ADAPTING KRASHEN'S FIVE HYPOTHESES FOR THE TEACHING OF ENGLISH AS A FOREIGN LANGUAGE IN TURKEY

A MAJOR PROJECT
SUBMITTED TO THE FACULTY OF LETTERS
AND THE INSTITUTE OF ECONOMICS AND SOCIAL SCIENCES
OF BILKENT UNIVERSITY
IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE DEGREE OF MASTER OF ARTS IN
THE TEACHING OF ENGLISH AS A FOREIGN LANGUAGE

BY
ABDULLAH KAYA
September, 1989

BILKENT UNIVERSITY

INSTITUTE OF ECONOMICS AND SOCIAL SCIENCES

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The examining committee appointed by the
Institute of Economics and Social Sciences for the
major project examination of the MA TEFL student

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has read the project of the student.
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for the teaching of English as a foreign language

in Turkey

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I certify that I have read this major project and that in my opinion it is fully adequate, in scope and in quality, as a major project for the degree of Master of Arts.

John R. Aydelott
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I certify that I have read this major project and that in my opinion it is fully adequate, in scope and in quality, as a major project for the degree of Master of Arts.

James G. Ward
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SECTION 1

INTRODUCTION

The emphasis in the language classroom has begun to move from the classical methods such as the Grammar Translation Method and the Direct Method to a more communicative one in the last two decades. In recent years teachers of English in widely diverse settings have found a new excitement and confidence in adopting the communicative approach that suits their groups, their own personalities, particular teaching points, the material and time available, and even the lay out of the classroom. We--as classroom teachers and researchers--have to learn how to teach our students English for communicative purposes, because a communicative methodology differs significantly from traditional methodology.

Communicative language teaching (CLT) means slightly different things to different people and there is a lot of discussion on the theory behind it. In practical terms communicative teaching has a profound effect on classroom materials and practice. The greater emphasis is on:

1-) relating the language we teach to the way in which English is used (i.e. the focus is on "use" rather than "usage")

2-) activities in which students have the chance to speak in the target language independently of the teacher (fluency activities)

3-) exposing students to examples of natural language rather than textbooks which are used for language teaching purposes (authenticity)

Hundreds of books, journal articles, conference papers, new approaches such as Asher's Total Physical Response, Lozanow's Suggestopedia, Curran's Community Language Learning, and Krashen and Terrell's Natural Approach have been written and designed under the banner of Communicative Language Teaching. Most of them have been theoretical in nature and may well leave the practicing language teacher wondering how the new hypotheses can actually be related to situations in which students experience language acquisition.

SECTION II

STATEMENT OF THE TOPIC

It is true that all normal human beings achieve proficiency in their native language. In the case of foreign language learners the environment and the quantity and even the quality of the target language are completely different, in the sense that they are not in the natural situation. Basically, foreign language learning takes place in an artificial atmosphere as opposed to the natural environment of first language acquisition.

In addition to this fact, most research in second language acquisition has been done in the area of English as a Second Language (ESL) where subjects are adult college students studying

English in the United States or in the United Kingdom or other English-speaking nations. Consequently, much of the research in the field of second language acquisition is not directly and easily transferable to the foreign language teaching context, but some of the research findings obtained by researchers also suggest some certain directions and practices that need to be pursued (Rivers, 1983).

All language teachers observe that all students do not take in everything that they hear even though they are exposed to the same amount of input in the classroom. This fact explains that there are at least two kinds of learners in the classes: "slow learners" and "good learners." Obviously, this fact does not mean that some of them are not capable of learning, but rather that they cannot acquire the target language as quickly as the others. This means that there may be some affective and emotional factors that affect the rate and quality of language acquisition in the classes.

Most English teachers in Turkey produce "structurally competent" students or "tongue-tied grammarians" who have developed the ability to produce grammatically correct sentences yet who are unable to perform a simple communicative task. In many classes, students are expected to study grammar rules and examples deductively, to memorize them, and apply the rules to other examples. They have to memorize native equivalents for foreign vocabulary words. Having the students answer simple questions correctly is considered important.

In this kind of language teaching the major emphasis is on teaching the students how to form sentences correctly, or how to

handle the structures of the target language easily and without error. The result of this emphasis has been students who know grammar rules but lack communicative ability, because these approaches are not essentially based on theories of language acquisition.

