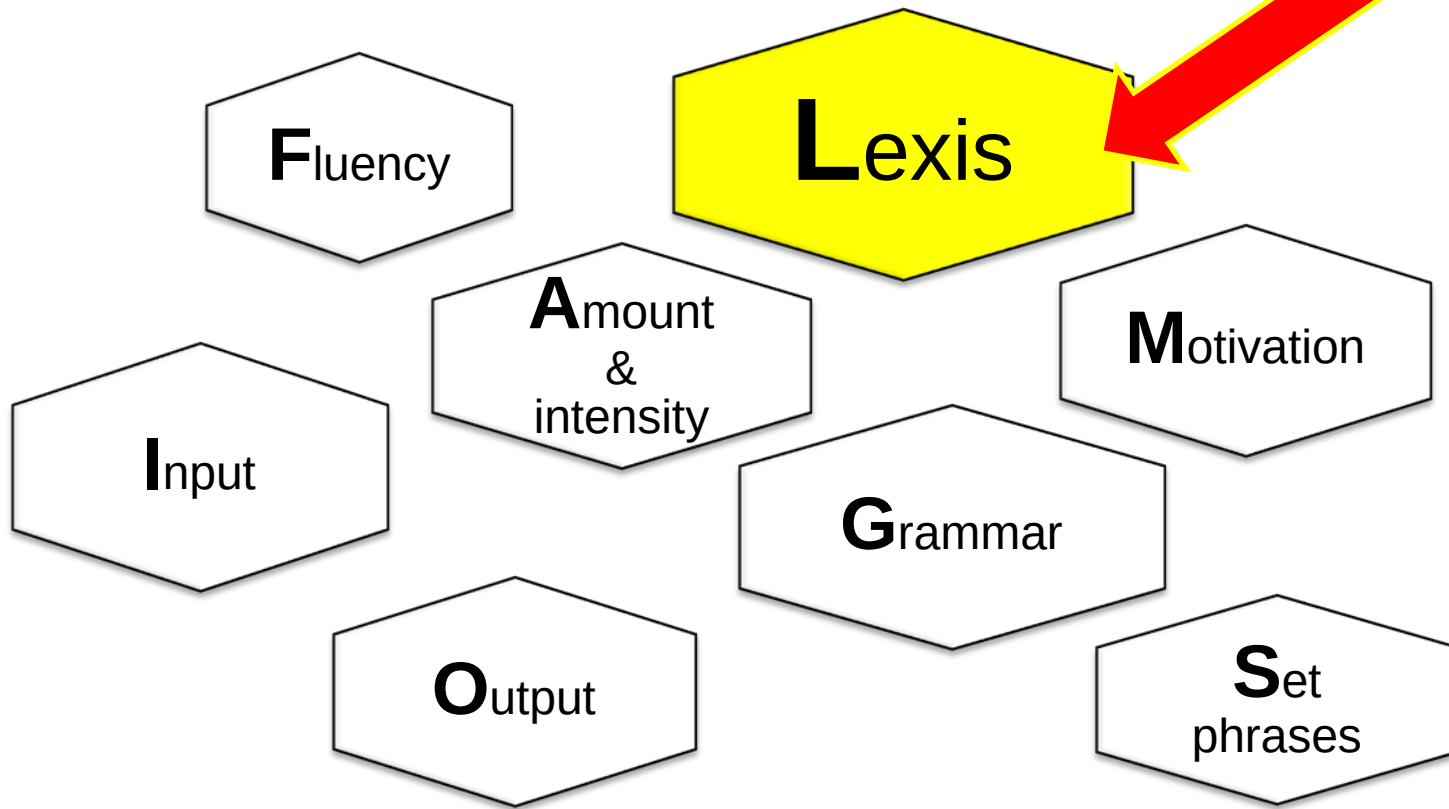
Willy	What is OFJ?
JETA	Opera Fun JETA
Willy	Oh I'm looking forward to it
JETA	Okay Pak.. We are also looking forward to see you. Hope that I can also invite you to my house after seminar. Actually my house is also JETA secretariat (office), Pak. So we always gather and discuss everything about JETA in the house.
Willy	And JETA kitchen too? Feeding those in the planning committee?
JETA	Hehehe ... Pak, would you please send your biodata?



