



**HUF** HANDONG  
UNIT WIN  
FELLOWSHIP

# Second Language Acquisition

**Lecture 9: Approaches to Language Teaching**

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# INTRODUCTION

## AIM OF THE COURSE

- understand the underlying concepts of SLA
- explain the theory of SLA
- identify the roles of first, second, and third languages to one's language learning and development
- explain the various approaches to language teaching by considering diverse type of students
- analyze the differences method for SLA research
- formulate the roles of input, process, and output related to SLA
- distinguish the different influence of various factors to someone's language acquisition and or learning journey

## WEEK 9 – LEARNING OBJECTIVES

1. Introduction
2. Present-Day Teaching Methods
3. Grammar-Translation
4. Audio-Lingualism
5. Cognitive-Code
6. The Direct Method
7. The Natural Approach
8. Total Physical Response
9. Suggestopedia

The background is a white canvas decorated with various blue watercolor elements. There are several large, soft-edged blue washes in shades of light and medium blue. Interspersed among these are numerous small, dark blue dots and splatters of varying sizes. A prominent feature is a series of parallel, slightly curved blue lines that resemble a brushstroke or a stylized object, located in the upper right quadrant. The overall aesthetic is clean, artistic, and modern.

**01**

# Introduction

# Introduction

In the previous lectures, we have covered:

- The general implications of second language acquisition theory.
- The characteristics of optimal input for acquisition
- Hypothesis explaining language acquisition can take place when input is provided that is
  - (a) comprehensible;
  - (b) interesting and/or relevant to the acquirer;
  - (c) not grammatically sequenced, and
  - (d) provided in sufficient quantity
- The presentation of this input, moreover, should be done in a way that does not put the acquirer “on the defensive”.
- It should not raise or strengthen the affective filter.
- Acquirers need to be provided with tools to help them obtain more input from the outside world.

# Introduction

- The previous chapter also covers “put learning in its place”.
- Conscious rules should be used only when they do not interfere with communication.
- In addition, only a small part of the grammar is both learnable and "portable" for most people.
- We also concluded that the effects of learning are quite modest in terms of syntactic accuracy, but that the application of conscious rules may provide a cosmetic effect that is important for some language students.

# Introduction

- The goal of the first part of this chapter is to analyze some current approaches to language teaching.

The next section examines some alternatives to the traditional classroom, alternatives that are far better than any traditional classroom approach.

Next, there is a brief discussion of the implications these ideas have for second language testing.

The final sections of this chapter deal with what perceived to be some gaps in materials, and some of the practical problems in implementing the suggestions made here.

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**02**

## **Present-day Teaching Methods**

# Present-day Teaching Methods

- We can simply ask, for each approach to classroom teaching:

**to what extent does it satisfy the requirement for optimal input?**

**to what extent does it put learning in its proper place?**

- We will review what are surely the most widely used methods:

**GRAMMAR-TRANSLATION**

**AUDIO-LINGUALISM**

**COGNITIVE-CODE TEACHING**

**DIRECT METHOD**

**ASHER'S TOTAL PHYSICAL RESPONSE**

**TERRELL'S NATURAL APPROACH**

**LOZANOV'S SUGGESTOPEDIA**

# Present-day Teaching Methods

- The brief description supplied at the beginning of each analysis is not intended to be a full and adequate description of each method, but is intended to serve only to inform the reader the understanding of each method.
- It should also be pointed out that this analysis assumes that the methods are used in their pure forms, a situation which does not occur in every classroom.

## REQUIREMENTS FOR OPTIMAL INPUT

1. Comprehensible
2. Interesting/relevant
3. Not grammatically sequenced
4. Quantity
5. Filter level ('off the defensive')
6. Provides tools for conversational management.

## LEARNING

Restricted to:

1. Certain rules; those that are learnable, portable, not yet acquired.
2. Certain people ("Monitor users")
3. Certain situations (i.e. time and focus on form)

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**03**

# Grammar-Translation

# Grammar-Translation

While there is some variation, grammar-translation usually consists of the following activities:

1

Explanation of a grammar rule, with example sentences.

2

Vocabulary, presented in the form of a bilingual list.

3

A reading selection, emphasizing the rule presented in (1) above and the vocabulary presented in (2).

4

Exercises designed to provide practice on the grammar and vocabulary of the lesson.

