

**THE NATURAL APPROACH: THEORY AND GUIDANCE FOR  
CLASSROOM PRACTICES**

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**Abstrak**

The Natural Approach adalah pendekatan pembelajaran Bahasa Inggris yang dibuat oleh T.D. Terrell dan S.D. Krashen pada tahun 1983. Tujuan pendekatan ini adalah mengembangkan kompetensi komunikatif siswa. Pendekatan ini berbasis pada teori S.D. Krashen tentang perolehan bahasa yang kemudian implikasinya terhadap pendidikan bahasa kedua disusun oleh T.D. Terrell. Praktek pembelajaran merujuk kepada pemenuhan segala kondisi yang dituntut oleh prinsip-prinsip yang disarikan dari teori perolehan bahasa terdiri atas 5 hipotesis. Lima hipotesis tersebut berperan sebagai payung atas semua praktek kelas. Pembelajaran dianggap sebagai upaya untuk membuat proses perolehan bahasa kedua terjadi di dalam kelas. Kegiatan belajar yang diselenggarakan diambil dari berbagai metode yang relevan dan bisa diadaptasi untuk memenuhi prinsip-prinsip yang tertuang dalam 5 hipotesis. Evaluasi dilakukan untuk menguji pencapaian siswa terutama dalam bidang komunikasi oral dan keterampilan membaca.

**Kata kunci :** *natural, approach, hypothesis, learning, acquisition*

**A. Background**

The Natural Approach is a practice of language teaching which comprises its materials and strategies based on the stage of language acquisition. It was initially proposed by Tracy D. Terrel, a teacher of Spanish in California in 1977 in her paper entitled '*A Natural Approach to Second Language Acquisition and Learning*' published in *The Modern Language Journal*, Vol. 61, No. 7 (Nov., 1977). The paper consists of a brief theory of language acquisition and a number of principles of language teaching as its implication. The practice had been conducted in variety language classes, but it was not considered necessary by the linguist and practitioners at that time until Terrel collaborated with S.D. Krashen

To validate and to make her idea about language teaching based on language acquisition more widely known and used, Terrel made an ally with S.D. Krashen, an applied linguist at the University of Southern California who studied on theory of language acquisition. Their collaborative work in these two fields in 1983, actualized in a book entitled '*The Natural Approach: Language Acquisition*

*in the Classroom*', published by The Alemany Press, San Francisco. Richards and Rodgers point out that The Natural Approach grew out of Terrell's experience in teaching Spanish...At the same time, he joined forces with Stephen Krashen...for elaborating a theoretical rationale for the natural approach, drawing on Krashen's influential theory of second language acquisition<sup>1</sup>. Similarly, Langi states that this approach was established based on the examination and analysis of classroom language acquisition conducted by T.D. Terrell and S.D. Krashen presented in their publication 'The Natural Approach: Language Acquisition In The Classroom. San Francisco: The Alemany Press,'<sup>2</sup>. This book comprises Krashen's theory of language acquisition and practice of language teaching based on its basis.

The involvement of Krashen in making the approach soon attracted interest from linguists and practitioners at that time. Richards and Rodgers point out that The Natural Approach soon attracts wider interest...largely because it is supported by Krashen<sup>3</sup>. The approach was then confessed to be based on Krashen's theory of language acquisition as indicated in the book, and also supported again by Terrell in 1986<sup>4</sup>. The Natural Approach has been more widely known to be Krashen's rather than Terrell's ever since (Wheeler)<sup>5</sup>. After being famous, the book was published again in year 2005 by Prentice Hall Macmillan in six big cities in the world: New York, London, Toronto, Sydney, Tokyo and Singapore.

Natural approach has a great impact on language teaching nowadays: Romeo lists a number of them as follows:

1. The influence of Natural Approach can be seen especially in current EFL textbooks and teachers resource books such as *The Lexical Approach*

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<sup>1</sup> Richards and Rodgers. *Approaches and Methods in Language Teaching*. Cambridge University Press:( Cambridge: 2001), p. 178.

<sup>2</sup> Langi, Uinise T. *The Natural Approach: Approach, Design, and Procedure.*, p.11. TESL Reporter, Vol. 17 No. 1, (January 1984), p.11-15, 17-18.

<sup>3</sup> Richards and Rodgers ....., *Op cit* p. 178.