How can this situation be changed? In language teaching, as in other fields, new developments often begin as reactions to old ones. We can find one possible answer to this question by recognizing the importance of "communicative language teaching." Communicative language teaching can be distinguished itself from more traditional approaches where the focus is heavily on teaching structural competence.

Among the recent communicative approaches Krashen and Terrell's Natural Approach seems to be more appropriate for application in Turkey, as it is adaptable to many teaching contexts for students of all ages and is highly flexible with regard to the sort of teaching techniques used presently in the classroom. In addition, it does not require very special equipment and very extensive teacher training.

The purpose of this project is to provide ways and suggestions for implementing Krashen's Five Hypotheses behind the Natural Approach in Turkish English classes.

Before beginning any teaching operation, curriculum or material designers list the items that they wish their students to learn. When they consider a communicative syllabus as opposed to a structural syllabus, a communicative syllabus contains many lists such as notions, functions, settings, topics and roles.

Therefore, curriculum and materials designers can benefit from this project in order to design appropriate communicative syllabi for Turkey.

It is probably safe to say that many teachers may still remain unsure of which approach is the most effective and useful in teaching English communicatively. For many of them, this research study can change their concepts of language teaching and improve their methodology and their results.

In the light of the results of the library review, the researcher expects to understand whether Krashen's Second Language Acquisition theory improves the concept of language teaching or suggests new ideas for communicative language teaching in Turkey.

SECTION III

DEALING WITH MOTIVATION AND LARGE CLASSES

In Turkey, English language students in general begin their association with the foreign language full of enthusiasm at secondary school, but they, somehow, lose it when they find out that they are unable to progress. I believe that motivation is something too often missing in our students, and without motivation, individual success in acquiring a language is unlikely.

Teachers of English who are used to groups of 20 or 25 students might find a group of 35 to be rather threatening. Others may be relieved when they have only 60 students. Therefore, the answer to the question of "What is a large class?" may vary from teacher to teacher all over the world. Although large classes are often found at the secondary level, we--English

language teachers--have seen very large classes of 80 to 95 or even hundreds in a Turkish university.

Actually, large classes create many problems for teachers who wish to apply communicative language teaching methods. Here is a list of some possible problems that English teachers may encounter when they try to use communicative activities in large classes in Turkey.

1-) Discipline may be a problem

2-) There are many physical constraints, such as the rows of the desks which are fixed to the floor. The rows of heavy desks might also include the problems of:

A-) coping with noise

B-) managing instruction and setting up activities

C-) monitoring individual student work within the class

3-) It may be impossible to provide the necessary duplicated materials

4-) Students and teacher may prefer studying grammar over and over again

When teachers are faced with problems such as these, it is not surprising if they feel that there is a gap between the theory of communicative approach and the reality of their own teaching situation. English teachers can find some practical suggestions and activities for application of communicative language teaching for large classes as well as small classes in Turkey.

SECTION IV

REVIEW OF LITERATURE

A) AN EXPLANATION OF LANGUAGE ACQUISITION

Today, we know that extensive research has confirmed that acquisition is a far more powerful and central process than learning. Tracy Terrell (1983) claims that teaching languages is an intellectual activity. Students who wish to communicate must acquire this ability in much the same way that speakers, adults or children, acquire it in a natural situation. Krashen (1983) also provides strong evidence that learned, rather than acquired, rules are of limited use to students. Other Second Language Acquisition specialists such as Ellis (1985), Littlewood (1984), and Wilkins (1974) also agree that acquisition plays an important role in learning languages. The following section will give an answer to the question of "What is language acquisition?"

It is clear that all children learn how to speak their native language if there is no physical or mental deficiency. No parents send their children to schools to learn how to talk their native language, but they send them to schools to learn how to read and write. Children are not aware of the process involved in first language acquisition because it is a natural part of their lives. The major question raised is "How come a child, who is born as a nonverbal infant, can communicate before his/her intellectual capacity is fully developed?" (Chomsky, 1972). How do children acquire the part of language called grammar which

forms their linguistic competence? In addition, they pick it up at a very early age, and produce sentences which they have never heard before.