*These exercises emphasize the conscious control of structure and include translation in both directions, from L1 → L2, L2 → L1*

*Most grammar-translation classes are **designed for foreign language instruction** and are **taught in the student's first language.***

# Grammar-Translation

## — *Requirements for Optimal Input*

Comprehensible	Interesting/ Relevant
<ul style="list-style-type: none"><li>• GT provides scraps of comprehensible input.</li><li>• The model sentences are usually understandable, but the focus is entirely on form, and not the meaning.</li><li>• The reading selection is the primary source.</li><li>• The selection provided are nearly always much too difficult.</li><li>• Students are forced to read word by word, and consequently rarely focus completely on the message.</li><li>• The sentences used in the exercises are designed to focus the students on form.</li></ul>	<ul style="list-style-type: none"><li>• Topics of interest in the reading section clearly do not seize the students' attention to such an extent that they forget that it is written in another language.</li><li>• They do not provide information that most students are eager to obtain.</li></ul>

# Grammar-Translation

## — *Requirements for Optimal Input*

Not grammatically sequenced	Quantity
<ul style="list-style-type: none"><li>• The majority of texts attempt to proceed from what the author considers easy rules to more complex rules.</li><li>• Each lesson introduces certain rules, and these rules dominate the lesson.</li></ul>	<ul style="list-style-type: none"><li>• GT fails to provide a great deal of comprehensible input.</li><li>• The small amount of comprehensible input in the model sentences, the readings, and the exercises is rarely supplemented by teacher talk in the target language.</li></ul>

# Grammar-Translation

## — *Requirements for Optimal Input*

Affective Filter Level	Tools for Conversational Management
<ul style="list-style-type: none"><li>• GT violates nearly every component of the Input Hypothesis.</li><li>• It is predicted that this method will have the effect of putting the student “on the defensive”.</li><li>• Students are expected to be able to produce immediately.</li><li>• Students are expected to be fully accurate.</li><li>• Anxiety level is also raised for some students who are less inclined toward grammar study (under-users).</li></ul>	<ul style="list-style-type: none"><li>• GT makes no attempt, explicitly or implicitly, to help students manage conversations with native speakers.</li></ul>

# Grammar-Translation

## – *Learning*



## Learning

- GT implicitly assumes that conscious control of grammar is necessary for mastery.
- Learning needs to precede acquisition → all target structures need to be introduced and explained.
- There is, therefore, no limitation of the set of rules to be learned to those that are learnable, portable, and not yet acquired.
- There is no attempt to account for individual variation in Monitor use.
- The implicit assumption being that all students will be able to use all the rules all the time!

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**04**

# Audio-Lingualism

# Audio-Lingualism

Here are the common features of audio-lingual language teaching. Again, there may be substantial variation in practice.

1

Begins with a dialogue, containing the structures and vocabulary of the lesson.

2

Students are expected to mimic the dialogue and eventually memorize it (termed “mim-mem”)

3

The class practices the dialogues as a group, then in smaller groups.

4

Followed by pattern drill on the structures introduced in the dialogues.

*The aim of the drill is to “strengthen habits”, to make the pattern “automatic”.*

# Audio-Lingualism

Lado (1964) notes that audio-lingual pattern drills focus the students' attention away from the new structure.

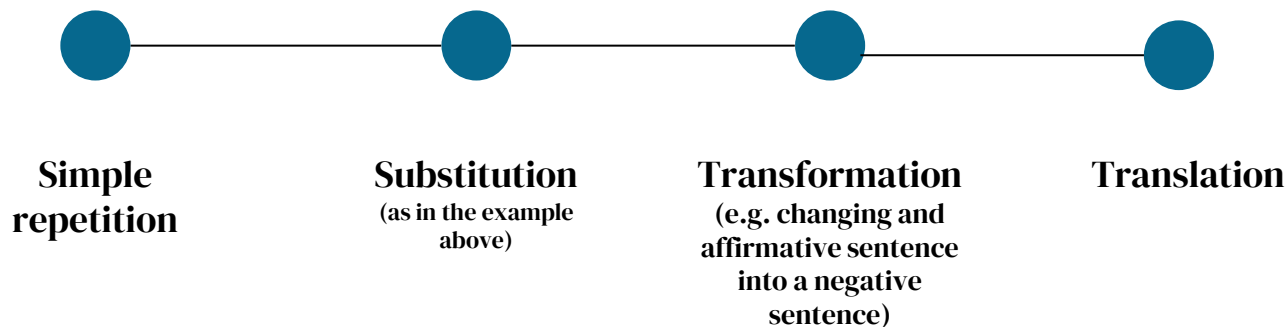
For example, the student may think he is learning vocabulary in an exercise such as:

**That's a \_\_\_\_\_.** (key, knife, pencil, etc.)  
**(cued by pictures)**

but in reality, according to audio-lingual theory, the student is making the pattern automatic.