<sup>4</sup> Terrell, Tracy D. "Acquisition in the Natural Approach: The Binding/Access Framework"... *The Modern Language Journal*, Vol. 70, No. 3 Autumn, 1986.

<sup>5</sup> Wheeler, Garon. "Perspectives: Krashen, a Victim of History." /*Revue TESL Du Canada* Vol. 20, NO.2, Spring 2003

Krashen's theories on second language acquisition have also had a huge impact on education in the state of California, starting in 1981 with his contribution to *Schooling and language minority students: A theoretical framework* by the California State Department of Education .

2. Today his influence can be seen most prominently in the debate about bilingual education and perhaps less explicitly in language education policy: The BCLAD/CLAD teacher assessment tests define the pedagogical factors affecting first and second language development in exactly the same terms used in Krashen's Monitor Model (California Commission on Teacher Credentialing) <sup>6</sup> .

Besides, the writer also finds out that a locally debated teaching practice called 'Actional-Functional Model' developed by Zainil a professor of TEFL in State University of Padang, West Sumatra which was also a student of S.D ,

A lot of critics also addressed to Natural Approach by many linguists and practitioners. Langi indicates that NA concerns too little about what and how to teach in intermediate and advance level<sup>7</sup>. Marton argues that NA is anti-pedagogical language teaching<sup>8</sup>. McLaughlin objects to the learning/ acquisition distinction and the hypotheses by which NA is based, he states that it is not well defined and that Krashen's claims based on it cannot be tested<sup>9</sup>. So far the critics, Wheeler admits that his paper was accepted by a well-known journal in one condition that was to remove all reference to Krashen<sup>10</sup>. Shortly, even though NA is well come for many linguists and practitioners, the a lot of criticism also addressed to it in philosophical theory and personal (to Krashen).

## **B. Discussion**

First of all, advocates of natural approach differs approach to education between nature and nurture. Natural approach offers to see things as it represented

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<sup>6</sup> Romeo, Derby, From theory to Practice: Second Language Acquisition. Senior 4. EAL: EAL For Academic Success, 2013, p.3.

<sup>7</sup> Langi, Uinise T. Op cit., p. 18.

<sup>8</sup> Marton, Waldemar. *Some Remarks on the Anti-Pedagogical Aspects of Krashen's Theory of Second Language Acquisition*. Studia Anglica Posnaniensia XXXIII, 1990

<sup>9</sup> McLaughlin, B. *Theories of Second-Language Learning*. Edward Arnold: London, 1987

<sup>10</sup> Wheeler..... Op cit., p.1.

in the real world, and then handles them appropriate with how they are actually shown. Nurture, on the other hand assumes, feels, or generates ideas about what happens in real world and handles things based on their assumptions. Natural approach in particular, suggests that language teaching should be made appropriate with how language is actually acquired. Richards and Rodgers state that NA was an attempt to develop a language teaching proposal that incorporated the naturalistic principles researchers had identified in studies of second language acquisition<sup>11</sup>. In other words, NA proposes language teaching to be comprised appropriate with language acquisition, this way is believed by the advocates of NA to be 'natural' in view of language and language teaching.

A further implication from the concept of nature and nurture, Krashen distinguish the term 'acquisition' and 'learning', in which acquisition results language ability by process of language use; learning on the other hand results language ability as taking language knowledge into practice. Terrell states that learning is the conscious process of studying and intellectually understanding the grammar of L2. Acquisition, on the other hand, refers to the unconscious absorption of general principles of grammar through real experiences of communication using L2<sup>12</sup>. Similarly, Krashen distinguishes the term 'learning' which is defined to result from conscious attention to some part of the target language and 'acquisition' is subconscious knowledge about language, a "feel" for correctness<sup>13</sup>. Likewise, Tricomi states that in his (Krashen's) view, language learning occurs through the formal study of rules, patterns, and conventions, a study which enables one to talk about and consciously apply the knowledge gained. Language acquisition, however, occurs quite differently, for it develops exclusively...by exposure to language...by concentrating on meaning, they subconsciously acquire form<sup>14</sup>. In short, communication ability through learning is conscious application of knowledge about language features, but in acquisition,

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<sup>11</sup> Richards and Rodgers....., *Op cit.*, p. 178

<sup>12</sup> Terrell, Tracy D. A Natural Approach to Second Language Acquisition and Learning.. *The Modern Language Journal*, Vol. 61, No. 7 November 1977

<sup>13</sup> Terrell, Tracy D. *Op.Cit.*, p. 213

<sup>14</sup> Tricomi, Elizabeth Taylo," Krashen's Second-Language Acquisition Theory and the Teaching of Edited American English" .. *Journal of Basic Writing*, Vol. 5, No. 2, 1986

it is unconscious acquirement through exposure to language use in meaningful manner.