Chomsky (1972) says that we have internalized linguistic rules, and the form of the language has already been built into our minds before we ever learn to speak. In other words, we have a universal grammar, genetically developed in our brain. We can learn any human language, because we have an "innate mental mechanism"-a mechanism of language acquisition.

These internalized rules stand for competence in our native language. For this reason, a nonverbal infant's transformation into a fluent speaker of his/her native language can be said to have initially a Language Acquisition Device (LAD).

Chomsky explains that language is generated in the mind by principles which transform deep structures into surface structures. These deep structure and generative systems are situated in a certain place which we will call a "device."

Let us consider scientifically with greater care what is involved in the brain. The brain is divided into two parts; these parts are called cerebral hemispheres. The corpus callosum is a transverse tract between the left and right hemispheres. Today, scientists agree that "specific neuroanatomical structures," that are vital for speech and language, are found in the left hemisphere, because any damage in the left cerebral hemisphere of a person causes language disorders (Diller, 1981).

Glasner (1981) calls the left hemisphere the "scientific brain" while he calls the right hemisphere the "artistic brain."

It is true that each hemisphere of the brain has functions for learning, remembering and perception, but the left hemisphere, somehow, is very sensitive to some aspects of language acquisition. Figure 1 taken from Language Two (1982) by Dulay and Krashen summarizes the "internal process of language acquisition in the brain."

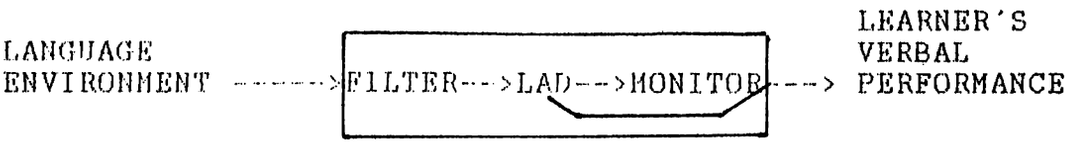

Figure -1 Internal process of language acquisition in the brain

As can be seen in the diagram, first the input is processed by an emotional filter. What is emotionally acceptable filters; what is unacceptable does not filter. Second, the input that gets through reaches the Language Acquisition Device (LAD). As Chomsky (1972) explains, this device is innate and unconscious, located in the right hemisphere of the brain, is specific to language, consists of deep structures and rules for transforming those structures into surface structures, and enables us to produce an infinite number of sentences which we have never heard before. Actually there is nothing mysterious about this, because the LAD which is found in all human beings does not vary from one person to another person. The third device, called the "monitor," consists of consciously learned rules which describe surface structures. It has no effect on LAD and cannot generate

language. It can only edit, revise, delete, or expand what the LAD has produced.

To sum up, acquisition is an internalization of language rules and formulas which are used to communicate in the second or foreign language. Krashen defines acquisition as the spontaneous process of rule internalization that results from natural language use by the help of the Language Acquisition Device that directs the process of acquisition (Krashen, 1983).

B) AN EXPLANATION OF THE NATURAL APPROACH

In 1977, Tracy Terrell wrote an article entitled "A Natural Approach to Second Language Acquisition and Learning." Since that time Terrell and others have experimented with implementing the Natural Approach in elementary to advanced level classes and with several other languages. Later, Stephen Krashen collaborated with Terrell on a book called NATURAL APPROACH, published in 1983.

The Natural Approach is based on Five Hypotheses given below which are responsible for language acquisition:

1-) The Acquisition-Learning Hypothesis
2-) The Natural Order Hypothesis
3-) The Monitor Hypothesis
4-) The Input Hypothesis
5-) The Affective Filter Hypothesis

Language is defined as a tool for communicating meanings and messages. Krashen and Terrell note that acquisition can take

place only when people understand messages in the target language. For this reason, the initial task of the teacher in the class is to provide comprehensible input that includes a structure that is part of the next stage. Krashen (1985) refers to this with the formula "i+1." The teacher is the source of the learner's input and the creator of an interesting variety of classroom activities such as problem-solving, commands, games, ads, charts, graphs and maps. The Natural Approach teacher keeps the classroom atmosphere interesting, and friendly in order to reduce learners' affective filters for language acquisition.