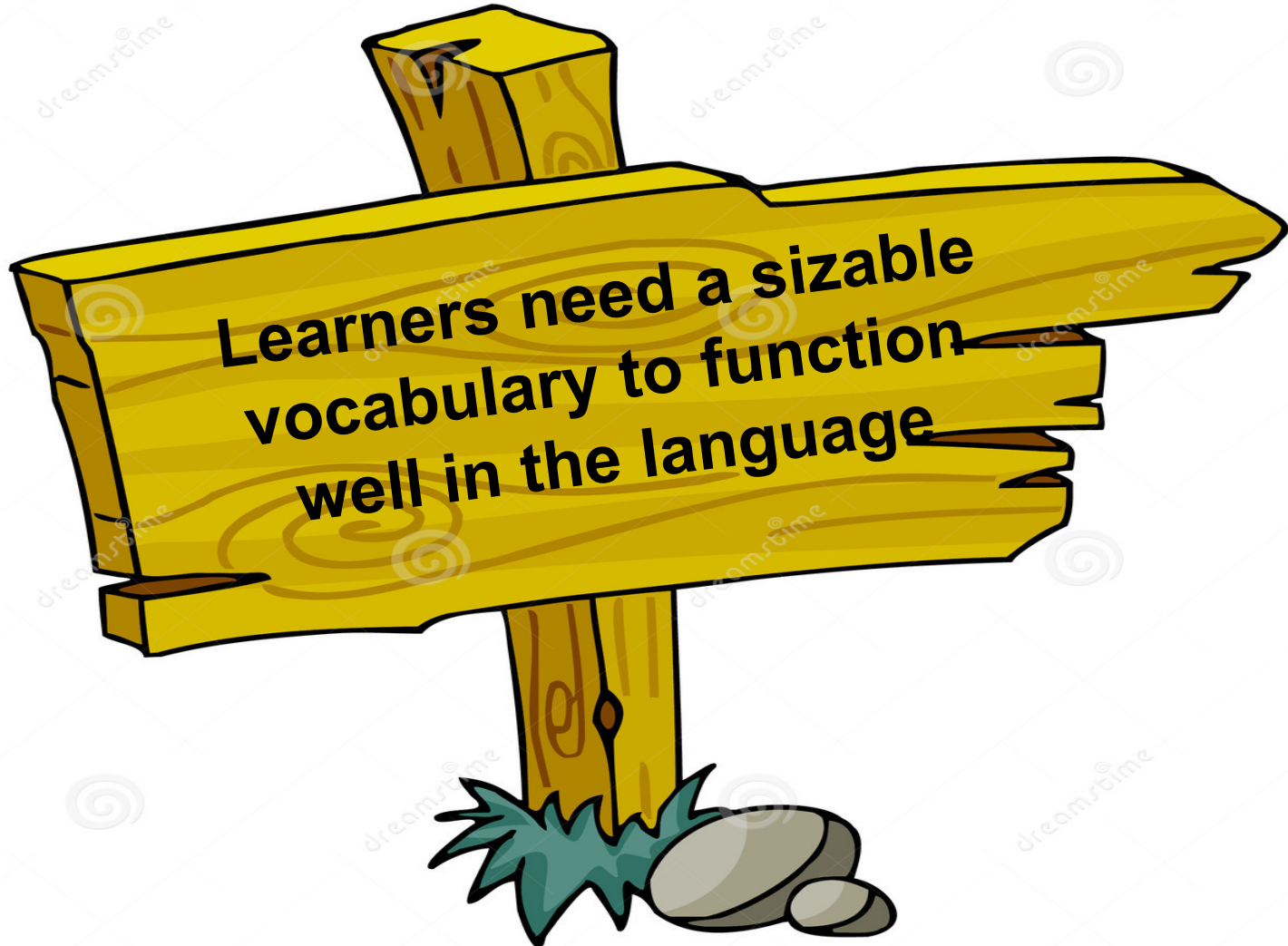
Grammar



FLAMINGOS



Principle 4



Vocabulary

Wilkin (1972, p. 111) writes: 'Without grammar very little can be conveyed, without vocabulary nothing can be conveyed'.



Vocabulary: From one extreme

Once upon a time:

Language = Words



Vocabulary: To another extreme

- More recently researchers say:

- listen/read for a purpose
- make predictions based on contexts
- make guesses when things aren't clear
- Do not listen/read for every word



Vocabulary and Language Skills

Vocabulary and Grammar	$r = .64$
Vocabulary and Listening	$r = .61 - .65$
Vocabulary and Reading	$r = .64$
Vocabulary and Writing	$r = .70 - .79$



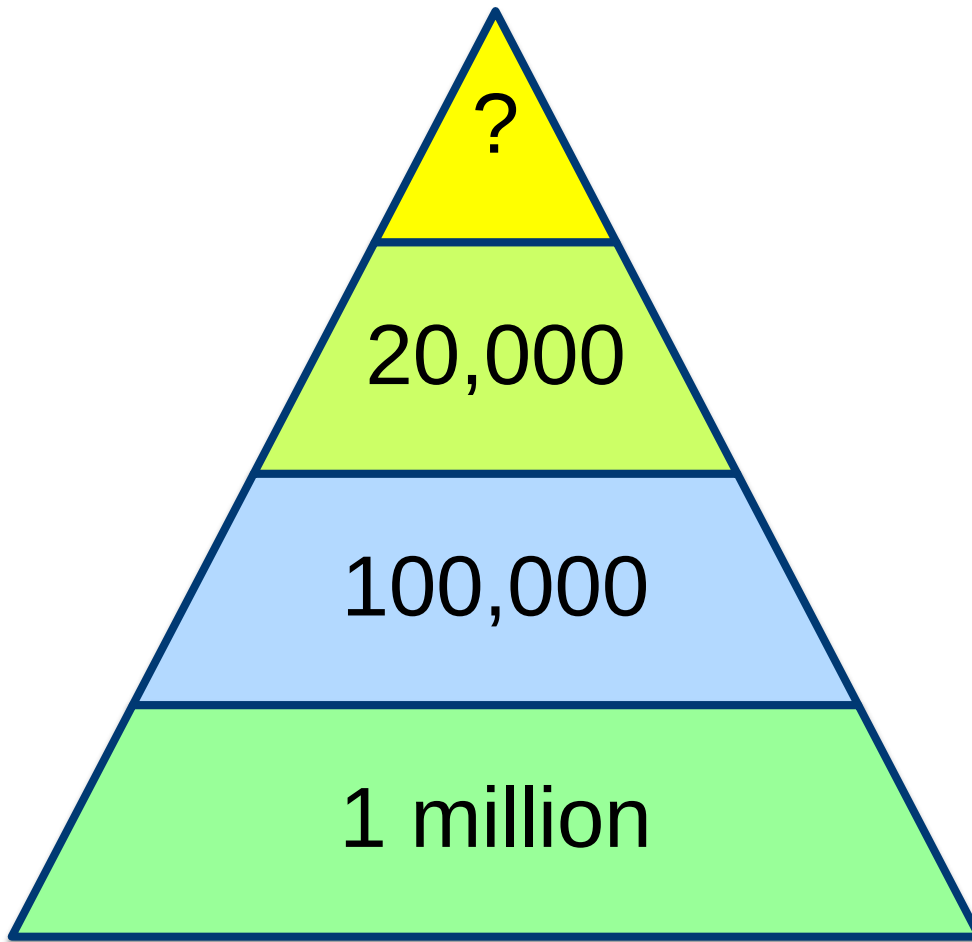
Tom Cobb 2007

"... after decades of guesswork, there is now widespread agreement among researchers that text comprehension depends heavily on detailed knowledge of most of the words in a text ... "(p. 38)

3,000 – 5,000 words to
read non-specialist text



How many words?