From the two types of classroom activities process for developing communication ability, The Natural Approach emphasis on acquisition rather than learning. Fry states that in Krashen's view, acquisition is seen as more important than learning.... He goes further and says learning cannot become acquisition. This statement is known as the "no interface" position<sup>15</sup>. Likewise, Terrel points out that in a Natural Approach (NA) class, we attempt to provide the students with opportunities for both sorts of language experiences...emphasis in NA is given to acquisition<sup>16</sup>. In short, learning in the view of NA is an effort to make happen language acquisition as much as possible in the classroom.

### **1. Language Theory**

As indicated above, NA's classroom process is based on the theory of language acquisition, which views communication ability occurs through stages. In this case, it is believed that acquisition process by which children get their L1 also happens to adults when they learn L2. This acquisition theory called 'The Monitor Model'<sup>17</sup>., in which students monitor their performance using their acquired knowledge. Tricomi states that the second-language student can use learned rules to "monitor" or correct his language either before or after the moment of production<sup>18</sup>. The concerning model can be expressed in the following rule: 'Children performance in communication is naturally monitored by their acquired knowledge of the language. They correct mistakes when they occur. By this process, their performance is better from time to time,' which can be described in the following figure:

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<sup>15</sup> Fry, *Op.Cit.*,p. 2.

<sup>16</sup> Terrel, Tracy D. *Op.Cit*, p.213.

<sup>17</sup> Krashen, S.D and T.D. Terrel. *The Natural Approach: Language Acquisition in the Classroom*. (Prentice Hall Macmillan: New York, 2005), p. 60.

<sup>18</sup> Tricomi,..... *Op cit*, p. 60.

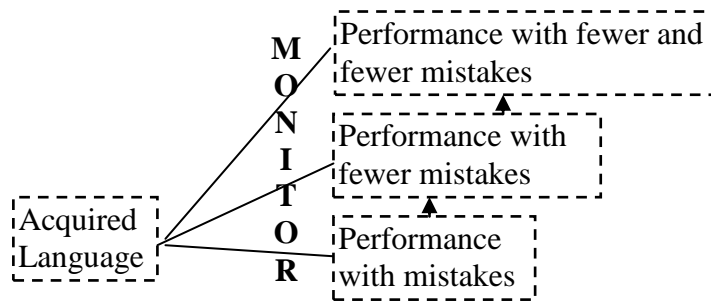


Figure: The Monitor Model of Language Acquisition

In NA, process of language acquisition either mastery language and communication ability occur in similar order between children and adult. Fry states that Krashen sees the process of language acquisition by adults as similar to the process by which children develop their first language. Adults continue to have access to the same “language acquisition device” as children do<sup>19</sup>. Similarly, Brown states that Krashen’s theories that Adult should acquire a second language just as children do<sup>20</sup>. Tricomi adds that Krashen discovers that people, both children and adults, acquire the morphemes of a second language in a remarkably similar order<sup>21</sup>. Likewise, Egasse Adult beginning language learners, just like children, go through different stages of competence in the new language<sup>22</sup>. The concerning language development stages in NA<sup>23</sup> are summarized as follows:

1. *Preproduction*. At this level, students are just beginning to learn the language. In classes they may be shy and will mainly listen and respond non-verbally. It is very important for them to have time to listen and

<sup>19</sup> Fry, Colin. *Second Language Acquisition - Krashen and his Critics Colin Fry.*, p. 2. Retrieved from <http://faculty.kf.lfupm.edu.sa>. at January 29, 2014, 11:12:36 AM

<sup>20</sup> Brown, Douglas. *Principles of Language Learning and Teaching* (Pearson Education Inc New York, 2007), p. 79.

<sup>21</sup> Tricomi, ..... *Op cit.*, p. 60-61.

