KMUTT PhD (Applied Linguistics) Workshop (July 2018) - Part 2

HOW CAN YOUNG UNTRAINED NATIVE SPEAKERS CONTRIBUTE TO ENGLISH LANGUAGE TEACHING?

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Growing demand for young native speakers globally

Over 4000 fresh graduates from 40 countries teach English in schools in Japan under the Japanese Government JET scheme.

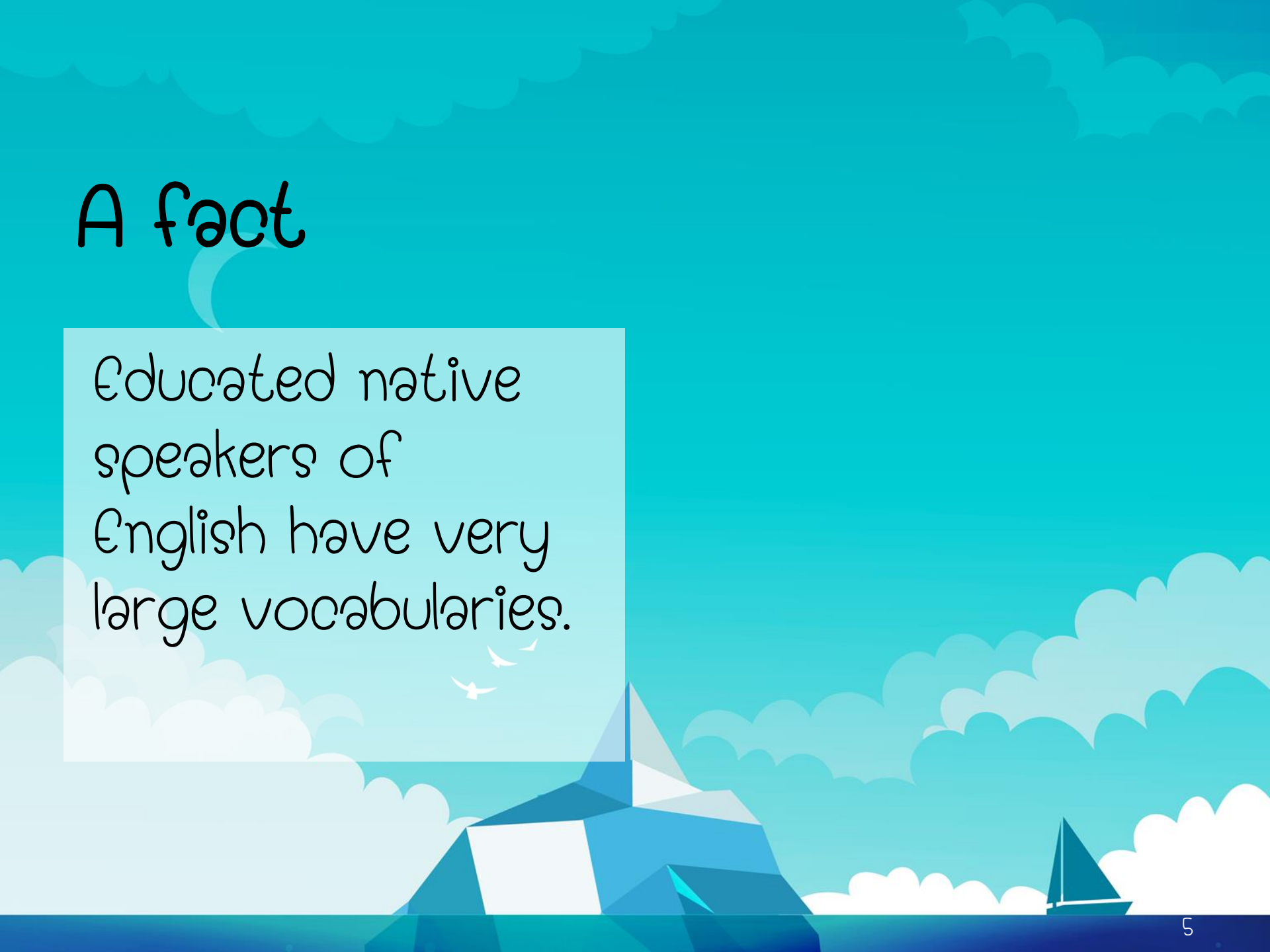
"The JET Programme represents one of the greatest initiatives in the field of human and cultural relations."

THE VOCABULARY ADVANTAGE

HOW CAN YOUNG UNTRAINED NATIVE SPEAKERS CONTRIBUTE TO ENGLISH LANGUAGE TEACHING?

A fact

Educated native speakers of English have very large vocabularies.



A fact

Educated native speakers of English have very large vocabularies.

A question

How can learners of English as a second language benefit from this resource?