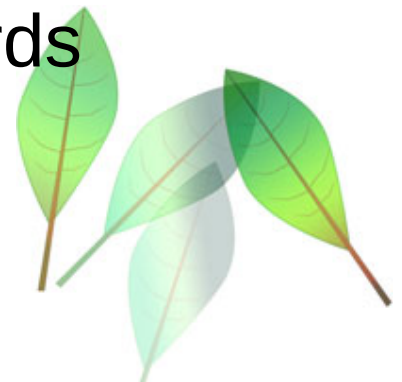


Your students?

Words proficient
users know

Words in use

No of words



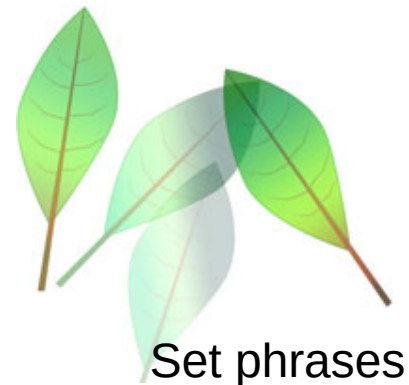
Sensible Target for Students

- **At least** 1,500 – 2,000 word families
- Deep knowledge of these words
 - Know multiple meanings
 - Know how to use these words in various contexts

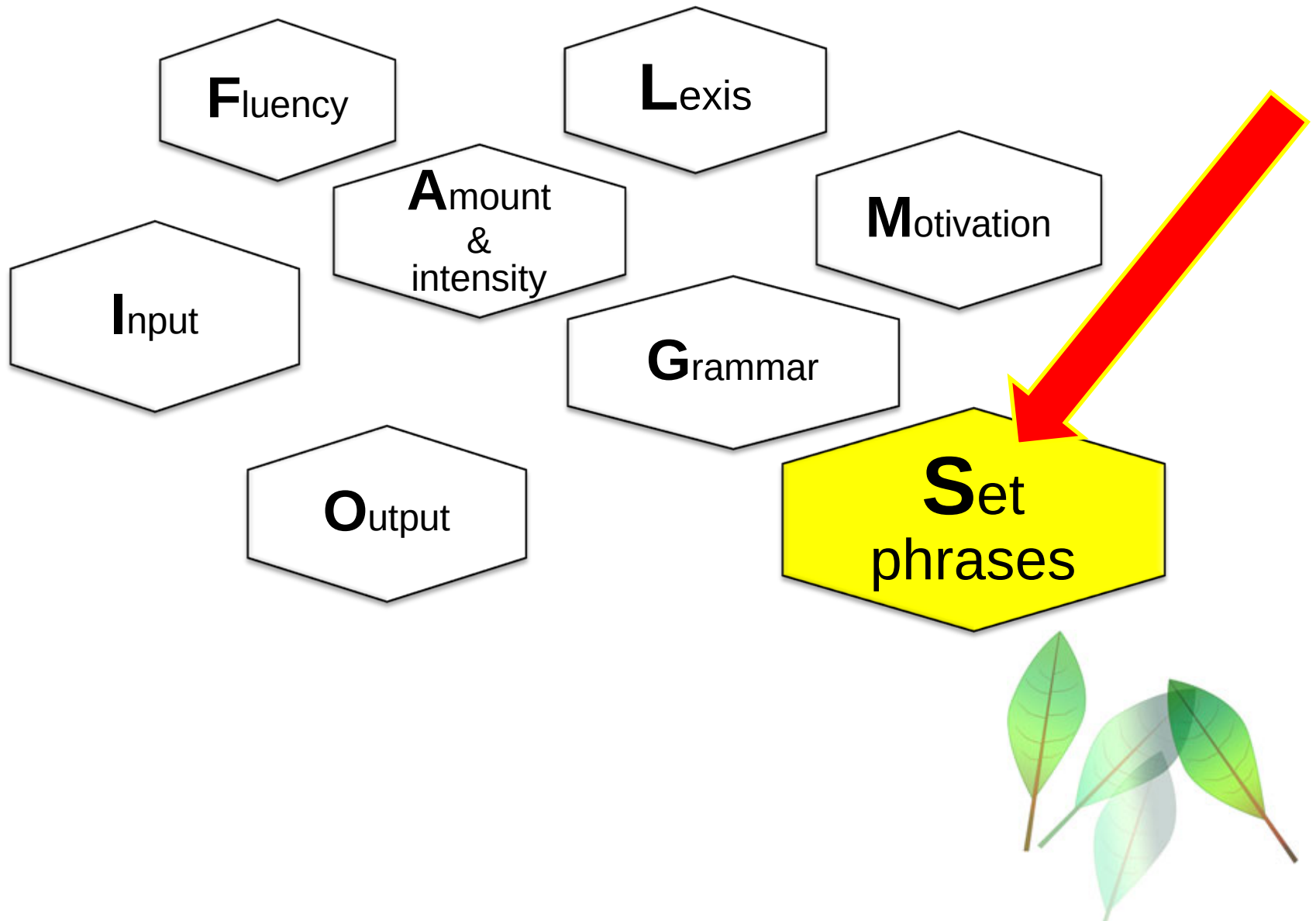


On

- On the table
- I'm on it.
- Dinner is on me.
- On and off, not regularly.
- Is the series still on?
- The light is still on.
- Etc.