<sup>22</sup> Egasse, ” The Natural Approach to Learning a New Language”... ( Retrieved from <file:///D:/The Natural Approach/naturalapproach.aspx.htm>, at January 28, 2014, 9:33 am)

<sup>23</sup> Escamilla, Kathy & Elizabeth Grassi. *A Brief Description of Second Language Acquisition*. Professional Development Resource Series, “Second Language Acquisition”, ( BUENO Center, University of Colorado, Boulder: 2000), p. 5-9.

absorb the language before they are required to speak it. As they move through this level, their vocabulary includes approximately 500 receptive words.

2. *Early Production.* They can now begin to produce some language, in the form of 1 to 2 word responses along with the same type of non-verbal responses that they depended on in level 1. About 1,000 words form their receptive vocabulary, and as at any other level, about 10% of their vocabulary is expressive (words they regularly use). The types of questions that students can answer at this level are yes/no, “what” questions that elicit 1 to 2 word responses (what is this?), “who” questions (who is standing next to the equator on the floor map?), “either/or questions” (is this an ocean or a sea?).
3. *Speech Emergence.* ELL students’ development of proficiency increases exponentially. They use phrases and sentences, and their receptive vocabulary grows to nearly 7,000 words. Questions they are now able to answer include “how” and “why,” which require fairly complex responses. Because they can understand a great deal and can express themselves fairly effectively, albeit with grammatical simplicity and developmental errors.
4. *Intermediate Fluency.* ELLs begin to develop Cognitive Academic Language Proficiency in English (the ability to understand and use English for academic purposes, through texts and discourse). Having mastered the knowledge and skills required for social language (Basic Interpersonal Communication Skills), ELLs have accumulated approximately 12,000 receptive words. They have gone beyond speaking in phrases and simple sentences to being able to engage in extended discourse. They can answer complex questions that require them to synthesize and evaluate information because they possess adequate academic language proficiency to do so in English. This means that they can participate in essay writing, complex problem solving, researching and supporting their positions, and

critiquing and analyzing literature. It may seem that they are able to perform the same activities as native speakers.

## **2. Learning Theory**

There is no specific learning theory by which activities must be executed in NA classes. The Natural Approach opens to activities or any learning theories which fosters language acquisition in the classroom; which are meaningful and provides comprehensible input. Richards and Rodgers points out that Krashen and Terrell often borrow techniques from other methods and adapt them to meet the requirement of Natural Approach theory<sup>24</sup>. Terrell states that according to this view, most speech production is based on acquired knowledge<sup>25</sup>. Krashen (in Ludescher) states that acquisition requires meaningful interaction in the target language natural communication in which speakers are concerned not with the form of their utterances but with the messages they are conveying and understanding<sup>26</sup>. Tricomi states that Krashen insists that learning does not turn into acquisition except in a certain convoluted way. This can occur only if second-language students successfully monitor their language production so that they provide their own grammatically correct comprehensible input<sup>27</sup>. In short, activities in NA are open in term of learning theory, but required to be meaningful and involve comprehensible input. Further principles enlighten NA classroom activities extracted<sup>28</sup> are as follows:

- 1) The acquisition learning hypothesis. Learning is defined as conscious knowledge of grammar and rules of the target language which normally fostered through classroom learning activities. Acquisition on the other hand is the process of acquiring language subconsciously when children acquire their mother tongue. Based on these assumptions, language learning in NA

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<sup>24</sup> Richards, J & T.Rodgers....., *Op cit.*, p. 186.

<sup>25</sup> Terrell, Tracy D. *Op cit.*, p. 213

<sup>26</sup> Ludescher, Franz, "The Natural Approach" ( Retrieved from [www//tapestry.uf.edu](http://www//tapestry.uf.edu). at January 28, 2014, 9:30:30 AM )

<sup>27</sup> Tricomi, Elizabeth Taylor.....*Op cit.*, p. 60.

<sup>28</sup> Krashen, S.D. & Tracy D. Terrell.....*Op cit.*, p. 59-60.



is defined as an effort to make happen language acquisition in the classroom.