Exposure and L2 acquisition

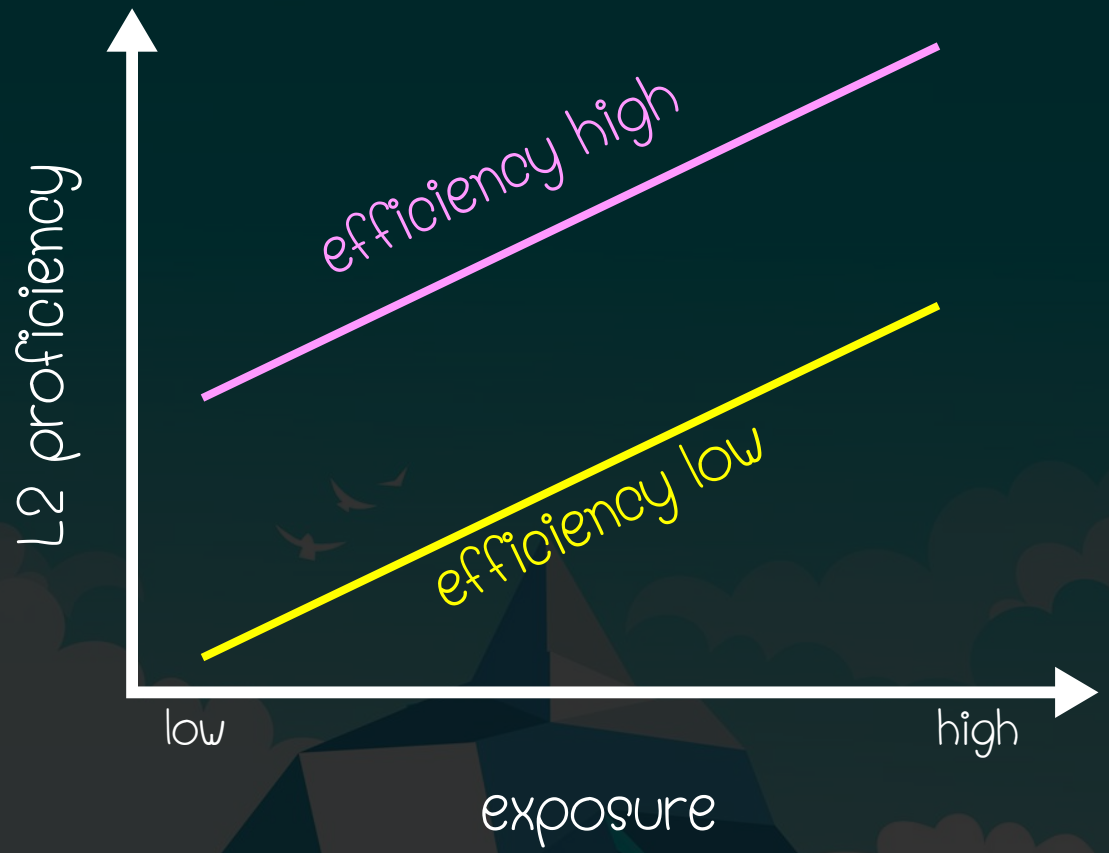
Universal agreement that exposure is a necessary condition for SLA.

Input is one type of exposure.