# Audio-Lingualism

There are four basic drill types:



- Following drill, some audio-lingual classes provide explanation.
- According to proponents of audio-lingualism, the explanation is a description of what was practiced, not a prescription of what to say.
- The "rules" presented are therefore not to be considered instructions on how to perform. The explanation section is considered optional, since, in our terms, it is "language appreciation".

# Audio-Lingualism

## — *Requirements for Optimal Input*

Comprehensible	Interesting/ Relevant
<ul style="list-style-type: none"><li>• It can be maintained that ALM does provide comprehensible input.</li><li>• The dialogues and pattern practice are certainly understandable by most students, although some theorist have said that in early parts of a lesson actual comprehension is not necessary.</li><li>• Purely mechanical drill is useful.</li></ul>	<ul style="list-style-type: none"><li>• While Lado (1964) advises that dialogue contain “useful” language, that it be age-appropriate and natural, most dialogues fall far short of the mark of true interest and relevance.</li><li>• Most pattern practice, of course, makes no attempt to meet this requirement.</li></ul>

# Audio-Lingualism

## — Requirements for Optimal Input

Not grammatically sequenced	Quantity
<ul style="list-style-type: none"><li>• There is a clear sequence in ALM teaching, based usually on linguistic simplicity, but also influenced by frequency and predictions by contrastive analysis.</li><li>• The entire lesson is dominated by the “structure of the day”, just like in GT.</li></ul>	<ul style="list-style-type: none"><li>• While ALM fills the entire class hour with aural-oral language, ALM does not meet this requirement.</li><li>• Presentation of the dialogues → take up a full period, students spend very little of this time focusing on the message presented over and over.</li><li>• Pattern practice may also be comprehensible in theory, but students probably do not attend to meaning after the first few repetitions.</li><li>• Both dialogues and pattern practice, the entire hour might be spent with just a few sentences or patterns, as compared to the wide variety real communication gives.</li></ul>

# Audio-Lingualism

## — *Requirements for Optimal Input*

Affective Filter Level	Tools for Conversational Management
<ul style="list-style-type: none"><li>• ALM teaching violates several aspects of the Input Hypothesis: production is expected immediately and to be error-free.</li><li>• Over-use of drill and repetition, procedures such as not allowing students access to the written word in early stages may also add to anxiety</li></ul>	<ul style="list-style-type: none"><li>• ALM does a slightly better job than GT, as the dialogues do contain material that can be used to invite input and to control its quality.</li><li>• The applicability of dialogues to free conversation and to genuine conversational management is limited.</li></ul>

# Audio-Lingualism

## – *Learning*



## Learning

- Conscious learning is not an explicit goal of audio-lingualism.
- The goal, rather, is to have the student over-learn a variety of patterns to be used directly in performance.
- In practice, however, audio-lingual teaching often results in inductive learning,  
→ the student attempting to work out a conscious rule on the basis of the dialogue and pattern practice,  
→ with the explanation section serving to confirm or disconfirm his guess.
- Despite the fact that pattern practice attempt to focus students off rules, the requirement of complete correctness probably encourages Monitor use at all times.

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# 05 Cognitive-Code

# Cognitive-Code

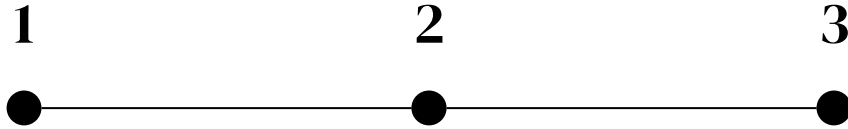
- Cognitive-code bears some similarity to grammar-translation, but also differs in some ways.
- While the goal of grammar-translation is basically to help students read literature in the target language, cognitive code attempts to help the student in all four skills, speaking and listening in addition to reading and writing.
- The assumptions are similar, however, insofar as cognitive code posits that "competence (i.e. conscious knowledge) precedes performance".