- 2) The natural order hypothesis. It is believed that language acquisition can naturally be graded from the ease to difficult level. The stage is similar, although the timing for every child can be different.
- 3) The monitor hypothesis. It posits that when acquired language is produced, it is monitored or edited by one's learned knowledge, conditions permitting. In field of language acquisition the production is commonly acknowledged to be as 'performance' and knowledge, condition and permitting known as 'competence'. Within this basic theory, competence will correct mistakes in performance. Accordingly, in NA there should be an effort to make students repair mistakes in their language performance by themselves.
- 4) The input hypothesis. It is believed that acquisition occurs only if comprehensive input is provided. The input is either written or audio material that can be understood by the second language learner. Then, to enable students comprehend the utterances, they must be presented with context and related extra-linguistic information.
- 5) The affective filter hypothesis. It is assumed that the success in second language acquisition generally relate directly to attitudinal variables. Learning process and or the acquisition of knowledge is influenced by students' psychological condition. Negative affective factors such as threat, anxiety, stress and frustration should be removed from the classroom circumstances in order to facilitate the acquisition.

The five hypotheses above underlie the practice of NA. If implications to these hypotheses are satisfied, it is believed that the language acquisition in the classroom will occur more easily with lesser effort from part of teacher and students.

### **Principles**

Criteria provided as guidance for in establishing course of NA and <sup>29</sup> are extracted as follows:

- Communication skills. Every course should be taught with focus on communication ability instead of grammar mastery. The assumption is that students will use grammar more accurately when classes are designed to have them active communicating in the targeted language.
- Comprehension precedes production. The ability to use the targeted language depends on the understanding of input. The input should be presented through the transfer of listening.
- Production emerges. Production should not be forced, but rather emerged by itself as acquisition occurs, and not to do any overt correction the time students produce their language.
- Acquisition activities are central. Learning activities is considered as an effort for fostering acquisition. Class time should be emphasis for this process, and laying learning exercises as homework in order to optimize the time allocation for communicating activities.
- Lower the affective filter. Teacher should manage and perform activities which lower the affective filter, because acquisition will be hindered if the filter is high.

### **Goals and Syllabus**

As stated above, the goal of NA is to develop students' communication skills, which assumes on language as system of structural components for expresses meaning. Krashen and Terrel state that the goal of NA is communication skills, which is defined as ability to communicate with native speakers of the target language<sup>30</sup>. Likewise, Burwell III Communication is the primary purpose of language so language is viewed as primarily messages and meaning<sup>31</sup>. Similarly, Egasse points out that The Natural Approach to language

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<sup>29</sup>Ibid., p. 58.

<sup>30</sup>Krashen, *The Natural Approach* .....*Loc.Cit.*

<sup>31</sup> Burwell III. *Communicative Competence: A Comparison of Two Approaches.* (University of Maryland Baltimore County.,2002), p. 5.

learning is designed to develop basic communication skills, not make you an expert in grammar<sup>32</sup>. On the other hand, Langi states that though Terrell repeatedly stresses the need to focus on meaning and build communicative competence in learners, that competence is based on the assumption that language is a system of structural components put together to convey meaning<sup>33</sup>. In short, the goal of NA is to develop student's communication ability.

Even though, it was notified above that goal of this approach is to develop students' communication skills; there is no specific statement for it. It merely depends on students' need of instruction in case of acquisition stages. Langi points out there are no specific statement of goals in this approach; it is decided by the teacher based on students' need<sup>34</sup>. Again, Krashen and Terrell) assert that the purpose of language course will vary according to the needs of the students and their particular needs<sup>35</sup>. Since the goal is needs and interest dependent, the goals are open to a number of possibilities. Brown indicates a number of possible long-range goals of language instruction in NA. In some cases second languages are learned for oral communication, in other cases for written communication, and still other there may be an academic emphasis on, say, listening to lectures, speaking in a classroom context, or writing a research paper.<sup>36</sup> Examples of possible goals in the four areas of skills developed by Krashen and Terrell are as follows:

*Basic Personal Communication Skills: Oral*

- (1) Participate in a conversation with one or more speakers of L2
- (2) Listen to conversation between other speakers
- (3) Listen to announcement in public places
- (4) Request information in public places
- (5) Listen radio, television, movies, etc

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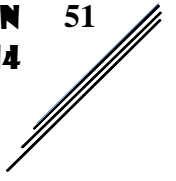
<sup>32</sup> Egasse, Jean,..... , *Op. Cit* p.2.

<sup>33</sup> *Ibid.*

<sup>34</sup> *Ibid.*

<sup>35</sup> Richards, J & T.Rodgers....., *Op. Cit.*, p. 65.