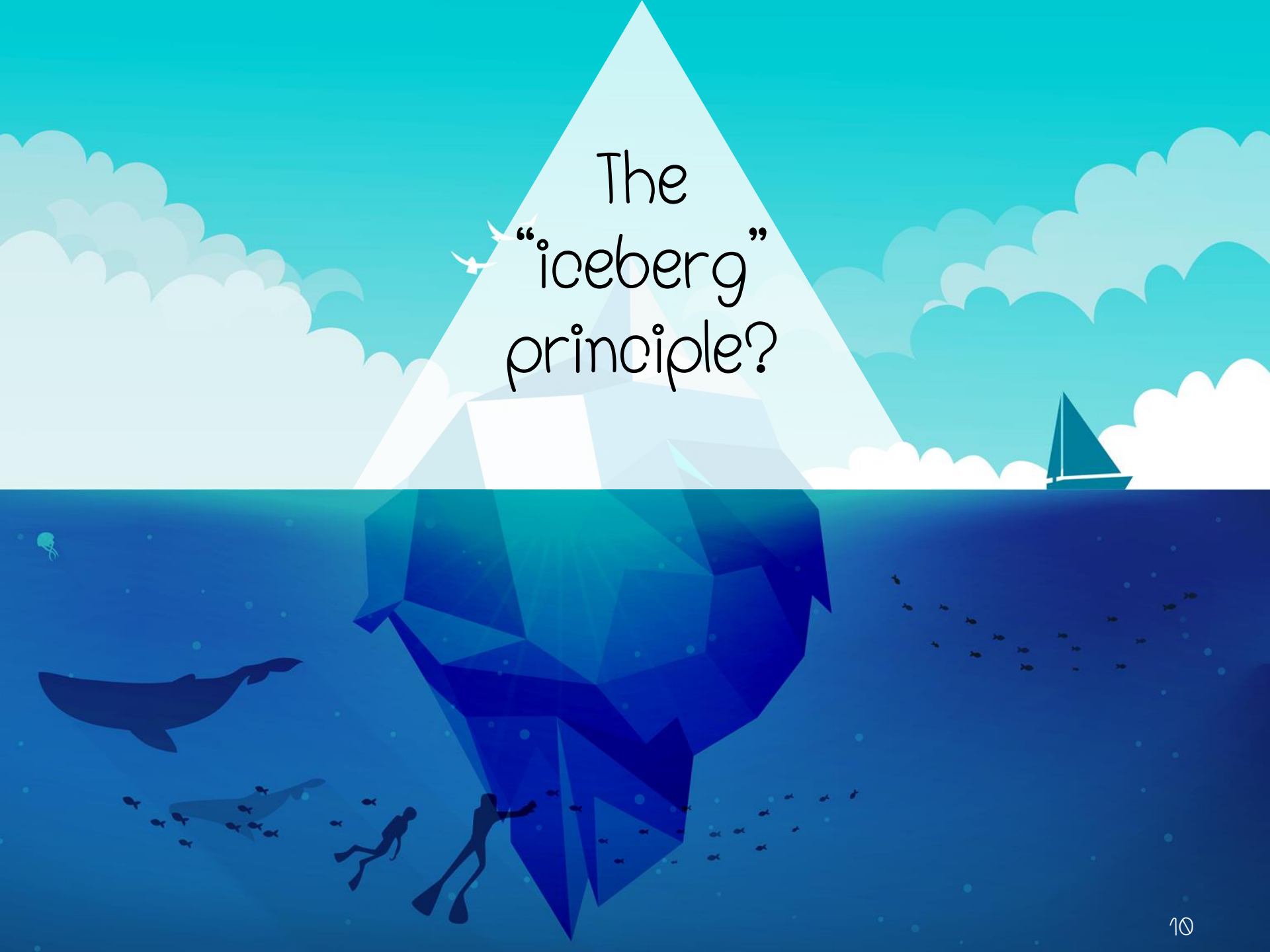
Input has been studied extensively (e.g. Krashen's "comprehensible input", VanPatten "input" -> "intake").

For many students, their English teacher is the main source of input.

Exposure to L2:
Additive effect (Esser 2006)



Understanding L2 vocabulary acquisition


The
“iceberg”
principle?