Krashen and Terrell say that learners' roles in the Natural Approach are seen to change according to their stage of linguistic development. In the pre-production stage, students are expected to participate in acquisition activities without having to respond in the target language. All other methods have students speaking in the target language from the first day. In the Natural Approach, the learners choose when to begin to use the target language. According to Krashen, the student's silence is beneficial in the class at the beginning level. At this stage, the Total Physical Response Method developed by James Asher can be used by teachers because "comprehensible input" is essential for triggering the acquisition of language. The Total Physical Response method consists basically of obeying commands given by the instructor that involve an overt physical response. The instructor, for example, says "open your books," and the class opens their books.

In the early production stage students respond with a single word or combinations of two or three words like "house,"

"windows," "pencil" or "that is a house." Teachers do not correct students' errors, since students struggle with the target language.

Finally, the speech-emergent stage requires much more complex sentences and discourse, involving role-play and games, open-ended dialogues and discussion. The objective at this stage is to promote fluency. Teachers should be concerned in the classroom with language use, not language knowledge and have students experience the target language most effectively by using it in realistic situations with purposeful activities.

According to the Natural Approach consciously learned knowledge should be gained by students inductively or deductively. If grammar explanations are done in the classroom, they must be brief, simple and in the target language. Students can use grammar books outside the classroom; such use is highly recommended by Krashen (1983).

C) AN EXPLANATION OF KRASHEN'S FIVE HYPOTHESES

ACQUISITION-LEARNING HYPOTHESIS

According to Krashen (1983), second language acquisition is the same process through which we acquired our mother tongue, and it represents the natural, inherent, subconscious experience by which we internalyze the target language, putting emphasis on the message rather than on form. Acquisition is picking-up a language, informal and implicit learning or natural learning. Learning, unlike acquisition, is a conscious process that focuses learners' attention on the structure.

For example, in traditional classrooms, teachers talk about structural rules, and students are expected to take notes and are forced to know about language. This is explicit and formal knowledge of language. However, in real life, we rarely give our attention to the form of the language when we communicate with the speakers of our own language. Therefore, Krashen says that acquisition gives us fluency, learning gives us accuracy. They can make two different kinds of contributions for learners in learning languages in academic situations.

Chomsky's linguistic theory (1972) claims that acquisition disappears after puberty. According to the Acquisition-Learning Hypothesis, Krashen (1983) claims that "adults can still acquire second languages, that the ability to "pick up" languages does not disappear at puberty as some have claimed, but is still with us as adults." Taken from the Natural Approach (1983), Figure 2 shows the distinctions between learning and acquisition.

Acquisition	Learning
-similar to child first language acquisition	-formal knowledge of language
-picking up a language	-knowing about a language
-subconscious	-conscious
-implicit knowledge	-explicit knowledge
-formal teaching does not help	-formal teaching helps

Figure -2 Learning/Acquisition distinctions

THE NATURAL ORDER HYPOTHESIS

The principal source of evidence for the Natural Order Hypothesis comes from the so-called "morpheme" studies. In 1974, Dulay and Burt published a study called "Natural Sequences in Child Second Language Acquisition." They reported the order in which eleven features of the English grammatical system were acquired by children of different first-language backgrounds. They state that all the children acquired the eleven features such as articles (a, the), copula (be, am, is, are), regular or irregular past (-ed, came) in approximately the same order. Later, these findings were tested on adults. The evidence appears to indicate that children and adults, native and non-native learners acquire English structures in a similar order. Krashen defines this order as "the natural order." Krashen (1983) says that this natural order for adult subjects seems to appear reliably when we focus adults on communication, not on grammar tests.

As mentioned above, much second-language acquisition research depends on various morpheme studies. Such studies have not been replicated using foreign language students, at least not students of English as a foreign language. Such studies should be replicated not only with English as a foreign language subjects, but with some languages other than English for which equivalent morphemes would have to be identified. In this area, more research is needed in which the Dulay and Burt type of bilingual measurements are replicated with seakers of various first language backgrounds, but in addition English teachers

need at least two kinds of other studies:

a) expansion of the sequence studies outside morphemes

b) replication of all these studies in a foreign language environment (especially in Turkey)

According to the Natural Order Hypothesis, certain grammatical structures tend to come early and others late. This means that some structures are acquired more early than others. Krashen (1983) states that inflections such as the "ing" of the present continuous tense and the auxiliary "do" are not acquired at the same time. Also, the order of difficulty is not necessarily consistent with what English teachers believe is an easy or difficult structure so that teachers should teach them in a predictable order.

