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THEME:

**THE NATURAL APPROACH METHOD IN TEACHING
ENGLISH AND ITS EFFECTS IN THE LEARNING PROCESS
OF YOUNG LEARNERS**

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IDIOMA INGLÉS”

AUTOR: LCDA. MONICA EVANGELINA LASCANO SAAVEDRA

DIRECTOR: LIC. SYLVIA MARIELA RIVERA SIMBA

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THE NATURAL APPROACH METHOD IN TEACHING ENGLISH
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AUTHOR:

LCDA. MONICA EVANGELINA LASCANO SAAVEDRA

Sylvia Mariela Rivera Simba, Lic.
DIRECTORA TEMA DE INVESTIGACIÓN

f _____

Telmo Viteri, Ing. DIPA
DIRECTOR DE DEPARTAMENTO DE
INVESTIGACIONES Y POSTGRADOS

f _____

Pablo Poveda Mora, Abg.
SECRETARIO GENERAL PUCESA

f _____

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CI. 050258543-3

RESUMEN

Este proyecto fue hecho debido a la necesidad de buscar una nueva manera para que los profesores puedan mejorar su metodología y la forma de enseñar inglés. Este también está enfocado en cómo el Natural Approach Method puede causar diferentes efectos en nuestros estudiantes y en nuestra clase mientras esta se desarrolla. Nosotros como maestros hemos visto la necesidad de innovar nuestros conocimientos sobre nuevos métodos para enseñar inglés y cómo aplicarlos durante la clase. Es por esto que vamos a indicar algunas actividades que los estudiantes pueden utilizar para aprender este idioma extranjero. Para conseguir nuestros objetivos y obtener efectos positivos durante y al finalizar al proceso de enseñanza es muy importante despertar el interés de los estudiantes en el uso del nuevo método y el lenguaje.

ABSTRACT

This project was done because of the necessity of looking for a new way on how teachers can improve their methodology and the way to teach English. It also focuses on how the Natural Approach Method can cause different effects in our students and in our class while it is developed. We as teachers have seen the necessity to refresh our knowledge about new methods of teaching English and how to apply them during the class, that is why we are going to indicate some activities that students can use to learn this foreign language. In order to achieve our objectives and get positive effects in the process of teaching it is very important to arise the students' interest in the usage of the new method and the language.

TABLE OF CONTENTS

	PAGE
RESUMEN	iv
ABSTRACT	v
INTRODUCTION	1
CHAPTER I	
1.1. THE NATURAL APPROACH.....	3
1.2 THEORY OF LANGUAGE.....	5
1.2.1 THE ACQUISITION LEARNING HYPOTESIS.....	7
1.2.2 THE MONITOR HYPOTESIS.....	8
1.2.3 THE NATURAL ORDER HYPOTESIS.....	10
1.2.4 THE INPUT HYPOTESIS.....	10
1.2.5 THE AFFECTIVE FILTER HYPOTESIS.....	11
CHAPTER II	
2.1 THE STUDENTS` AND TEACHERS` ROLE.....	12
2.1.1 THE STUDENTS` ROLE.....	12
2.1.2 THE TEACHERS` ROLE	15

CHAPTER III

3.1 THE EFFECTS OF THE NATURAL APPROACH.....17

CHAPTER IV

4.1. INSTRUCTIONAL MATERNAL, ACTIVITIES.....22

CONCLUSIONS27

RECOMMENDATIONS28

BIBLIOGRAPHY.....29

INTRODUCTION

The Natural Approach Method is a very useful tool created by Stephen Krashen and Tracy Terrell to teach young learners especially non-native speakers in an active way. It makes the process of teaching and learning more creative and natural. The natural approach also motivates the students by giving them early success through the use of this method.

The term *natural*, is used in reference to the Direct Method, merely emphasized that the principles underlying the method were believed to conform to the principles of naturalistic language learning in young learners. Similarly, the Natural Approach is believed to conform to the naturalistic principles found in successful second language acquisition. In the Natural Approach there is an emphasis on exposure, or *input*, rather than practice; the emphasis on the central role of comprehension in the Natural Approach links it to other comprehension-based approaches in language teaching.