Cognitive Process

Conversational Proficiency

Language Process

Cognitive Process

Conversational Proficiency

Language Process

Knowledge

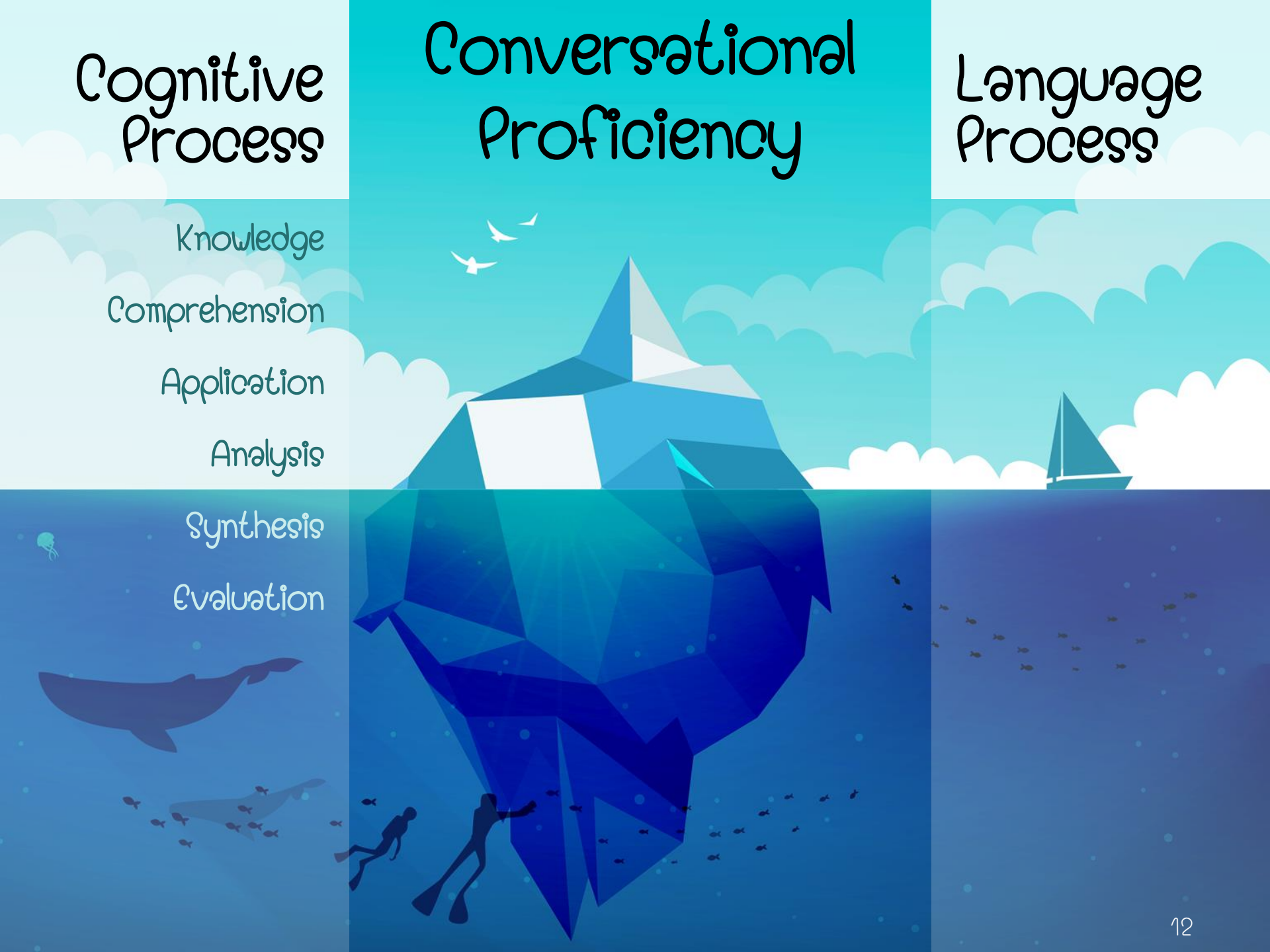
Comprehension