<sup>36</sup> Brown, Douglas. *Teaching By Principles: An Interactive Approach to Language Pedagogy.* ( Hall Regents: New Jersey, 1994), p. 64.



*Basic Personal Communication Skills: Written*

- (1) Read and write notes to friends or workers
- (2) Read signs including instruction
- (3) Read and fill out forms (applications or other documents)
- (4) Read advertisement (windows, newspapers, magazines)
- (5) Read write personal letters
- (6) Pleasure reading

*Academic skills: Oral*

- (1) Present a class report
- (2) Listen to a lecture
- (3) Listen to a movie or other audiovisual presentation with academic content
- (4) Listen to and participate in panel and classroom discussion

*Academic learning skills: Written*

- (1) Read textbooks
- (2) Write reports, essays
- (3) Read and discuss literature
- (4) Study for and take an exam
- (5) Take notes in class<sup>37</sup>

Syllabus in NA is communication oriented, consists of oral and written communication skills that are to develop based student's needs of instruction. Langi points out that syllabus in Natural Approach is communicatively oriented. It is designed based on the results of needs analyses. That is, learner needs determine how and what is to be taught in the classroom<sup>38</sup>. In the syllabus are listed a number of specific goals of communication skills instruction as presented above. Richards and Rodgers indicates that the syllabus consists of course lists for developing basic communication skills: oral and written<sup>39</sup>. In short, the syllabus of NA consists of lessons for developing oral and written skills that needs' analysis based.

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<sup>37</sup> Krashen, S.D....., *Op. Cit.*, p. 66.

<sup>38</sup> Langi,....., *Op.Cit.*, p. 14.

<sup>39</sup> Richards, J....., *Op. Cit.*, p.184.

### 3. Objectives

There is no specific statement of objectives of NA. It is mostly determined by the teacher after analyzing needs of the students. Application of language in NA classes directed to be in specific situations. Then students are expected to be able to communicate in the given situation.

### 4. Focus on Language Skills

Natural Approach is to develop the four language skills, although not necessarily to be integrated in every lesson. What language skills are to develop depends on students' proficiency level as stated in each subject matter. However, similar to TPR they emphasis more on oral communication rather than literal language skills.

### 5. Material Development

Materials are activities of language use by which students communication ability is develop, which are determined by the teacher through needs analysis. The language materials are acknowledged as 'comprehensible input' which processed through the activities. Richards and Rodgers state that comprehensible input refers to utterances that learners understand based on the context in which they are used as well as language where they are phrased<sup>40</sup>. Langi states that content of learning activities is based on learners' needs<sup>41</sup>. They must always be appropriate for the acquisition stage learners at. They should also be interesting and relevant to student needs<sup>42</sup>. In short, materials are activities of using language for developing students' communication ability which are generated from teacher's understanding of student's characteristic.

Each material must be a level beyond students' current communicative ability which is described to be 'I+1', it comprises language input along with medias and context in which language use works. Krashen and Terrel point out that an acquirer can 'move' from a stage 'I' (where is the students level of competence) to a stage I+1 (where I+1 is a stage immediately following I along

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<sup>40</sup> *Ibid.*

<sup>41</sup> Langi, Unise T....., *Op.Cit*, p. 14.

<sup>42</sup> *Ibid.*

some natural order) by understanding language containing I+1<sup>43</sup>. Additionally, Langi Pictures, visual aids and regalia provide context and extra-linguistic information for the acquisition activities. They accompany teacher-produced input and encourage learner output.<sup>44</sup> To summarize, every material presented must be a level beyond their current, they must comprises with target language to be processed, media and other extra linguistic aspects for helping comprehension.

#### 6. Learning Experience

Natural Approach allows activities taken from other methods, techniques and approaches as far as they are appropriate with or can be adapted with theory underlying NA practices. A little attention is paid to the theories of learning (Burwell III)<sup>45</sup>, techniques are often borrowed from other approaches and methods as far as they can meet theory of NA (Richards and Rodgers)<sup>46</sup>. However, input must be comprehensible (Krashen and Terrel)<sup>47</sup>; activities must be meaningful (Richards and Rodgers)<sup>48</sup>; to accomplish it, they require provision of situation, context, teaching aids, and other extralinguistic information and knowledge of the world<sup>49</sup> and Richards and Rodgers<sup>50</sup>. Accordingly, they will cover a multiple range of activities taken from variety and possible sources through adoption and adaptation.