At the comprehension stage, students are not required to speak. They respond to the teacher physically as in a TPR strategy or answer the teacher's questions making use of pictures, objects around them or the other students' names. At the early speech production stage, the students still answer in single words. Teachers speak as caretakers do in natural settings and utilize context, gestures and objects available around the students to

Make the input comprehensible. Terrell says that if students can successfully pass the first two stages, speech ability will emerge. Students acquire new vocabulary through experiences and associations with the words; as such words are employed in a meaningful context. Extended listening experiences include physical response activities, use of vivid pictures to illustrate concepts, and active involvement of the students through physical contact with the pictures and objects being discussed-by means of choice-making, yes-no questions, and game situations.

The natural approach seems to have become absorbed into what are generally known as humanistic teaching practices and whole language learning. As for practical ways of implementing these principles, this will depend on the level of the class. At beginner level, lots of TPR activities are called for, where learners simply respond to instructions by performing physical actions, such as pointing at things, handing each other objects, standing, walking, sitting down, writing and drawing. At higher levels, the focus is still on providing comprehensible input, in the form of listening or reading tasks, where learners order pictures, fill in grids, follow maps, and so on. These can be combined with communicative speaking tasks, such as 'describe-and-draw' or 'spot-the-difference', where learners work in pairs to exchange information about pictures.

In conclusion Natural Approach is a good method to teach English, as teachers have to find the best method to catch the students' attention for motivating them to learn

CHAPTER I

1.1. THE NATURAL APPROACH

The Natural Approach is very appealing – who would not want to learn a language the natural way, and what language teacher does not think about what kind of input to provide for students. However, upon closer examination of Krashen's hypotheses and Terrell's methods, they fail to provide the goods for a workable system. According to Krashen and Terrell, the term natural approach was first used in the nineteenth century to describe teaching methods, such as the direct method, that attempted to change the processes of learning a first language. "In this method translation and grammar explanations are rejected, learners are exposed to sequences of actions, and the spoken form is taught before the written form". (Krashen and Terrell 1983: p70). Everybody learns our language first speaking then we learn written. When we were in elementary schools, in that moment we started to learn grammatical structures. The natural approach works in this way, first speaking then writing.

We as teachers have to focus in student's initial capacity to learn, because they are initially exposed to a meaningful language, do not forced them to speak until they feel ready to do, and do not correct or give explicit grammar instructions. This method is characterized by a lot of teachers talk, made intelligible through the use of visual aids and actions. The method was created by Tracy Terrell and endorsed by Stephen Krashen, whose input

hypothesis gave it theoretical validity. It also shared many principles in common with Total Physical Response (TPR). These included the importance of comprehensible input, and of promoting positive effect in the learning process. The natural approach is also known as humanistic teaching practices and whole language learning.

To apply this method we have to analyze the level of the class that we are going to work with. At beginner levels, lots of natural approach activities are used. These activities could be the same as in the T.P.R. method where learners simply respond to instructions by performing physical actions, such as pointing at things, handing each other objects, standing, walking, sitting down, writing and drawing. At higher levels, the focus is still on providing comprehensible input, in the form of listening or reading tasks, where learners order pictures, fill in grids, follow maps, and so on. These can be combined with communicative speaking tasks, such as describing and drawing or spot-the-difference, where learners work in pairs to exchange information about pictures.

We as teachers have to start with speaking in our classes because an important thing is that there is no grammar agenda; the learners perform the tasks to the best of their ability. New input and hence the push to improve the students participation comes from watching the teacher or a more proficient speaker perform the same tasks. In this sense, the natural approach is not much different from task-based learning, but with more emphasis on comprehension than production.

According to Krashen, “A set of principles about teaching including recommendations about method and syllabus where the focus is on meaningful communication not structure, use not usage. In this approach, students are given tasks to accomplish using language, instead of studying the language. The syllabus is based primarily on functional development (asking permission, asking directions, etc.), not structural development (past tense, conditionals, etc.). In essence, a functional syllabus replaces a structural syllabus. There is also less emphasis on error correction as fluency and communication become more important than accuracy As well, authentic and meaningful language input becomes more important.” (Krashen and Terrell 1983: p72) The class becomes more student-centered; as students accomplish their tasks with other students; while the teacher plays more of an observer role.

1.2 THEORY OF LANGUAGE

We as teachers have to know that communication is the primary function of language, and the natural approach focuses on teaching communicative abilities.

The Natural Approach is similar to other communicative approaches being developed today, this theory includes many methods of language teaching, which supply comprehensible input allowing the students hear messages that they really like to. These methods do not force the production of the second

language, so they can produce the new language when they are ready without forcing and correcting production.