- **Chomsky (1965):**

- "once the student has a proper degree of cognitive control over the structures of a language, facility will develop automatically with the use of language in meaningful situations"*

# Cognitive-Code

As in grammar-translation, the lesson happens this way:



1  
Explanation of the rule, and this is often done, in foreign language situations, in the students' L1.

2  
Followed by exercises meant to help the students practice the rule consciously.

*Monitor use is actively promoted.  
Exercises → Communicative competence, termed "fluency" by literature.*

3  
Practices in meaningful situations, such as dialogues, games, role playing activities, take place.

# Cognitive-Code

## — *Requirements for Optimal Input*

Comprehensible	Interesting/ Relevant
<ul style="list-style-type: none"><li>• Like in GT, explanation and exercises sections will provide very little comprehensible input, as the focus, at all times, is on form and not meaning.</li><li>• The “communicative competence” section promises greater amounts of comprehensible input, but this potential is diminished if activities are limited to “rule of the day”</li><li>• The practice → limits the structures used, limits what can be discussed, and disturbs the naturalness of the communication.</li></ul>	<ul style="list-style-type: none"><li>• This depends on the activities chosen for the communicative competences section.</li><li>• Whatever chose, the goal remains the learning of a specific structure, and because of this it is nearly impossible to satisfy the Forgetting Principle.</li></ul>

# Cognitive-Code

## — *Requirements for Optimal Input*

Not grammatically sequenced	Quantity
<ul style="list-style-type: none"><li>• Like GT, cognitive-code is sequenced, and the structure of the day dominates all parts of the lesson.</li></ul>	<ul style="list-style-type: none"><li>• There is greater quantity of comprehensible input in cognitive-code, as compared to GT due to the communicative competence section.</li><li>• But it does not fully focus on the message, since it is only a part of the program whose focus is on form.</li></ul>

# Cognitive-Code

## — *Requirements for Optimal Input*

Affective Filter Level	Tools for Conversational Management
<ul style="list-style-type: none"><li>• Error correction on output is part of most cognitive-code classrooms as students are expected to produce right away and accurately.</li><li>• This predicts a high filter for many students.</li></ul>	<ul style="list-style-type: none"><li>• There is no announced attempt to provide this, but it is quite possible that some activities in the communicative competence section will provide some of these tools.</li></ul>

# Cognitive-Code

## – *Learning*



## Learning

- As is the case with GT, the assumption of cognitive-code is that conscious learning **can be accomplished by everyone**, that all **rules are learnable**, and that **conscious knowledge should be available** at all times.
- We can only conclude that cognitive-code **encourages over-use of the Monitor**, unless all rules "fade away" as soon as the structures become automatic.

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**06**

## **The Direct Method**

# The Direct Method

The characteristics:

All discussions and all classroom language are in the TL.

The focus is on inductive teaching of grammar.

The goal of the instruction is for the students to guess, or work out, the rules of the language.

To aid in induction, the teacher asks questions that are hopefully interesting and meaningful, and the students' response is then used to provide an example of the target structure.

If this is well done, it can give a direct method session the mood of a conversation class.

# The Direct Method

## — *Requirements for Optimal Input*

Comprehensible	Interesting/ Relevant
<ul style="list-style-type: none"><li>• Its insistence is on the use of the TL at all times, providing a great deal of comprehensible input.</li><li>• The entire period is filled with TL use with a variety of topics and structures utilized.</li></ul>	<ul style="list-style-type: none"><li>• There is an attempt to make the language use in the classroom of some interest to the students.</li><li>• The goal of the lesson → grammar teaching. Discussion is always meaningful although rarely genuinely communicative.</li></ul>

# The Direct Method

## — *Requirements for Optimal Input*

Not grammatically sequenced	Quantity
<ul style="list-style-type: none"><li>• The direct method is strictly sequenced, which distorts efforts at real communication.</li></ul>	<ul style="list-style-type: none"><li>• As mentioned above, the direct method meets this requirement as well as any classroom method can, filling the entire hour with comprehensible input.</li></ul>

# The Direct Method

## — *Requirements for Optimal Input*

Affective Filter Level	Tools for Conversational Management
<ul style="list-style-type: none"><li>The insistence on grammatical accuracy at very early stages, the use of error correction, and the grammatical focus of the course may <b>cause anxiety and a high filter</b> for all but the most dedicated Monitor user.</li></ul>	<ul style="list-style-type: none"><li>Students are given the tools for interaction in the classroom in the target language--they are soon able to initiate discussion with the teacher and ask questions</li></ul>

# The Direct Method

## – *Learning*



## Learning

- The direct method presumes that **conscious control is necessary for acquisition**, that **conscious knowledge of grammar** can be **accessed at all times**, and by all students.
- It **demands full control of late-acquired structures** in oral production from the very beginning (e.g. gender), and may thus **encourage over-use of the grammar**.