In general, activities for all lessons are language use techniques but the choice for each lesson is dependent on stage of acquisition where the students are at that time. Langi activities will vary according to the stage in the acquisition process students are at<sup>51</sup>. In the next turn, role of students, teacher and learning material follows the nature of activities executed in the classroom. Besides, Richards and Rodgers NA uses familiar techniques within the

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<sup>43</sup> Krashen, S.D. & Tracy D, *Op.Cit.*, p. 32.

<sup>44</sup> Langi....., *Op.Cit.*, p. 15.

<sup>45</sup> Burwell III, *Op. Cit.*, p. 5.

<sup>46</sup> Richards, J....., *Op.Cit.*, p. 186.

<sup>47</sup> Krashen, S.D....., *Op.Cit.*, p. 59.

<sup>48</sup> Richards, J....., *Op.Cit.*, p. 186.

<sup>49</sup> Langi, ....., *Op Cit.*, p.81.

<sup>50</sup> Richards, J....., *Op.Cit.*, p. 182.

<sup>51</sup> Langi, ....., *Op.Cit.*, p. 15.

framework of method which focusing on providing comprehensible input and a classroom environment that cues comprehension of input, minimizes learners' anxiety, and maximizes learners' self confidence. The following discussion concerns with them one by one.

- *Student's role*

Students are seen as processor of the materials (the comprehensible input), but how they are acting in the classroom will be dependent on the strategies determined by the teacher relevant with their current level of language acquisition. Richards and Rodgers state that the acquirer is seen as processor of comprehensible input<sup>52</sup>. Langi points out that the role of learners is primarily determined by the stage of the acquisition process they are at<sup>53</sup>, in other words passiveness and activeness of students in the classroom depends of their stage of acquisition. Furthermore, the class needs cross-understanding between teacher and student either in the plan and execution of learning activities. Richards and Rodgers list four responsibilities in part of students in the classroom of Natural Approach as follows:

- (1) Provide information about their specific goals so that acquisition activities can focus on 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 produce speech and when to upgrade it
- (4) Where learning exercises (i.e. grammar study) are to be 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<sup>54</sup>

- *Teacher's role*

Since materials and strategies are determined and chosen on consideration of students level of acquisition, the role of teacher is also

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<sup>52</sup> Richards, J..... *Op.Cit.*, p. 186.

<sup>53</sup> Langi, ....*Op. Cit*, p. 14.

<sup>54</sup> Richards, J..... *Op. Cit.*, p. 187.

adapted. Langi states that teacher's role may also vary depending on the stage of the acquisition process the learners are at. It is multi-faceted, ranging from that of input provider, to material constructor, to activity supervisor, and controller of students' feeling to reduce stress, tension and anxiety<sup>55</sup>. Progressively, Richards and Rodgers point out that the natural approach teacher has three central roles:

- (1) source of comprehensible input in the target language
- (2) creates classroom atmosphere that is interesting, friendly, and in which there is a low affective filter for learning
- (3) chooses and orchestrates a rich mix of classroom activities, involving a variety of group sizes, content and context<sup>56</sup>

Likewise, Burwell III indicates that the NA teacher has three primary roles as follows:

- (1) provide comprehensible input in the target language.
- (2) create a classroom environment where the anxiety level is as low as possible.
- (3) based on experience and the learners needs, create a mélange of mixed context and content activities for varying group sizes. As mentioned earlier, the teacher must communicate reasonable classroom objectives and expectations early on in the course and subsequent tasks<sup>57</sup>.

- *Techniques*

As stated in the previous discussion, NA allows techniques and strategies used in other methods and approaches to be applied in NA classrooms as far as they facilitate language acquisition. A range of techniques and activities employed in NA based on students' acquisition level adapted from Krashen and Terrel<sup>58</sup> is as follows:

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<sup>55</sup> Langi....., *Op.Cit*, p. 14.

<sup>56</sup> Richards, .... *Op.Cit.*, p. 187-188.