In this theory language is viewed as a vehicle for communicating meanings and messages. And show that acquisition can take place only when people understand messages in the target language. The input hypothesis says that in order to acquire progress to the next stage in the acquisition of the target language, the students need to understand input language that includes a structure that is part of the next stage. The input language that contains slightly structures above the learner's present level give the students the opportunity to practice the target language without the tedious grammar rules.

Now teachers can realize that the theory of language consists in lexical items, structures, and messages. Obviously, there is no particular novelty in this view, except in that messages that are considered primary importance in the Natural Approach. The lexicon for both perception and production is considered critical in the construction and interpretation of messages. Lexical items in messages are necessarily grammatically structured, and more complex messages involve more complex grammatical structure. Although they acknowledge such grammatical structuring, Krashen and Terrell feel that grammatical structure does not require explicit analysis or attention by the language teacher, by the language learner, or in language teaching materials.

1.2.1 THE ACQUISITION-LEARNING HYPOTESIS.

The theory of learning is the most useful tool in the natural approach method, to develop competences in the second or foreign language because it tells us that we should balance class time between acquisition activities and learning exercises related to vocabulary. "It is important to realize that students or any human being cannot both learn and acquire at the same time because one can focus on only one thing at a time, either on form or on meaning". (Krashen and Terrell 1983: p76) Therefore, there must be a separation between acquisition and learning activities in foreign language classes.

The Acquisition activity is the natural way to get the foreign language. It should be paralleling with the first language of the students. Acquisition refers to an unconscious process that involves the naturalistic development of language proficiency through understanding language and through using language for meaningful communication.

The learning activity by contrast, refers to a process in which conscious rules about a language are developed." It results in explicit knowledge about the forms of a language and the ability to verbalize this knowledge. Formal teaching is necessary for learning to occur, and correction of errors helps with the development of learned rules". (Krashen and Terrell 1983: p76) Learning, according to the theory, cannot lead to acquisition. The role of grammar classes is to produce optimal speaker users and to aid comprehension of the language. Teachers during a class can develop the

both theories on students, the learning theory and the acquisition theory. Or they can also develop separated classes Using different activities for each one especially with non native learners, who do not like to memorize lots of rules and grammar instead of that they like to express their emotions and interact in classes. Most of the teachers expect at the end of the class the students will be able to display their comprehension and production of the new language.

1.2.2 THE MONITOR HYPOTHESIS

In other words the most important objective for this hypothesis is to achieve optimal monitors during the process of learning a new language. Students may be monitored during written tasks, homework, assignments and preplanned speech, or during some extent speeches.” Learned knowledge enables students to read and listen more so they acquire more information and easy rules to apply in this process. Especially in early stages, grammar instructions and practice the second language speed the students’ acquisition”. (Krashen and Terrell 1983: p90) This is one of the reasons why adults are faster than children in terms of the rate of achievement. However, the teacher wishes his students use the monitor where it be appropriated.

According to Krashen, “Language instruction results in the creation of a mental monitor through which the learner filters spoken and written output. The monitor supports learners in achieving accuracy, but may hinder the development of fluency. The ideal is a balance where the student has

opportunities for unrestricted fluency and for using the monitor to "edit" and develop accuracy." (Krashen and Terrell 1983: p79) The students have to try to think in the second language and they do not have to think in the target language first.

He also says that our linguistic system is the base to initiate utterances when we communicate in a second or foreign language. Conscious learning can function only as a monitor or editor that checks and repairs the output of the acquired system. The Monitor Hypothesis focuses on the idea that we may control the learned knowledge to correct ourselves when we communicate, that conscious learning occurs in the learned system, because only this has this function.

According to Krashen and Terrell there are three important conditions to get a successful use of the monitor hypothesis.

1. **Time:** There must be sufficient time for a learner to choose and apply a learned rule.
2. **Focus on form.** The language user must be focused on correctness or on the form of the output.
3. **Knowledge of rules.** The performer must know the rules. The monitor does best with rules that are simple in two ways. They must be simple to describe and they must not require complex movements and rearrangements.

1.2.3 THE NATURAL ORDER HYPOTHESIS

The Natural Approach teacher should be tolerant against errors. He or she should use semantic syllabus for acquisition activities and grammatical syllabus for grammar lessons (i.e., for learning sessions). According to Krashen, "the grammatical syllabus assumes that we know the correct natural order of presentation and acquisition, we do not: What we have is information about a few structures in a few languages." (Krashen and Terrell 1983: p84) . Therefore, the teacher will not organize the acquisition activities of the class about grammatical syllables and only 'meaning' errors are to be corrected in a positive way.