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Principle # 5

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**Learners need a large
stock of set expressions**



Set Expressions

- Fixed phrases or expressions
- Lexical chunks
- Formulaic speech/language
- Grammaticalized language



Examples of Formulaic Language

What's-up
Just-a-moment
I-gotta-do-what-I
Once-upon-a-time
Can't-think-of-anything-right-now
D'ye-really-mean-that
I-wanna-go-home
Wanna-get-a-bite
Please-don't-go
If-you-insist
I-won't-be-long-ok
D'ye-really-mean-it
gotta-do
See-you-soon
No-kidding
I-don't-think-so
You-can't-be-serious
Oh-my-God
Not-so-fast
Bus-is-coming

Open in Window

Print...

Randomize

Save to public gallery...

[Not working?](#)

Set Expressions

- First, learned and used as whole units (early grammar)
- Gradually, broken up into grammatical units (mature grammar)
- Fluent, Idiomatic language



That's very kind of you

Sorry to hear that

I wouldn't do it if I were you.

I'll take a rain check

The bottom line is

All of a sudden

Proficient users of
English have
thousands
of these set
phrases

It's up to you

Up and down

Do you mind?

Don't leave me
alone

Nicely done!

It's over now.

Sorry it won't happen again

It won't take you that long.

First thing first

I'll see you when I see
you, okay?

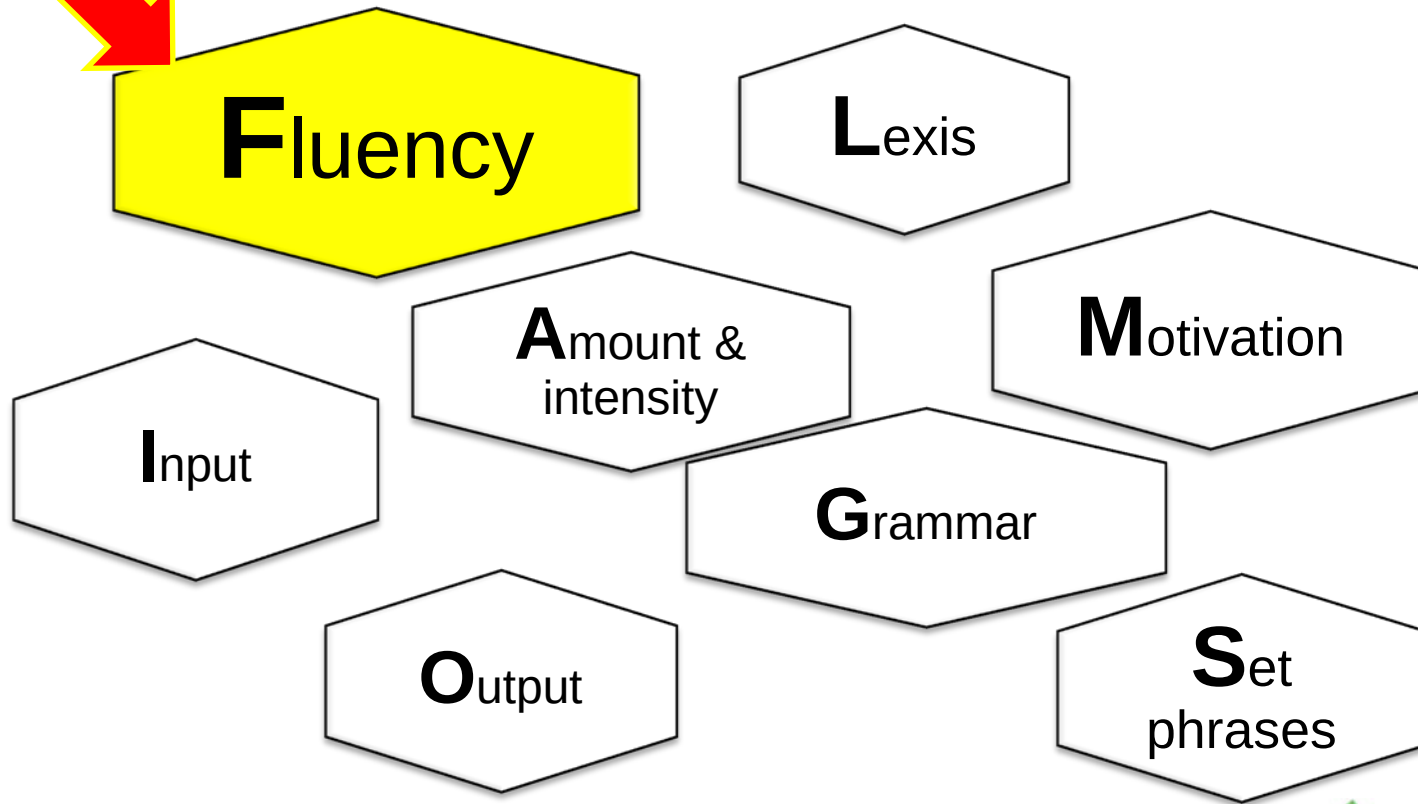
Set Expressions

- Speaking English is resource draining
- Ready-made language facilitates access and use
- Less taxing on STM



Fluency

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Principle # 6

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**Fluency in the receptive
skills is of utmost
importance**



Fluency

- Fluency in productive skills
- But also in receptive skills



Lack of listening fluency



Wang's (2010: 91-92):

Sometimes I hear a word that sounds very familiar in a sentence, but I cannot realize its meaning. I am very annoyed by this...when I check against the transcript, I often wonder how come I cannot recognize such a simple word.