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**07**

# **The Natural Approach**

# The Natural Approach

The principles:

Class time is devoted primarily to providing input for acquisition.

Teachers only speak TL. Students may use either L1 or L2.

*If students choose to respond in L2, their errors are not corrected unless communication is seriously impaired.*

Homework include formal grammar work. Error correction is employed.

Goals of the course → semantic.

Activities may involve certain structure, but the goals are to enable students to talk about ideas, perform tasks, and solve problems.

# The Natural Approach

## — *Requirements for Optimal Input*

Comprehensible	Interesting/ Relevant
<ul style="list-style-type: none"><li>• The entire goal of classroom practice → provide comprehensible input.</li><li>• Teachers utilize realia, pictures, and students' previous knowledge to make their speech comprehensible from the first day.</li></ul>	<ul style="list-style-type: none"><li>• It attempts to capture students' interest by using "Affective Acquisition Activities", encouraging discussion of topics of students' personal interest. <i>(e.g. Suppose you are a famous person and there is a newspaper article about your. Tell at least one thing about yourself which is mentioned in the article).</i></li></ul>

# The Natural Approach

## — *Requirements for Optimal Input*

Not grammatically sequenced	Quantity
<ul style="list-style-type: none"><li>• The focus of the class is <b>not on the presentation of grammar</b>.</li><li>• There is a tendency for certain structures to be used more often in certain stages, but there is <b>no deliberate sequencing</b>.</li></ul>	<ul style="list-style-type: none"><li>• Since the entire class period is filled with comprehensible input, the Natural Approach meets this requirement as well as any foreign language teaching method can.</li></ul>

# The Natural Approach

## — Requirements for Optimal Input

Affective Filter Level	Tools for Conversational Management
<ul style="list-style-type: none"><li>• Since the Natural Approach attempt to remain "true" to the Input Hypothesis, many sources of anxiety are reduced or eliminated.</li><li>• Students do not have to produce in the second language until they feel they are ready.</li><li>• Error correction for form is not done in the classroom.</li><li>• Also, an attempt is made to discuss topics that are interesting to students.</li><li>• This predicts lower filter strength than most other methods.</li></ul>	<ul style="list-style-type: none"><li>• They are provided in the form of very short dialogues.</li><li>• They are designed to help students converse with NS on predictable and frequent topics.</li><li>• Students are introduced, right from the beginning, to phrases and expressions that will help them control the teachers' input (e.g. <i>I don't understand. What does _____ mean?, etc</i>)</li></ul>

# The Natural Approach

## – *Learning*



## Learning

- It is designed to be consistent with what is known of Monitor functioning.
- The absence of error correction in the classroom is a recognition that there are constraints on when the conscious grammar is used: students are expected to utilize the Monitor only at home, when they have time, when they are focused on form, and when they know, or are learning, a rule.

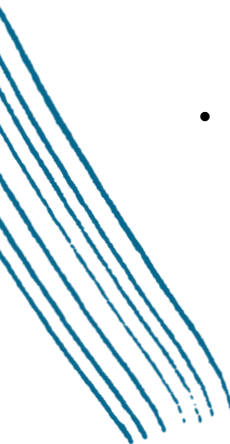


**08**

# **Total Physical Response (TPR)**




# Total Physical Response

- TPR consists basically of obeying commands given by the instructor that involve an overt physical response.
  - The instructor, for example, says "stand up" and the class stands up.
  - The commands become more complex as the class progresses.
  - Students speak only when they are "ready", which usually occurs at around 10 hours of instruction, and consists of student commands.
  - In the typical TPR class (as described by Asher, Kusudo, and de la Torre, 1974), the first few months (45 hours in this case) would consist of 70% listening comprehension (obeying commands), 20% speaking, and 10% reading and writing.
- 

# Total Physical Response

The principles:



Delay speech from students until understanding of spoken language "has been extensively internalized"

Achieve understanding of spoken language through utterances by the instructor in the imperative

Expect that, at some point in the understanding of spoken language, students will indicate a 'readiness' to talk