1.2.4 THE INPUT HYPOTHESIS

According to Terrell for the application of the Input Hypothesis, the instructor should provide the input student's knowledge, so the teacher should always send meaningful messages and 'must' create opportunities for students to access structures to understand and express meaning. For instance, the teacher can lay more emphasis on listening and reading comprehension activities. Extensive reading is often preferred because of ample amount of input provided. Outside reading is also helpful (e.g., graded readers, magazines and the like).

<http://scholar.google.com.ec/scholar?q=the+natural+approach>

1.2.5 THE AFFECTIVE FILTER HYPOTESIS

We think that the application of this hypothesis would be that acquisition should be achieved in a low-anxiety environment. The teacher creates a comfortable atmosphere in the classroom by lowering the affective filter. There is no demand for early production speech and no radical concern for correctness in early stages of acquisition. This, of course, reduces the anxiety of students considerably. Our pedagogical goal in an FL class should, then, not only include providing comprehensible input but also creating an atmosphere that fosters a low affective filter.

In conclusion, we should give the necessary tools to students so that they can apply them when they feel confident. This method focuses in communication, but we have to find the ways in which students can achieve communication in the foreign language without much interruption.

CHAPTER II

2.1 THE TEACHERS' AND STUDENTS' ROLE IN THE NATURAL APPROACH

According to Terrell second language learning is a very complex process, with many make or break factors involved and there is simply no comprehensive theory to guide teachers and students. "We will the correct activities for correcting mistakes but with time these are the hypothesis that we can apply in our classes". (Krashen and Terrell 1983: p88)

2.1.1 THE STUDENTS' ROLE

Krashen explains that the language acquirer is regarded as a processor of comprehensible input. It is challenged by input that is a little beyond her/his present level of competence. She/he is expected to be able to assign meaning to this input through dynamic use of context and extra linguistic information. "Acquirers' roles, in fact, vary according to their stage of linguistic development. Some of their roles are to make their own decisions on when to speak, what to speak about, and what linguistic expressions to use while speaking". (Krashen and Terrell 1983: p88)

Experts say there is a basic assumption in the Natural Approach that learners should not try to learn a language in the usual sense. The extent to which they can lose themselves in activities involving meaningful communication will determine the amount and kind of acquisition they will experience and the fluency they will ultimately demonstrate. The language acquirer is seen as a processor of comprehensible input. The acquirer is challenged by input that is slightly beyond his or her current level of competence and is able to assign meaning to this input through active use of context and extra linguistic information. (Krashen and Terrell 1983: p88) So we as teachers have to give our classes only in English in order to get a good production in the language with the students.

Learners' roles are seen to change according to their stage of linguistic development. Central to these changing roles are learner decisions on when to speak, what to speak about, and what linguistic expressions to use in speaking.

According to Krashen and Terrell, "In the *pre-production stage* students participate in the language activity without having to respond in the target language. In the *early-production stage*, students respond to either-or questions, use single words and short phrases, fill in charts, and use fixed conversational patterns (e.g., How are you? What's your name?).

"In the *speech-emergent phase*, students involve themselves in role play and games, contribute personal information and opinions, and participate in group

problem solving." (Krashen and Terrell 1983: p90) Students can act out physical commands; identify student colleagues from teacher description, point to pictures, and so forth. In the stages we can use mimics, gestures, signs and etc. then we have to try with questions drills. At the end the students will be able to produce the language.

According to Terrell an important linguistic, the learners have four kinds of responsibilities in the Natural Approach classroom:

1. Provide information about their specific goals so that acquisition activities can focus on the topics and situations most relevant to their needs.
2. Take an active role in ensuring comprehensible input. They should learn and use conversational management techniques to regulate input.
3. Decide when to start producing speech and when to upgrade it.
4. Where learning exercises (i.e., grammar study) are to be a part of the program, decide with the teacher the relative amount of time to be devoted to them and perhaps even complete and correct them independently

(Terrell 1983: p95)

Learners are expected to participate in communication activities with other learners. Although communication activities are seen to provide naturalistic practice and to create a sense of camaraderie, which lowers the affective

filter, they may fail to provide learners with well-formed and comprehensible input at the target language.

