

Alternative C20th approaches (1)





Stephen Krashen

1941-

Professor Emeritus – University of Southern California;

Linguist, educational researcher and political activist;

More than 486 publications in second-language acquisition. Some of these are award-winning.

Stephen Krashen

He is known for introducing five main hypotheses:

- 💧 The acquisition-learning hypothesis;
- 💧 The monitor hypothesis;
- 💧 The input hypothesis;
- 💧 The natural order hypothesis;
- 💧 The affective filter hypothesis.

Stephen Krashen

<http://www.sdkrashen.com>

Under attack: The case against bilingual education

💧 <https://www.youtube.com/watch?v=NiTsduRreug>

James Asher

Professor Emeritus of Psychology at
San Jose State University

TPR = **Total Physical Response**

Based on:

- the way that children learn their mother tongue
- the co-ordination of language and physical movement.



TOTAL PHYSICAL RESPONSE

- ◆ **Total Physical Response** method, based on movement
- ◆ The fundamental premise of the **Total Physical Response** method is that the pupil associates language with certain movements.

TPR

💧 <https://www.youtube.com/watch?v=bkMQXFOqyQA>

TPR – How can I use it?

- ◆ Say a word and demonstrate an action; repeat
- ◆ The teacher says the word and the pupils do the action; repeat
- ◆ Teacher does the action, pupils say the word; repeat
- ◆ When confident, individual pupils can lead the class.
- ◆ It is effective if pupils are standing in a circle / semi-circle

TRP – Why should I use it?

- ◆ It is fun! It lifts the pace and the mood;
- ◆ It is memorable – helps pupils to remember phrases or words;
- ◆ It is good for kinaesthetic learners who need to be active;
- ◆ It can be used in small or large classes;
- ◆ It works well with mixed ability classes;
- ◆ It doesn't require a lot of preparation or materials.

TPR – any disadvantages?

- 💧 Some pupils might find it embarrassing at first;
- 💧 It is best for beginner levels – vocabulary learning, basic instructions;
- 💧 You can't teach everything with it;
- 💧 Too much use would become repetitive;
- 💧 Not really suitable for teaching grammar or sentence structure.

TPRS

- ◆ Although the two things have clear links, TPR should not be confused with TPRS!
- ◆ TPRS = Teaching Proficiency through Reading and Storytelling (sometimes called TPR Storytelling)
- ◆ TRPS lessons use a mixture of reading and storytelling to help pupils learn a foreign language in a classroom setting.



Blaine Ray

TPRS is unusual – it has been created and developed by language teachers.

Originally developed by Blaine Ray (USA) in the 1990s;

Teachers publish their own materials;

Training is generally offered at workshops by existing TPRS teachers (rather than in ITET).

<https://tprsbooks.com>

The story of TPRS

💧 <https://www.youtube.com/watch?v=jczglmpEvSE>

TPRS

- ◆ Based on the second language acquisition theories of Stephen Krashen – the best way to help students develop fluency and accuracy is to expose them to large amounts of **comprehensive input**.
- ◆ TPRS makes the language spoken in class **comprehensible** and **engaging**.
- ◆ Each lesson is based on three vocabulary phrases or fewer so that:
 1. teachers can concentrate on teaching each phrase thoroughly;
 2. Pupils can internalise each phrase before moving on to new material.

TPRS

There are 3 steps to this process:

1. The new vocabulary structures to be learnt are taught using a combination of translation, gestures and questions;
2. These structures are used in a spoken class story;
3. The teacher will use a number of techniques to help make the target language comprehensible, e.g. asking for easy questions, comprehension checks, short grammar explanations.

Some teachers also give additional reading activities, and there have been easy novels written by TPRS teachers for this purpose.

TPRS

💧 <https://www.youtube.com/watch?v=Hl9eBJkRkeQ>



Georgi Lozanov

1926-2012

Known as 'the father of accelerated learning'

Bulgarian scientist, neurologist, psychiatrist, psychologist and educator

Creator of suggestology, suggestopedia

SUGGESTOPEDIA (DESUGGESTOPEDIA)

- ◆ **Suggestopedia** uses music and places emphasis on relaxation.
- ◆ **Suggestopedia** is derived from the work of the Bulgarian, Georgi Lozanov, and places emphasis on ensuring that the pupils are relaxed, by using e.g. easy chairs etc. before presenting the language to them, often via an engaging story. Television series such as *Popeth yn Gymraeg* led by Ioan Talfryn have used this method.