Application

Analysis

Synthesis

Evaluation



Conversational Proficiency

Cognitive Process

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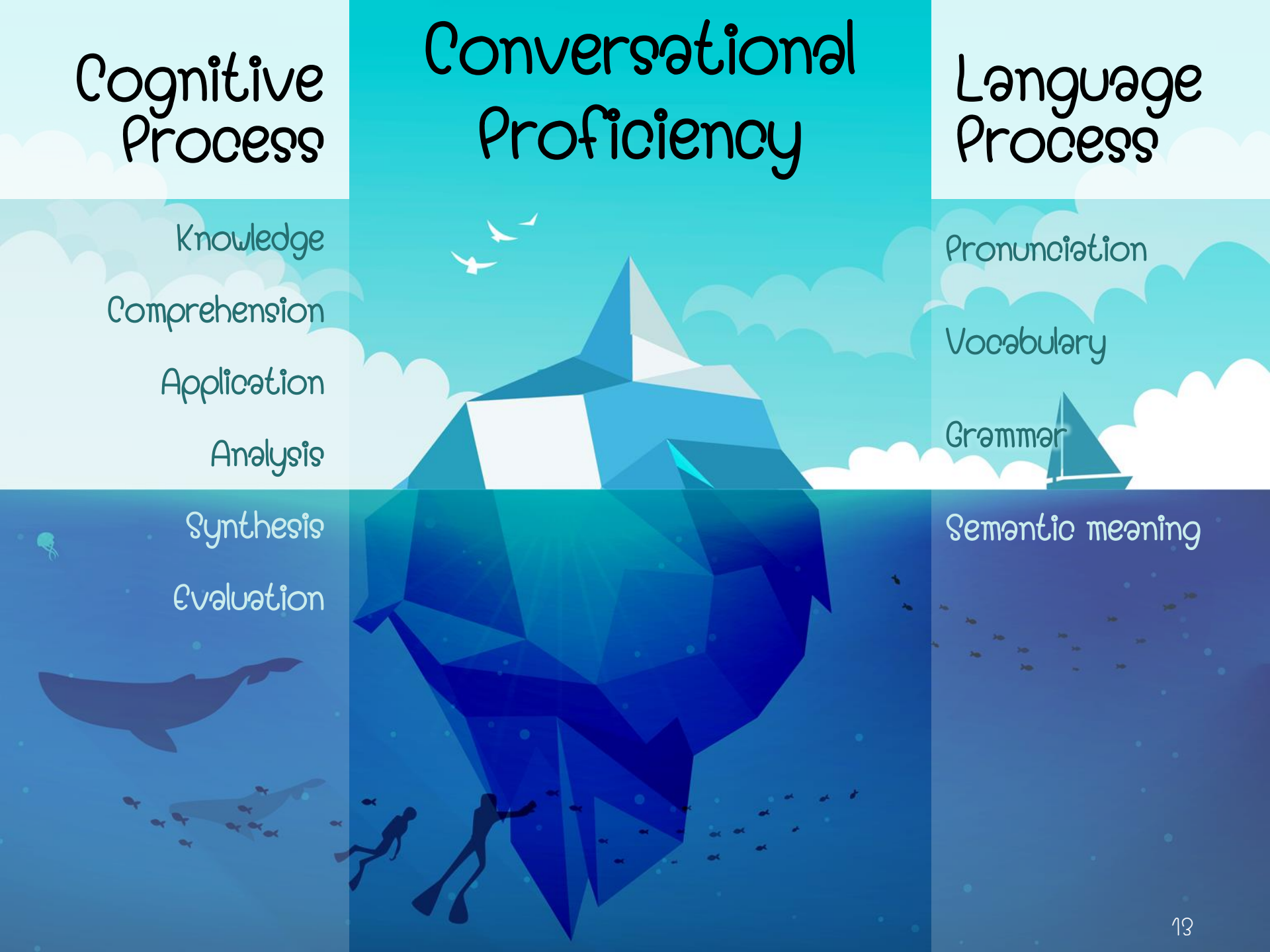
Pronunciation