2.1.2 THE TEACHER'S ROLE

According to Krashen there are three crucial roles for the teacher." Firstly, the teacher is the primary source of input that is understandable to the learner. It is the teacher that attempts to maintain a constant flow of comprehensible input. If s/he maintains students' attention on key lexical items or uses context to help them, the students will 'naturally' be successful. Secondly, the teacher creates a friendly classroom atmosphere where there is a low affective affective filter. Thirdly, the teacher chooses the most effective materials and employs a rich mix of classroom activities". (Krashen and Terrell 1983: p100)

According to Krashen and Terrell, the Natural Approach teacher has three central roles.

First, the teacher is the primary source of comprehensible input in the target language. "Class time is devoted primarily to providing input for acquisition," and the teacher is the primary generator of that input. In this role the teacher is required to generate a constant flow of language input while providing a multiplicity of nonlinguistic clues to assist students in interpreting the input. The Natural Approach demands a much more center-stage role for the teacher than do many contemporary communicative methods.

Second, the Natural Approach teacher creates a classroom atmosphere that is interesting, friendly, and in which there is a low affective filter for learning. This is achieved in part through such Natural Approach techniques as not demanding speech from the students before they are ready for it, not correcting student errors, and providing subject matter of high interest to students.

Finally, the teacher must choose and orchestrate a rich mix of classroom activities, involving a variety of group sizes, content, and contexts. The teacher is seen as responsible for collecting materials and designing their use. These materials, according to Krashen and Terrell, are based not just on teacher perceptions but on elicited student needs and interests.

“As with other non-orthodox teaching systems, the Natural Approach teacher has a particular responsibility to communicate clearly and compellingly to students the assumptions, organization, and expectations of the method, since in many cases these will violate student views of what language learning and teaching are supposed to be”. (Krashen and Terrell 1983: p106)

In conclusion, the teachers and students have an important role in the natural approach; using this method in the learning process of teaching and learning, in funny and interesting ways students will produce the language easier. The teachers' and the learners' role allow to develop “real” communication skills or communicative competence. The teachers are only a monitor in class and the students decide when and what they speak to interact with each other.

CHAPTER III

3.1 EFFECTS OF NATURAL APPROACH IN THE LEARNING PROCESS

Teachers say that thoughts and feelings can help us to understand how students can share with confidence among them how they feel. The increasing interest in exploring a language appears to be prompted by the Natural Approach, which seem to continue dominating education, are not the only ones that account for the learning process. We have found different effects that the Natural Approach has on students (Krashen and Terrell 1983: p111)

3.1.1 Cognitive Dominates

As a result of teaching English to students sometimes it is an ineffective challenge to learn material that has no personal meaning. Such learning involves the mind only. It is learning that takes place from the neck up. It does not involve feelings or personal meanings; it has no relevance for the whole person.

We have clearly shown the critical links between emotions and cognition and have concluded that in a positive state of mind, the learner is able to learn and recall better. However, many puzzling questions about language and emotions remain unsolved; linguists still struggle to determine how language affects thought and how thought affects language. Yet what seems to be

clear is that language is a way of life, it is as the foundation of our being, and as such interacts simultaneously with thoughts and feelings. (Krashen and Terrell 1983: p115)

3.1.2 Cognitive Issues

According to Krashen "The distinction between rote learning and meaningful learning is relevant to all ages. Human beings have a need for meaning". (Krashen and Terrell 1983: p116) The implications of this concept for EFL/ESL teachers is, among others, that an excessive focus on rote activities, such as rote drills, rote dialogues, reciting rules, practicing patterns, may hinder language learning if not presented in purposeful context.

3.1.3. Effective Issues

We can say that in recent years the importance of effective issues has become a matter of debate and extensive research among language teachers, linguists and researchers; and some variables were found as having a high impact on success in EFL/ESL learning. Defining the effective variables is elusive, thus an overview of the ones considered to be influenced by the teacher's attitude will be briefly described below. (Krashen and Terrell 1983: p118)

3.1.3.1 Self-Esteem

A student who feels good about himself is more likely to succeed. If we do not correct mistakes a lot, the students can get better to acquire the language with a good self esteem. Self-esteem can be modified through direct instruction and that such instruction can lead to achievement gains. Self-esteem can be modified and enhanced in the foreign language classroom, and that significant gains can be observed in the area of EFL/ESL learning. This point is considered to be of the greatest importance in the classroom: as teachers we can exert an influence both on the performance and well-being of our students. Because of they give optimal attention to linguistic goals and to the personhood of their students. (Krashen and Terrell 1983: p120)