There is also evidence that similar structures are acquired in different natural orders in different languages. Turkish inflections, for example, are acquired early by Turkish children, because Turkish inflections are regular and simple. However, English inflections are acquired later by learners, since they are irregular and complex. Therefore, a theory supporting a natural order of language acquisition should be responsible for the order in which all languages are learnt. English should not account only for the evidence of one language. For example, Turkish has no English article equivalents so that Turkish students have difficulty in learning to use the English definite and indefinite articles. However this does not mean that English teachers will teach "ing" early and "the" late: the syllabi should not be based on the natural order because the goal in the

Natural Approach is language acquisition, not language learning. Krashen (1983) recommends a syllabus based on topics, functions, and situations.

THE MONITOR HYPOTHESIS

Students appear to have two different ways of developing skills in a second language: learning and acquisition. The Monitor Hypothesis basically explains what the interrelationship is between the conscious and subconscious process as mentioned earlier in the section on learning acquisition distinctions.

Ellis (1985) says that acquired knowledge which is responsible for fluency in a second language is located in the left hemisphere of the brain in the language areas. Learned knowledge is also located in the left hemisphere, but not in the language areas.

The function of acquired knowledge is to initiate the comprehension and production of utterances. Conscious learning can only act as a monitor or an editor for self-correction as well as acquired knowledge, but it is not used to initiate production in a second/foreign language.

Krashen (1982) suggests that teachers have to be able to set up three necessary conditions for students to make use of their conscious knowledge successfully in the classrooms in order to get correct responses. Students have to have enough <u>time</u> to monitor their oral and written output. He points out that time alone is not enough, because students do not always apply their monitor even if they have time for it.

The focus of students must be on <u>the form</u> of the message

while "correct" speech is an important goal of teachers; students must know the grammatical rules in order to make self-correction. Here the aim is that use of the conscious monitor has the effect of allowing students to supply items that are not yet acquired because the late acquired items as mentioned in the Natural Order Section are more learnable. Therefore, students have the chance to use their learned competence, and in this case students receive more input.

According to the Monitor Hypothesis, speech errors must be accepted as a natural part of the acquisition process by teachers. They must not be corrected directly. Terrell (1983) suggests:

> No students errors should be corrected during acquisition activities in which the focus by definition must remain on the message of the communication. Correction of errors would focus the students on form, thereby making acquisition more, not less, difficult. Correction of speech errors may lead to learning, but not to acquisition.

The Monitor Hypothesis also implies that there are the following limited benefits of conscious learning:

-Conscious learning of production such as capitalization, apostrophes, comma and spelling is highly recommended.

-Conscious learning knowledge enables some students to develop confidence in the creative construction progress.

Krashen (1982) says that the Monitor Hypothesis takes into consideration three kinds of Monitor users. (1) Monitor-over-users: These are the students who attempt to use their learned

competence. As a result they speak with no fluency. (2) Monitor-under-users: Students who do not use their learned competence may make mistakes but they have an intuitive "feel" for corrections. They trust completely their acquired competence. (3) Optimal-monitor-users: Krashen (1982) says that "our pedagogical goal is to produce optimal users, performers who use the Monitor when it is appropriate and when it does not interfere with communication." These students use both their learned competence and acquired competence together as in Figure 3 where the monitor is seen to support acquired competence.

