

Richard Amato, Patricia A. "The Natural Approach: How It Is Evolving" in Peggy Haiman (ed. and preface), et al. Studies in Language Learning and Spanish Linguistics. McGraw-Hill, 1994, pp 70-91.

- Tracy Terrell believed students must acquire the 2nd language in the same way that people acquire language in natural situations - "natural approach"
- Some argue it isn't a method but an approach
- 1st principle - Comprehension precedes production
 - teacher observes need for silent period
 - uses target language predominantly
 - focuses on communicative situations
 - provides comprehensible input
- 2nd principle - production must be allowed to emerge in stages
 - response begin w/ non-verbal communication
 - then single word
 - the 2-3 words
 - phrases/sentences
 - ↓
 - complete discourse
- 3rd principle - the course syllabus be based on communicative goals
 - don't focus on grammatical sequencing → will happen through convo
 - discussion on topics of interest
- 4th principle - the activities themselves must be planned so that they will lower the affective filter
- Extensions of natural approach - activities like role play, music, etc.
- It's important to recycle different concepts for mastery
- Teachers main responsibility is to chat w/ students about their interests
- Students move through 3 overlapping stages of the Natural Approach:
 - Comprehension
 - early speech production
 - speech emergence
- Intermediatelfluency - child develops speaking at different rates
- The comprehensive stage
 - students are allowed to go through the silent stage in the beginning
 - ↳ main goal: develop listen skills → can help w/ speech
 - simple responses → head nod, yes/no, names
 - Total physical response (TPR) activities can be used to get students into some vocab
 - ↳ colors, numbers, etc.
 - For beginners, language is very simple

- teacher must be careful of tone → color example

- Examples of activities: Guess what's in the box, where does it belong, classifying objects, etc.

The Early Speech production stage

- teacher notices changes in length of response

↳ make sure to emphasize odder words

- use open-ended sentences

↳ w/ specific situations, its matrices → gives an opportunity for role-play

- ask for facts

- write key words on board

The speech emergence stage and beyond

- its just extending the speech

- errors should begin to decrease

- can use music, poetry, art, etc to help w/ this

- can share books, read local newspaper, year pals, etc.

Other expansions of the Natural approach

- limitation was that the method was oriented mainly to oral skills development w/ beginning/ low intermediate

students

↳ didn't adequately address the formal teaching of grammar

↳ content and skills mainly related to survival skills → can't reach academic proficiency this way

These limitations have been addressed a bit w/ new styles of the approach, like recycling

↳ evolves w/ different teaching styles

Kozhevnikova, Elena. "Using the Natural Approach in the Monolingual English Classroom." Multidisciplinary Academic Conference. 2018. pp. 143-146.

natural approach was developed by Stephen Krashen and Tracy Terrell in late 1970s → has been successful in monolingual and multilingual classrooms

↳ known to facilitate naturalistic language acquisition in a classroom, increase communication considerably and make the learning environment as stress free as possible

• language output isn't forced → doesn't explicitly correct student errors

• need to consider students' maturity, personal qualities and cultural background before introducing students to it

• almost anyone can learn a 2nd language, but some people have special skills that make it quicker

• struggle of monolingual classroom is students lack motivation

↳ teacher can create situation where students need to use target language

• learning by doing it helps w/ fluency

• creating a stress free environment w/o correcting grammar lets shy learners feel more comfortable to speak

- the students are less afraid to make mistakes
- disadvantages - method doesn't work for all learners
 - ↳ no formal grammatical training
- immersion doesn't work for all learners → students might want to keep 1st language to hold onto their "identity"
- different conclusions about whether or not exposure has little ^{effect} or helps adult learners
- teacher is most important factor of a student's learning