3.1.3.2 Inhibition

In our students the Inhibition is important because this is like a self-esteem; the stronger the inhibition to protect the weak ego. The students with thick, perfectionist boundaries find language learning more difficult than those learners with thin boundaries who favor attitudes of openness and the tolerance of ambiguity. Language learning implies a great deal of self-exposure as it necessarily involves making mistakes. Due to the defenses mechanisms outlined above, these mistakes can be experienced as threats to the self. It can be argued that the students arrive at the classroom with those defenses already built and that little can be done to remove them. However, classroom experience shows that the teacher's attitude towards

mistakes can reinforce these barriers creating, in the long run, learning blocks, or the self-fulfilling prophecy: "I can't do it. I 'm not good at it. " In short, this produces in the learner a deep-seated fear of inadequacy and deficiency. Fortunately, we are witnessing that a growing number of language teachers are becoming increasingly aware that focusing on students' strengths rather than weaknesses is a powerful way to break down learning blocks and overcome inhibition. (Krashen and Terrell 1983: p123)

3.1.3.3 Motivation

Motivation is as an inner drive, impulse, emotion or desire that moves people to a particular action. Similarly, some psychologists define motivation in terms of needs or drives. In his famous "Pyramid of Needs", Motivation is crucial to successful EFL/ESL learning. Intrinsic motivation, the one that stems from the interest in the activity itself independent from extrinsic reward, should be favored in the classroom. There are occasions when students ' intrinsic motivation is insufficient and recourse has to be made to motivation of an extrinsic tangible nature. Thus, it seems that balance should be kept between both stances, understanding that extrinsic motivation may be valid, useful and even necessary, but if overused, in the long run it can be detrimental to students ' autonomy. (Krashen and Terrell 1983: p125)

3.1.3.4 Anxiety

As teachers we have all encountered this feeling, which is no doubt closely linked with self-esteem and inhibition. Any task that involves a certain degree of challenge can expose the learner to feelings of self-doubt, uneasiness or fear. Behind these emotions lies the question: shall I succeed? As second language learning is a highly demanding task, it is very likely to raise anxiety in the learner. Anxiety can be considered a negative factor in language learning, and several teaching methodologies in modern approaches indicate that anxiety should be kept as low as possible. State anxiety is the feeling that is experienced in relation to some particular situation. State anxiety indicates that foreign language anxiety can have a negative effect on the language learning process, but a certain concern or anxiety is a positive factor, too. This kind of anxiety is described as facilitating the learning process. (Krashen and Terrell 1983: p130)

At the end of this chapter, we can conclude that these effects are related to a concern for personal development, self-acceptance, and acceptance by others, in other words making students be more human. Natural Approach is firmly rooted on The Monitor Model, the theory of language acquisition proposed by Stephen Krashen (1981 and 1985). A low affective filter is necessary for acquisition to take place. The affective filter is a mental block, caused by affective factors: high anxiety, low self-esteem, and low-motivation.

CHAPTER IV

4.1 INSTRUCTIONAL MATERIAL, ACTIVITIES OF THE NATURAL APPROACH

According to Terrell learners remain silent during the first stage. This does not mean they are inactive. What they do in this stage is to understand the teacher talk that focuses on objects in the classroom or on the content of pictures. Students are only expected to respond to teacher commands without having to say anything. The purpose of the beginning stage is not to make students perfect but to help them proceed to the next stage. When students feel ready to produce speech, the teacher asks questions and elicits one word answers. This is the second stage where the teacher asks yes/no questions, either- or questions, and wh-questions that require single word utterances. Students are not expected to use a word actively until they have heard it many times. Pictures, charts, advertisements are utilized to proceed to the third stage where acquisition activities are emphasized (e.g., group work and whole class discussion).

Terrell says that the Natural Approach instructor uses techniques that are borrowed from other methods and adapted to meet the requirements of the Natural Approach theory. Among these techniques are TPR activities of Asher, Direct Method activities in which gesture and context are used to elicit questions and answers, and group work activities that are often used in Communicative Language Teaching. But, what makes the NA different is that

every specific technique has a theoretical rationale. That is, the Natural Approach theory is so strong that within its framework classroom activities can be accounted for. This feature of the natural approach makes it superior to other methods like Communicative Language Teaching which lacks a sound theory of language learning. During a class, we can experiment different stages; and the activities are very important. For that reason these activities will be an important tool in our classes.