Suggestopedia

1. It uses the power of suggestion to help students eliminate the feeling that they cannot succeed.
2. There should be a relaxed, comfortable environment with dim lights and soft music to facilitate learning.
3. Students' imagination is used. They can assume new names, and new identities and respond to the teacher accordingly using the target language.
4. Present and explain grammar and vocabulary words, but not discuss at length or thoroughly.
5. Native language translation is used in order to get the clear meanings of words in the target language.

Suggestopedia

6. Communication takes place in the conscious and subconscious of the learners. The former is about the linguistic message. It is where the students pay attention to a dialogue that is being read, while the latter is where the music is played as a background. Music suggests that learning is easy.
7. Teaching is done by integrating music, song, and drama.
8. The emphasis of teaching is more on content. Errors made by students are tolerated at the beginning of the lesson but in the later part, the correct forms are used by the teachers.
9. No formal tests are given, but the evaluation is done during the normal in-class performance

Villamin et al. (1994)

Suggestopedia

💧 <https://www.youtube.com/watch?v=kNGUGqdwONw>

Desuggestopedia

- ◆ The name 'suggestopedia' was later changed to 'desuggestopedia' to reflect the importance placed on desuggesting limitations on learning.

More information available in:

Larsen-Freeman, D. Techniques and Principles of Language Teaching, 2000



Caleb Gattegno

1911-1988

Introduced the 'Silent Way' method in 1963

Based the method on his general theories of education rather than on existing language pedagogy.

Silent Way

Based on the idea that:

- ◆ teachers should be as silent as possible – 10%
- ◆ learners should be encouraged to speak as much as possible – 90%+

The learners need to discover that:

- ◆ Learning is made easier by the use of physical objects;
- ◆ Learning is made easier by problem-solving in the target language.

Silent Way

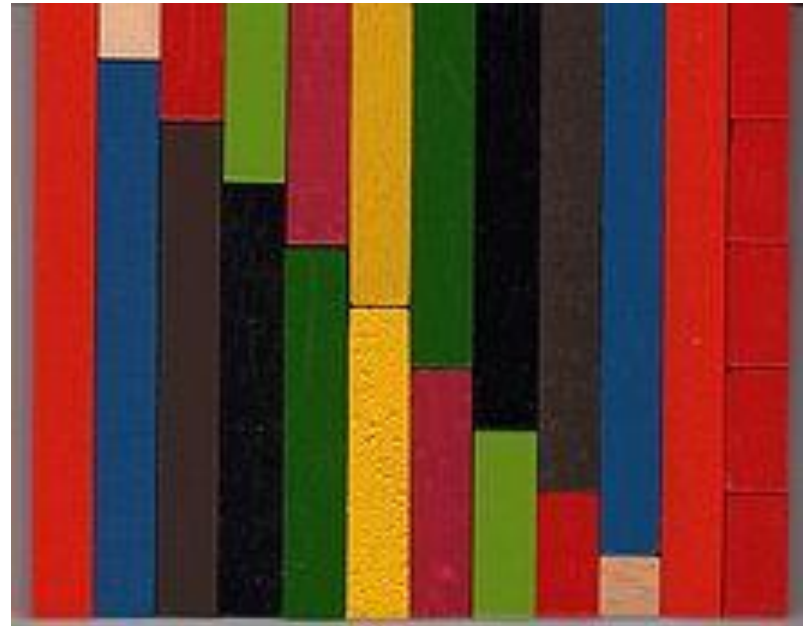
The teacher:

- ◆ Uses a mixture of silence and gestures to elicit responses;
 - ◆ Encourages learners to correct their own errors;
 - ◆ Concentrates on a small number of functional and versatile words;
 - ◆ Avoids translations and rote repetition.
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- ◆ Pronunciation is fundamental to the method.

Silent Way

- ◆ A main method uses the cuisenaire rods
- ◆ More ideas for using the cuisenaire rods can be found here:

<http://john.mullen.pagesperso-orange.fr/cuisenaire.htm>



Silent Way

a rod ~s ~s red blue
green yellow orange
take ~n't give brown 's
and me it to this 's
he two them here too
the is her white the
there an other that
his one are us these
put him black there



Silent Way

- 💧 <https://www.youtube.com/watch?v=50aRITGCAtk>
- 💧 <https://www.youtube.com/watch?v=VAXKZY2UJvI>