The diagram which Krashen has used as a picture of the Monitor Model is shown in Figure 3 below:

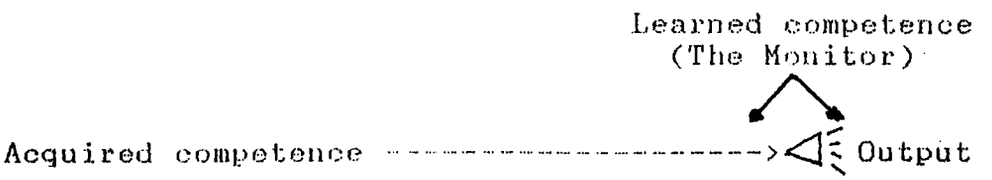

Figure -3 A model of adult second language performance

THE INPUT HYPOTHESIS

Krashen (1985) states that the Input Hypothesis is his favorite one and it is the most important part of the theory behind the Natural Approach. He says that people acquire languages by understanding messages, not form. But children and adults speak as a result of "comprehensible input." The Input Hypothesis claims that understandable input must also contain i+1

to be useful for language acquisition. Here i refers to the input at the students' present level; 1 refers to a level above the students' present level. The optimal input must be comprehensible, not necessarily grammatically sequenced, sufficient in quantity and slightly beyond the students' current level of competence.

Krashen (1985) claims that the Input Hypothesis has two corollaries:

1) speaking is a result of acquisition and not its cause
2) if the input is enough and understandable, the necessary grammar is automatically provided

According to the Input Hypothesis, there is a silent period between input and output. The length of this period differs from student to student. Some learners produce original statements in a short period, some prefer being silent for a long time, and some start speaking as soon as something has been introduced in the classes.

Krashen believes that the input should be roughly tuned rather than finely tuned, because students will be exposed to natural language use and a better kind of input in the classes. Students have the chance to start their speech with the present continuous tense, then ask question by using the present perfect tense, later they can organize their speech by means of their communicative needs, in the same way that they use all sorts of structures in daily life. This is called "roughly tuned input." However, in the classroom, teachers often use only the structure being taught at the moment. This is called "finely tuned input" or input directed only at the students' present level of

communicative competence. Figure 4 illustrates the difference between finely tuned input that aims specifically at one structure at a time, and roughly tuned input that is the result of a speaker using a language. Some of the structures are slightly beyond the students' level. However, that does not mean they cannot understand them.

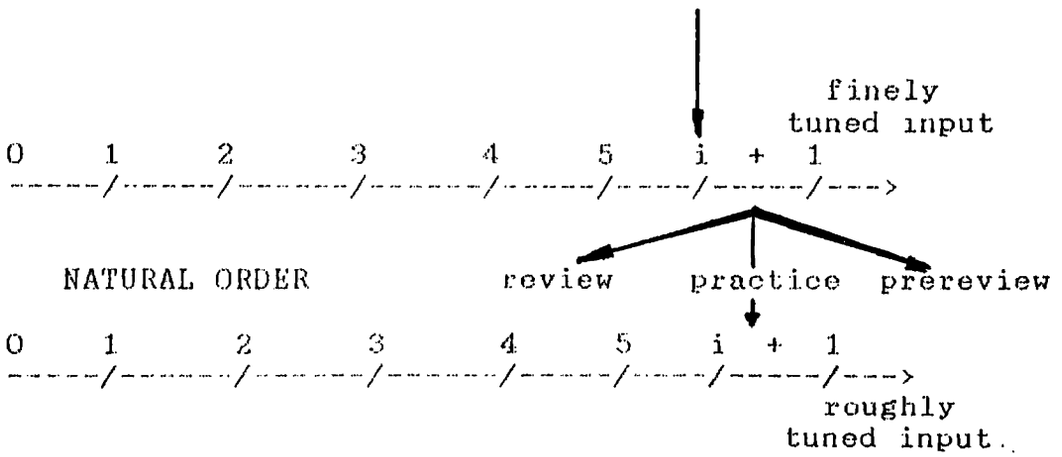

Figure -4 The difference between finely and roughly-tuned input

THE AFFECTIVE FILTER HYPOTHESIS

To Krashen (1983), understanding a message is not sufficient for language acquisition in the classroom. Students' feelings and emotions in the classroom are very important for the understandable message to reach the Language Acquisition Device (LAD) which is located in the language area of the brain and it also directs the process of acquisition.

The Affective Filter Hypothesis implies that not all comprehensible input reaches the LAD; only a part of the input which goes through the filter is acquired. This filtering

process occurs in the affective filter. The affective filter goes up and down according to 'students' motivation, self confidence and anxiety. It is hypothesized that students with low filters acquire more than the ones with high filters. Figure 5 illustrates how sentences can be generated at both the LAD and the Monitor levels. The filter controls the amount of the input that goes in. It also selects where this input should go: to the LAD or to the monitor.