4.2 PRE-SPEECH ACTIVITIES

The teacher gives commands and students must act out what she says (eg. stand up, turn around, raise your right hand, etc.). This activity can also be used to teach parts of the body.

4.2.1 FIND THE PICTURE

This activity can also be made for practicing the speech with real life with naturalist. And participate in a variety of shared language experiences. Cut pictures of various items from magazines. These pictures may or may not be of vocabulary words that the students are familiar with. Pass out one picture to each student. The activity then, is to have each student say the name of the student and what picture they have (e.g. Tom has a picture of a boat). Each student takes a turn. A variation on this activity is to have the students ask questions instead of using statements (e.g. who has the picture of the boat?).

4.2.2 SHOE BOX ENGLISH

It is one activity that we can help to develop English as a second language.

Use visual cues to locate information and ideas and to construct and confirm meaning. Over a period of time collect interesting items in a shoe box. Then as a language teaching activity the teacher can pull items from the box and use simple words to name and describe the items. As time progresses students will be able to assist in the naming then eventually they can describe of these items. Another use for this activity is to collect items that begin with each letter and keep them in separate shoe boxes. This leads to a letter and letter sound activity done much the same as the above mentioned but focusing on phonemic awareness.

4.3 EARLY LANGUAGE PRODUCTION- PICTURE STUDY

Interpret illustrations, photographs, diagrams, maps, graphs, and other visual texts; they can help us to start a good production of the language. Find a fairly complicated picture with lots of activity. Then begin to question the students using questions that would elicit yes/no or one or two word responses. For example if you show a picture of a classroom, you could ask: Is there a woman in this picture? Is the woman young or old? What is the boy at the chalkboard wearing? What color is the woman's dress? Etc.

4.3.2 NAME ACTIVITIES

This kind of activity can help us to get better results to acquire a new language in order to catch the attention of the students. The students use the sheet provided to learn and reinforce the learning of their first, middle, and last names. As an extension uses the made up luggage tags provided to have the students interview each other in order to fill out the information. (It is also possible to obtain real luggage tags from a travel agency.) You can also use names to play games such as

"If your last name is _____ then stand up."

4.4. EXTENDING LANGUAGE PRODUCTION

4.4.1 OPEN-ENDED SENTENCES

In this activity the students are encouraged to create open-ended sentences. Using the sheet provided have the students fill in the blanks then share answers. The students are asked to use one word to fill in the blank but some may quickly progress to short phrases. Reread to ensure ideas make sense and add more information if necessary.

4.4.2 OPEN-DIALOG

Experiment with the rhythms and sounds of language, but we don't have to pay much attention in mistakes. The students with the time can go correcting themselves.

The development of open-dialog is also useful for early production. Photocopy the provided sheet onto an overhead sheet or write the phrases on the board. Then the short dialogs are practiced in small groups depending on the size of the group. Also useful would be The Shoe Box English Activity (above) where we could extend the amount of conversation about each item chosen.

We as teachers should be sent to our classrooms with no direction, or worse yet, back to a grammar-based or audio-lingual approach. The issue of exactly what and how to tell teachers to teach is one of the most complex and sensitive issues that policy has to implement. It is only through basic research into a wide variety of areas such as the role of exposure in comprehension and production that we can begin to develop the policies to create the best practices for the classroom using this didactic material for all levels of learners.

CONCLUSIONS AND RECOMMENDATIONS OF NATURAL APPROACH

- **CONCLUSIONS**

The Natural Approach with its strong learning theory and easily applicable techniques is the strongest nominee for the most common method.

Using our reasoning faculty, we can speed up the process of reaching the conclusion that the natural approach or comprehension-based methods are more efficient than grammar-based ones.

This method is very useful for all of the teachers who want a successful and real process of learning a language, without complication in grammar. Instead of that teachers can use funny activities and the objects of the classrooms to complement the activities of the class.

- **RECOMMENDATIONS**

Students need to be given the opportunity to use oral and written language whenever possible. When they reach the stage in which speech is emerging beyond the two-word stage, there are many sorts of activities which will foster more comprehension and speech.

In order to maximize opportunities for comprehension experiences, natural Approach instructors create activities designed to teach students to recognize the meaning in words used in meaningful contexts, and teach students to guess at the meaning of phrases without knowing all of the words and structures of the sentences.

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