Lack of listening fluency



Speed was fast!

I couldn't catch the words

Low comprehension

Rates = brakes

Event organizer = Advance organizer



Fluency

- Rapid word recognition
- Fast reading/listening rate
- Large sight/aural vocabulary
- Fast syntactic processing

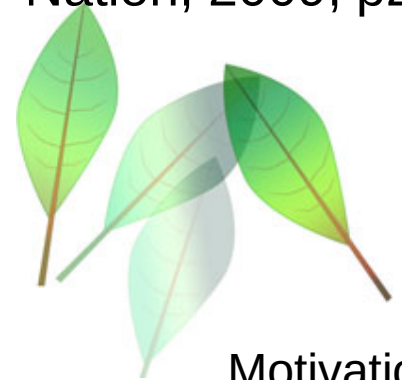




Fluency

“Fluency development is often neglected in courses, partly because teachers and learners feel that they should always be learning something new. Fluency development involves making the best use of what is already known.”

Nation, 2009, p2

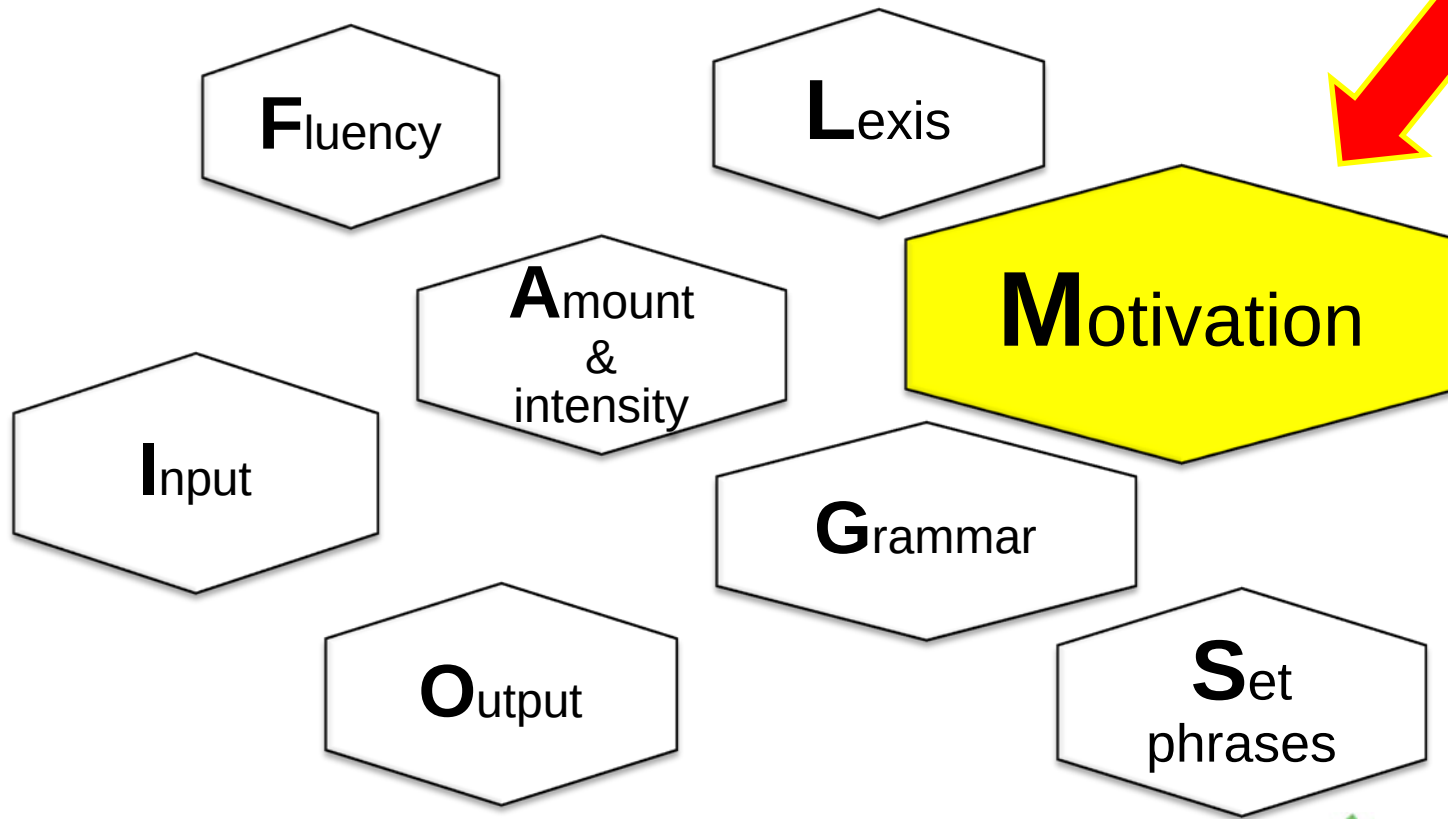


So how to develop fluency?

- Practice listening/reading familiar texts
- Regularly, daily for a long period of time
- There's no other way



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Principle # 7

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Language Learning is easy

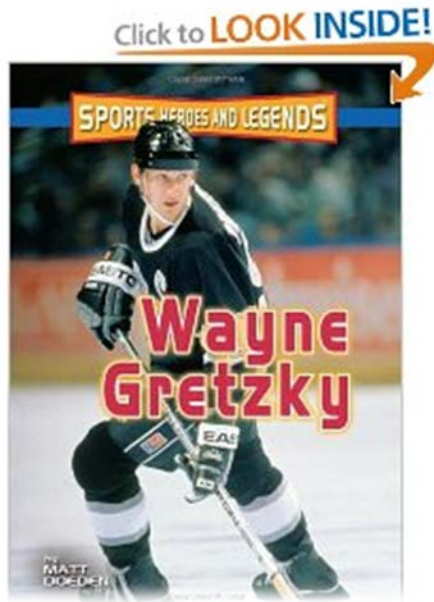


It should also be ...