Vocabulary

Grammar

Semantic meaning



Conversational Proficiency

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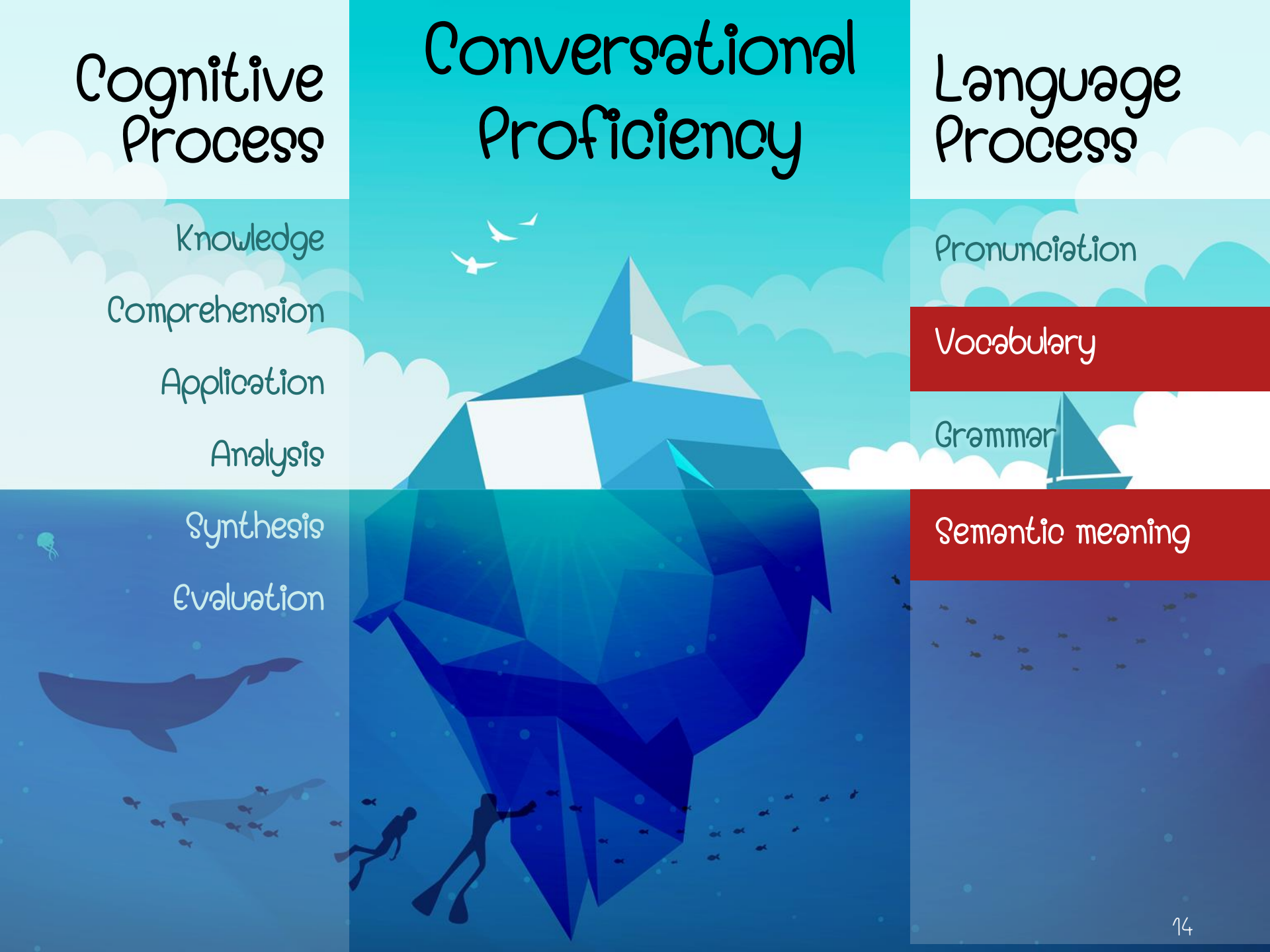
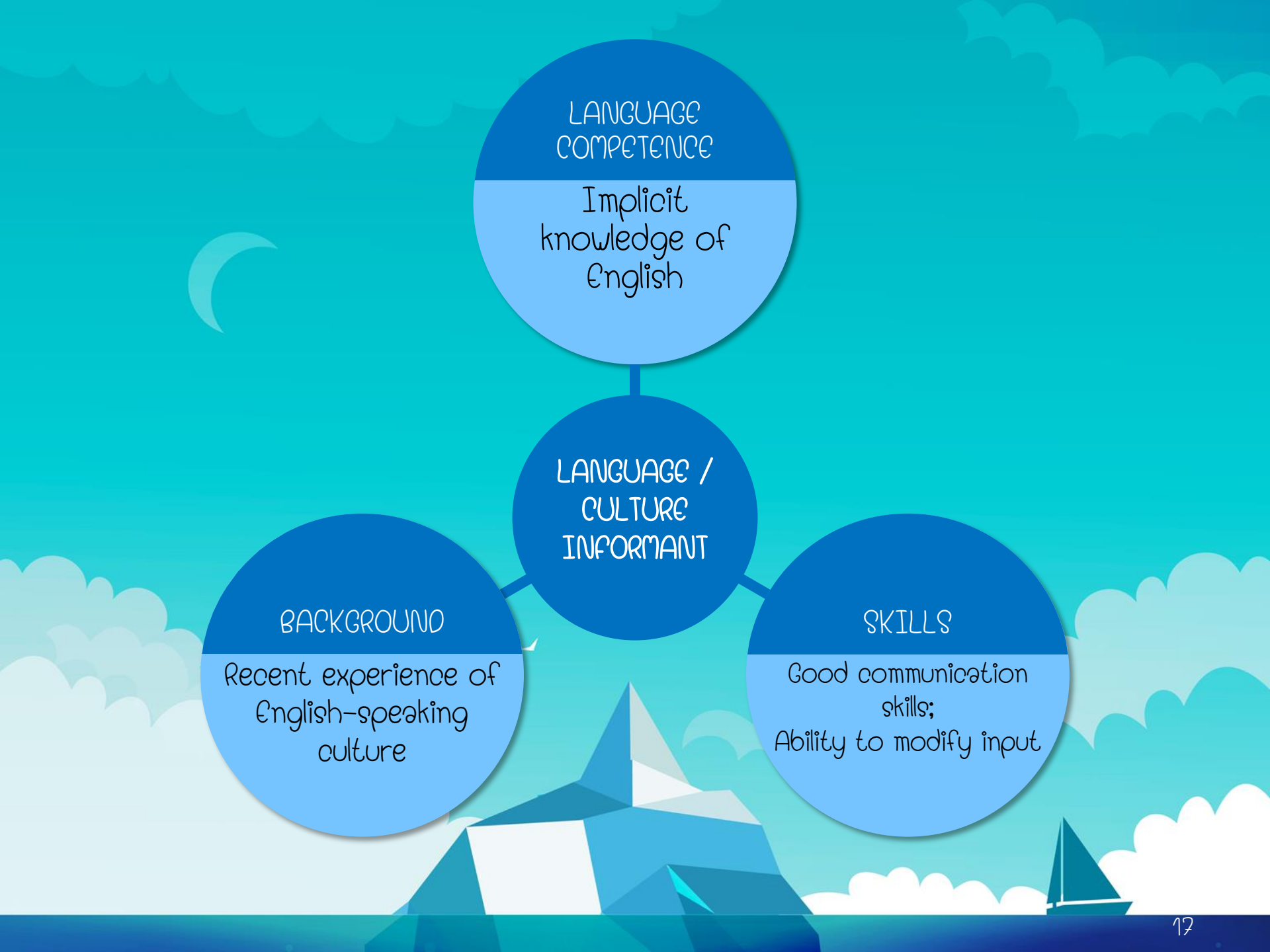
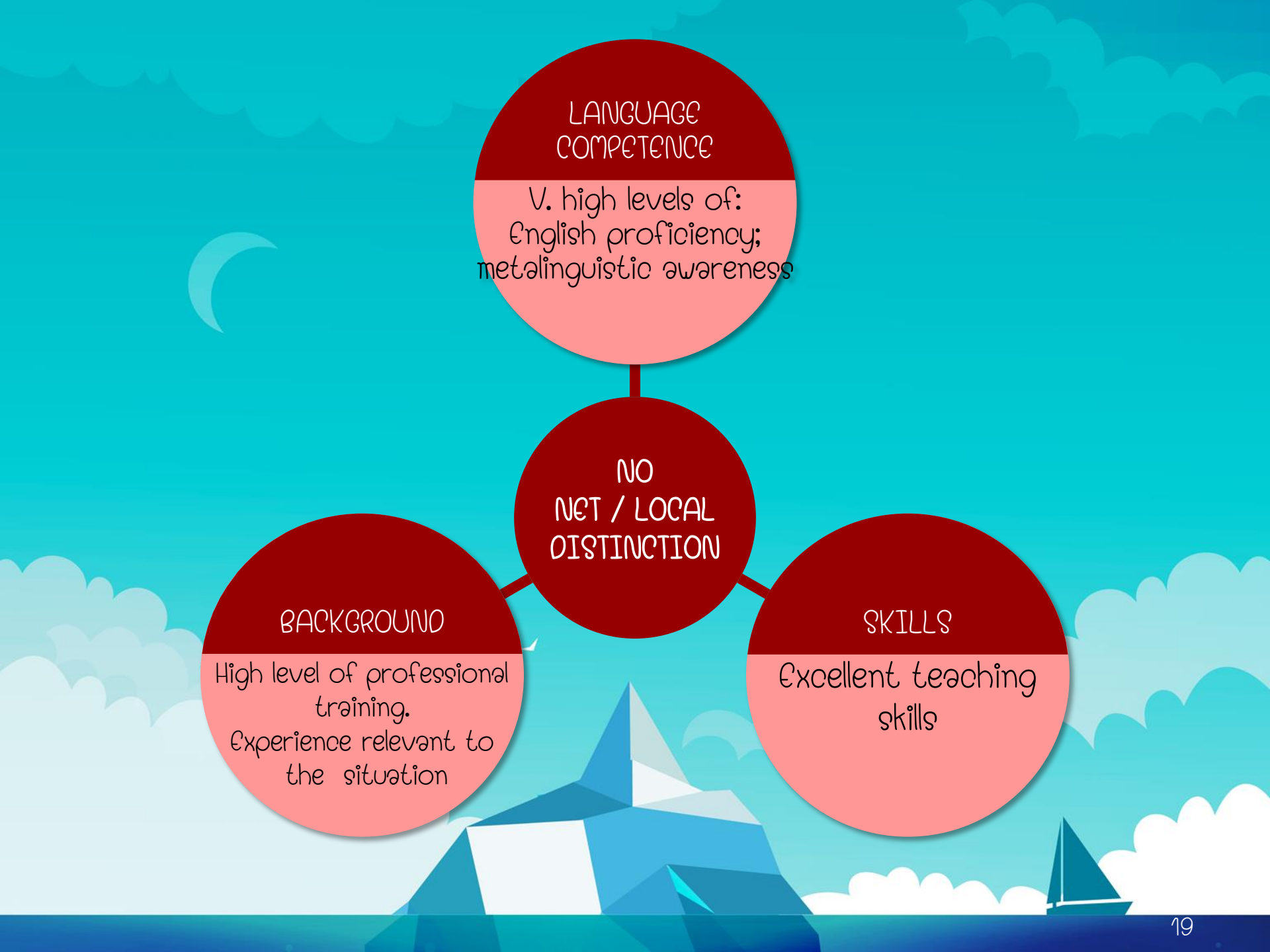