<sup>57</sup> Burwell III, *Op cit.*, p. 6

<sup>58</sup> Krashen, S.D. & Tracy D, *Op cit.*, p. 75-155



<b>Levels of English Acquisition</b>		
<b>Preproduction</b>	<b>Early Production</b>	<b>Speech Emerge</b>
<u>Learner Communication</u> Points to items Follows commands Listens initially—receptive skill development One to two word responses Labels and matches items Lists items Memorizes common phrases	<u>Learner Communication</u> Novel phrases and simple sentences Describes items in simple terms Frequent morphological errors Frequent syntactic errors Phonological errors Vocabulary errors	<u>Learner Communication</u> Beginning Academic Language use Dialogue & discourse with some grammatical & rhetorical errors Read/write decontextualized text with some support
<u>Teacher Verbal Adjustments</u> Simple role plays requiring scripted verbal expression Cooperative learning in pairs requiring little verbal expression Repetition Rephrasing Simplified language Simplified text Outline Word lists Common phrase list Vocabulary/grammar support Graphic organizers to complete Slower pacing of instruction to ascertain comprehension Graphic organizers using pictures & words	<u>Teacher Verbal Adjustments</u> Fill-in-the-blank phrases and sentences to scaffold language Focus content on key concepts Highlight keywords Use bulleted lists rather than extended texts Limited L1 support Expand vocabulary through paraphrasing and teaching synonyms Chart information Leveled questions/tasks Simple how and why questions	<u>Verbal Adjustments</u> Check for language bias Check for idioms Check for phrasal verbs Check for complex structures Check vocabulary Scaffold reading comprehension strategies Scaffold writing development targeted error correction Avoid deducting points for grammatical errors if assessing mastery of content
<u>Non-Verbal Enhancements</u> Gestures Acting out/pantomime Pictures Focus on here and now—pointing to real objects Demonstrate a process Hands-on activities Model tasks Refer to picture dictionaries Hands-on experiences Visuals Props Dramatizations	<u>Non-Verbal Enhancements</u> Complex graphic organizers & diagrams Cooperative learning in pairs & groups with linguistic and contextual support	<u>Non-Verbal Enhancements</u> Provide additional contextual support as needed

- *Procedure*

As presented above, there are a wide range of activities and techniques by which language acquisition is developed in the classroom of Natural Approach. It indicates that the practice will also possible in variety of learning procedures. However, there is a typical procedure of NA classes summarized from Richards and Rodgers as follows:

1. Start with TPR commands
2. Use TPR to teach names of body parts and numbers
3. Introduce classroom terms in terms of commands. (Stand up, come to the board and clean it)
4. Use names of physical characteristics and clothing to identify the members of the classroom.
5. Use visuals to introduce new vocabulary.
6. Combine use of pictures with TPR Combine observations about the pictures with commands.
7. Evaluation

Evaluation in the view of NA emphasis on achievement testing of the given course; it comprises the measurement of students ability focuses on speaking (conversation), and reading comprehension, not on grammar, which must provide comprehensible input in term of practice and beyond. Krashen states that achievement tests, should meet this requirement: preparation for the test, or studying for the test, should obviously encourage the student to do things that will provide more comprehensible input and the tools to gain even more input when the class is over<sup>59</sup>. The tests that probe this could be the identical ones proposed to be of maximum educational value in the preceding section: Reading comprehension and conversational management are not only the most appropriate for achievement tests given at the end of the semester, but may also be the most appropriate leaving exams<sup>60</sup>. The student would be rated

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<sup>59</sup> Krashen, S.D. *Principles and Practice in Second Language Acquisition*. (Pergamon Press: California, 2009), p. 177.

<sup>60</sup> *Ibid.*

on his ability to manage the conversation and communicate, not on grammatical accuracy<sup>61</sup>.

### **C. Conclusion**

The NA which was established by Terrel and Krashen in 1983, is a language teaching approach of which practice is enlightened by the theory of language acquisition. Consequently, the practice is suggested as a way of making acquisition of second language happen in the classroom. Since the focus is on the acquisition, it allows activities in all methods to be used in the classroom as far as they can fulfill or can be adapted to the requirement of NA principles.

The goal of this approach is to develop communicative competence in part of students; however the level of communication ability emphasis is from beginning to intermediate. Activities are then chosen appropriately based on students' level of acquisition, which covers a wide range of techniques and strategies. Students' and teacher's role is then appropriately adapted based on the level well as the nature of the concerning classroom activities.

Evaluation is suggested to be 'achievement test' which focuses on how far students can perform the language communication. It emphasizes on measuring students' ability in conversation and reading comprehension. On the other hand, it does not support grammar mastery testing.

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<sup>61</sup> *Ibid.*

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