Because it takes time and commitment.





The only way a kid is going to practice is if it's **TOTAL FUN** for him...

AND IT WAS FOR ME.

~ Wayne Gretzky



Wayne Douglas Gretzky is a retired Canadian professional ice hockey player. Nicknamed "**The Great One**", Gretzky was called "the greatest player of all time" in *Total Hockey: The Official Encyclopedia of the NHL*. - Wikipedia

In other words



Motivation

Success depends on
sustained enthusiasm and
commitment



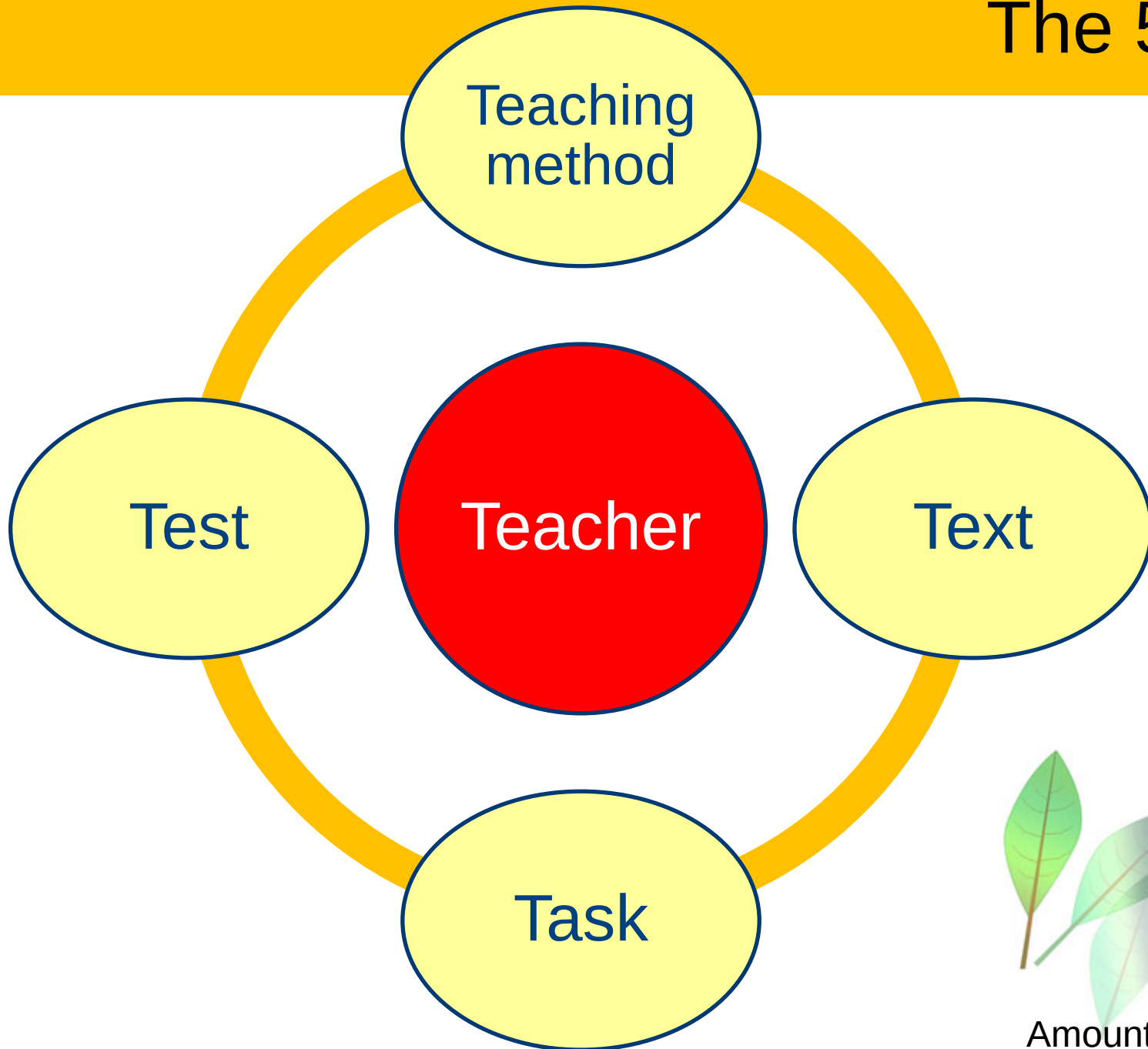
Motivation

- Mostly teachers' responsibility
- Yes, external motivation

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

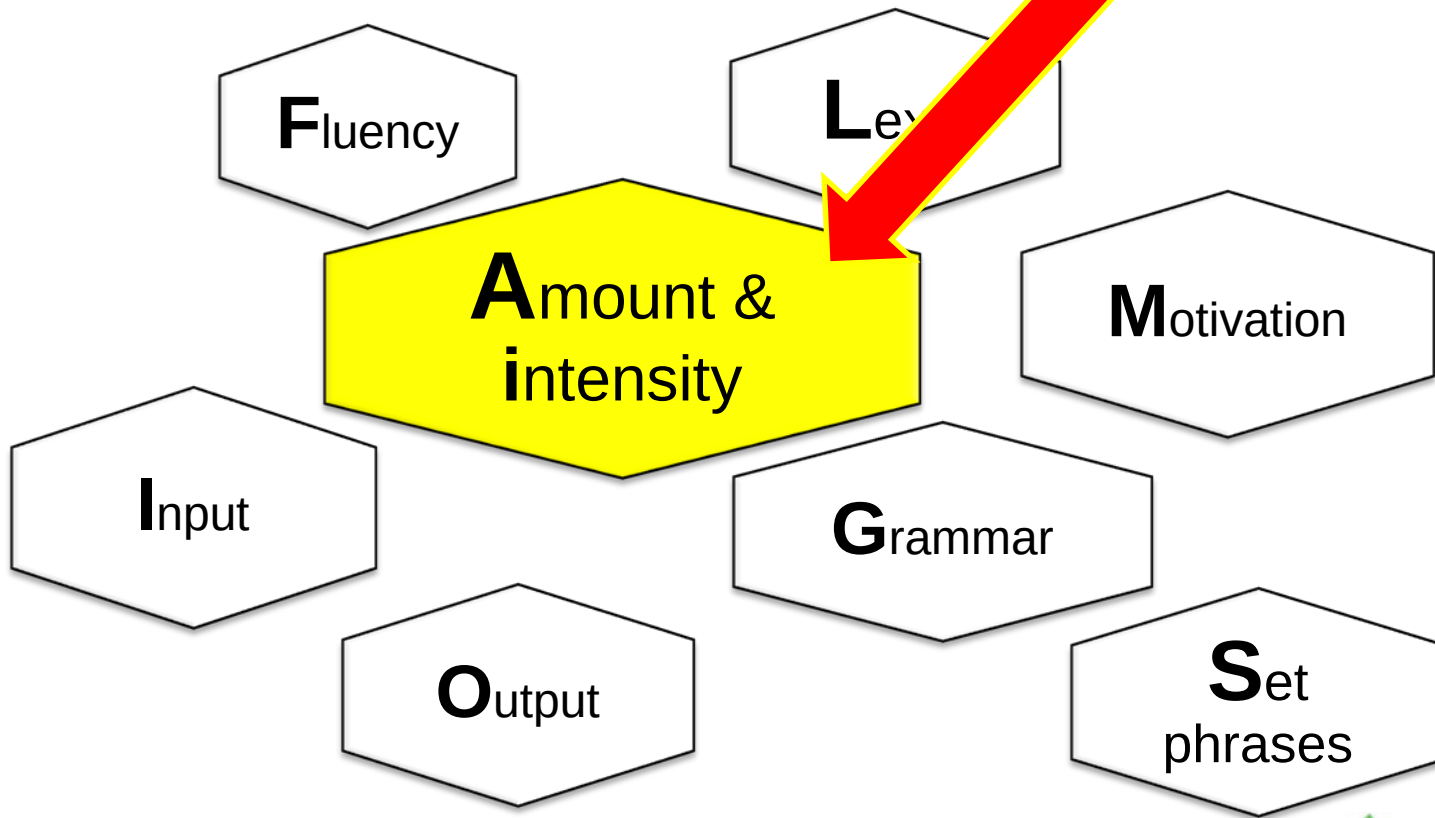


The 5 Ts



Amount & intensity

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Principle # 8

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Amount & Intensity