LANGUAGE COMPETENCE
NST Models
BACKGROUND
SKILLS


LANGUAGE COMPETENCE
Implicit knowledge of English
LANGUAGE / CULTURE INFORMANT
BACKGROUND
Recent experience of English-speaking culture
SKILLS
Good communication skills;
Ability to modify input


LANGUAGE COMPETENCE
Implicit and explicit knowledge of English
'AGENT FOR CHANGE'
BACKGROUND
High level of professional training; Comparative education perspective
SKILLS
Excellent teaching + communication skills


LANGUAGE COMPETENCE
V. high levels of: English proficiency; metalinguistic awareness
NO NET / LOCAL DISTINCTION
BACKGROUND
High level of professional training. Experience relevant to the situation
SKILLS
Excellent teaching skills

Vocabulary growth and teacher input

Can the large vocabularies of NSTs benefit local students' English?

Key priorities in vocabulary teaching

1. Providing **multiple exposures** to target words

2. Cognitive elaboration of the form-meaning relationship

Challenges for the NST

Providing systematic repeated encounters with target lexis

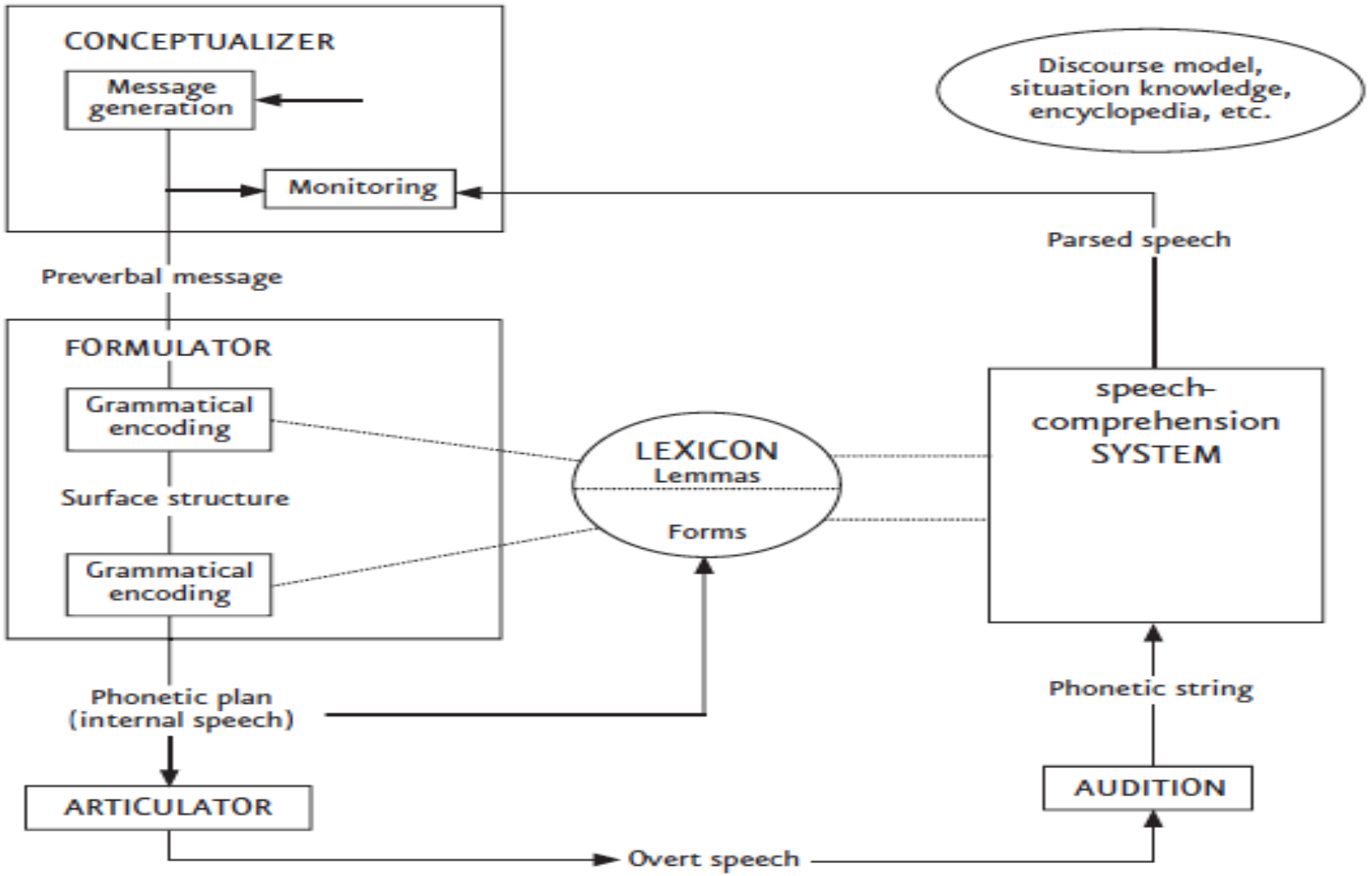
(may require pre- and in-service training, plus support of regular teachers)

Developing control of their enormous vocabularies

Workshop Task

Draft a proposal for a project that will explore the potential of untrained NSTs' large vocabularies for contributing to ELT.

Levelt's (1989) Model of speech production



Principles of Input Processing (VanPatten, 2002)

P1. Learners process input for meaning before they process it for form.

P1a. Learners process content words in the input before anything else.

P1b. Learners prefer processing lexical items to grammatical items (e.g. morphology) for the same semantic information.

P1c. Learners prefer processing "more meaningful" morphology before "less" or "non-meaningful" morphology.

Principles of Input Processing (VanPatten, 2002)

P2. For learners to process form that is not meaningful, they must be able to process informational or communicative content at no (or little) cost to attention.

Principles of Input Processing (VanPatten, 2002)

P3. Learners possess a default strategy that assigns the role of agent (or subject) to the first noun (phrase) they encounter in a sentence/utterance. This is called the first-noun strategy.

P3a. The first-noun strategy may be over-ridden by lexical semantics and event probabilities.

P3b. Learners will adopt other processing strategies for grammatical role assignment only after their development system has incorporated other cues (e.g., case marking, acoustic stress).

P4. Learners process elements in sentence/utterance initial position first.

P4a. Learners process elements in final position before elements in medial position.