# Total Physical Response

## — *Requirements for Optimal Input*

Comprehensible	Interesting/ Relevant
<ul style="list-style-type: none"><li>• TPR meets this requirement.</li><li>• TPR required of the students is a manifestation of his comprehension of the teachers' utterance. → it shows the input has been understood.</li></ul>	<ul style="list-style-type: none"><li>• The novelty and freshness of the TPR technique probably does a great deal to make the class experience interesting.</li><li>• It may be difficult to remain interesting if one holds to the requirement of producing imperatives 100% of the time, however.</li></ul>

# Total Physical Response

## — *Requirements for Optimal Input*

Not grammatically sequenced	Quantity
<ul style="list-style-type: none"><li>• Each lesson does have a grammatical focus in TPR.</li><li>• Commands contextualize various points of grammar.</li><li>• There is nothing inherent in the TPR approach that demands a grammatical focus.</li></ul>	<ul style="list-style-type: none"><li>• TPR can fill an entire class period with comprehensible input in the form of commands.</li><li>• It thus has the potential of meeting this requirement fully.</li></ul>

# Total Physical Response

## — *Requirements for Optimal Input*

Affective Filter Level	Tools for Conversational Management
<ul style="list-style-type: none"><li>• TPR makes one very important contribution to lowering student anxiety: <b>students are not asked to produce in the second language until they themselves decide they are ready.</b></li><li>• They are allowed a silent period.</li><li>• However, that the necessity of producing overt physical responses right away may provoke anxiety in some students.</li></ul>	<ul style="list-style-type: none"><li>• There is no explicit mention of this in Asher's papers.</li></ul>

# Total Physical Response

## – *Learning*



## Learning

- In TPR approach, students will work out the correct form of the rule during the class activity.
- Grammar will be acquired and/or inductively learned in the technical sense of inductive learning.
- The emphasis on listening comprehension and the delay of speech will, in itself, prevent much misuse of conscious learning: students will tend not to monitor their output for form in inappropriate circumstances and they will not use rules unsuited for Monitor use if there is less demand for production.

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# 09 Suggestopedia

# Suggestopedia

It consists of 3 parts:

1

- Review, done via traditional conversations, games, plays, etc.
- It may include some exercises and error correction does not include the use of a language lab or pattern drill.

2

- Presentation of new material.
- New material is introduced in the form of dialogues based on situations familiar to the students.
- New material is presented in a somewhat traditional way, with the necessary grammar and translation"

3

- **1<sup>st</sup> part** (active séance), the dialogue is read by the teacher, students follow the text and engage in deep and rhythmic Yoga breathing.
- **2<sup>nd</sup> part** (passive/convert part séance), involves music.
- The central activity is the teacher's reading of the dialogue "with an emotional intonation

# Suggestopedia

## — *Requirements for Optimal Input*

Comprehensible	Interesting/ Relevant
<ul style="list-style-type: none"><li>• It is designed to aid comprehensibility of input.</li><li>• Initial dialogues are based on situation familiar to the student, and the use of the students' L1 helps the student confirm his/her understanding of the text presented in the TL.</li></ul>	<ul style="list-style-type: none"><li>• The topics of the dialogues are designed not only to be of inherent interest, but also to be of some practical value and relevant to students' needs.</li></ul>

# Suggestopedia

## — *Requirements for Optimal Input*

Not grammatically sequenced	Quantity
<ul style="list-style-type: none"><li>• The emphasize is on communication and the dialogues do not seem to focus on specific points of grammar.</li><li>• Suggestopedia seems to depend on the net of grammatical structures provided by successful communication.</li></ul>	<ul style="list-style-type: none"><li>• Suggestopedia seems to meet this requirement as well.</li><li>• While there is some explanation in the first language, the long and varied dialogue dominates the session, both as pure input and as a basis for communicative use of the L2.</li></ul>

# Total Physical Response

## — *Requirements for Optimal Input*

### Affective Filter Level

- Every feature of Suggestopedia is aimed at relaxing the student, reducing anxieties, removing mental blocks, and building confidence,
- e.g. the use of music to lower anxiety and tension, and to induce the state of relaxed alertness for second language acquisition.

# Suggestopedia

## – *Learning*



## Learning

- Content precedes form.
- Accurate pronunciation and grammar are to come in due course.
- While there is error correction and grammar explanation in part one of each lesson, grammar use in Suggestopedia apparently does not interfere with communication.

# Reference

- Asher, J., Kusudo, J., & De La Torre, R. (1974). *Learning a second language through commands: The second field test*. *Modern Language Journal* 58: 24-32.
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# Thanks

Does anyone have any questions?  
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