- 1,200 hours
- Spread over 6 years
- Impact = diluted
- Low success rate



Analogy

Driver's License



- Normal: 90 hours over 3 months
- High success rate



Analogy

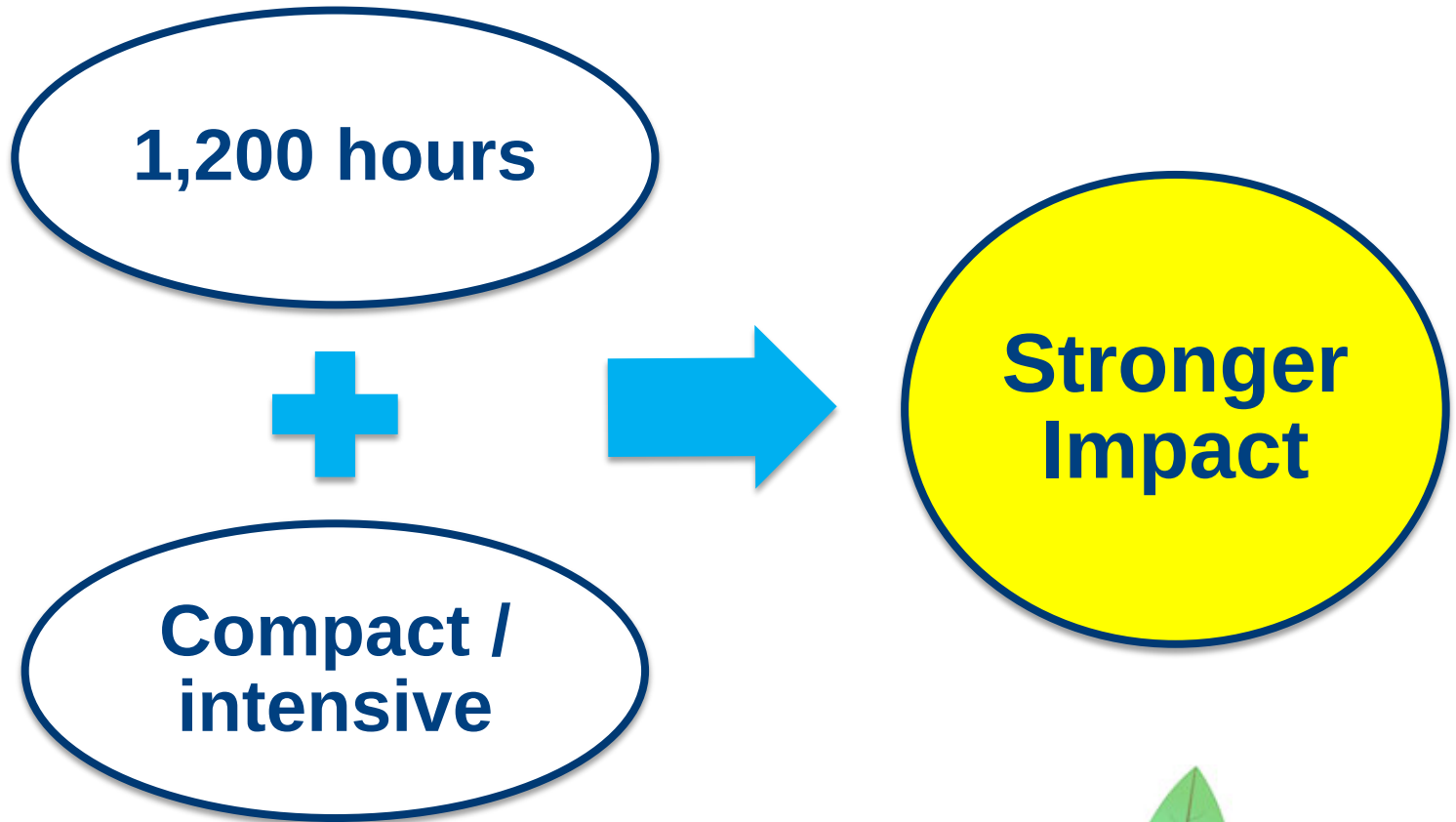
Driver's License



- 3 Years
- 5 mins per day
- Success rate?



Amount and Intensity

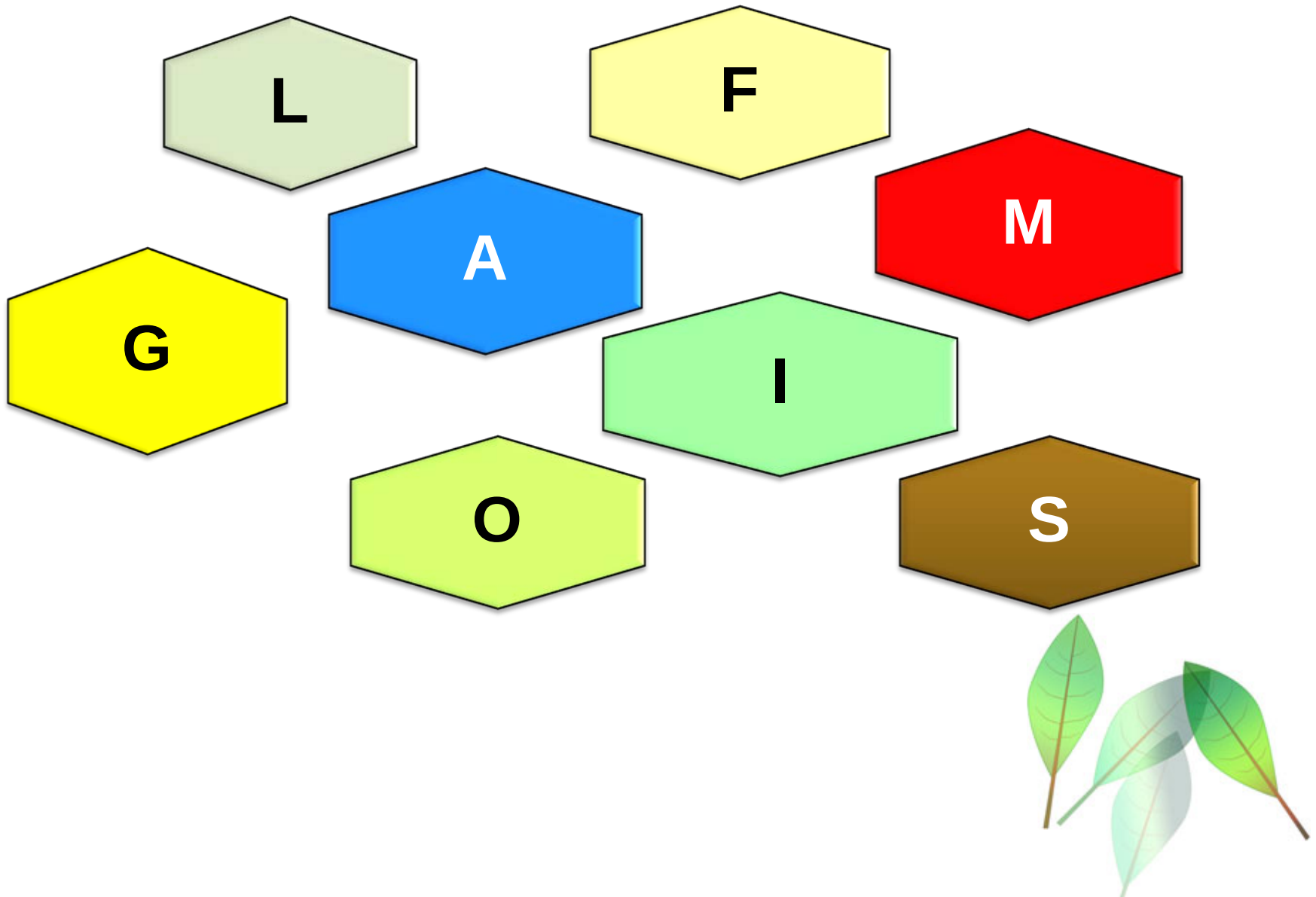


Wrap up

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Wrapping Up ...



THANK
YOU!