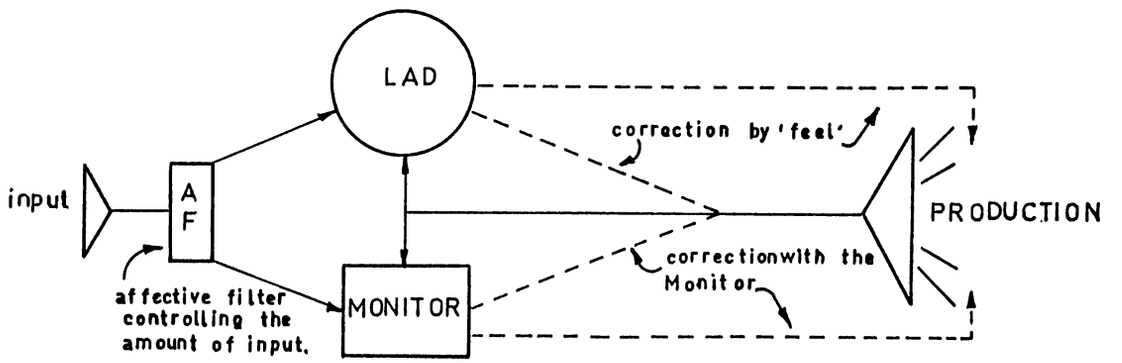

Figure -5 Operation of the affective filter

We can summarize the Five Hypotheses with a single claim: students acquire second languages only if they are exposed to comprehensible input and if their affective filters are low enough to allow the input in. When the student's filter is down and appropriate comprehensible input is presented, acquisition is inevitable, unavoidable and cannot be prevented, because the language "mental organ" will function just as automatically as any other organ. Krashen's Second Language Acquisition Theory has changed our concept of language teaching and has suggested new ideas for the teachers who apply communicative language teaching.

SECTION V

IMPLEMENTATION OF KRASHEN'S FIVE HYPOTHESES IN TURKEY

After having discussed a number of the theoretical arguments, the aim of this section is to consider the practical relevance and application of the five hypotheses within the classroom situation in Turkey. In addition, the readers of this project will find techniques for teaching listening, reading, and the four skills through video at the end of this section.

Normal people in natural settings manage to acquire their first languages. The most common belief is that if you wish to learn a language, go to the country where it is spoken and live with the native speakers for a long period. But Krashen (1985) says:

> This is, however, poor advice to give to a beginner. Going to the country, for a a beginner, is very inefficient. It results only in incomprehensible input (noise) for quite a long time.

From the point of Krashen's view, foreign language classrooms are the only places where students can benefit from the major source of comprehensible input. If teachers fill foreign language classrooms with input that is optimal for acquisition, and when students are exposed to rich sources of input in the class, and when they are proficient enough to take advantage of it, the classroom can be superior to the natural setting. In the Natural Approach, it is claimed that acquisition

takes place during episodes of meaningful communication in the target language. In real life, a message transferring information between or among people is always real, genuine and communicative. We not only use language to communicate, but also to convey what we feel, to think and to give or to get information.

In classrooms where students learn how to communicate in the target language, messages should be real, or at least realistic and believable. By repeating meaningless sentences over and over again, students will not learn how to learn to communicate in the target language.

Dulay, Burt, and Krashen (1982) state that for maximum acquisition to occur in the classroom meaningful communication is needed. The more students are interested in meaningful activities in the target language the more they are eager to communicate in the target language. The use of meaningful activity in the classroom is the first and the most important step in learning to use language spontaneously, and unconscious learning (acquisition) will give students fluency in time.

What is meaningful communication? How can teachers set up meaningful activities for students in large classrooms?

"Meaningful communication" means that one student must be in a position to tell another something that the second student does not already know. In other words, teachers should provide their students with problem-solving activities. For example, if two students are looking at a picture of a room scene and one says to the other "Where is the cat sleeping?" and he answers that the cat is sleeping under the chair because he can see it as clearly

as fellow-student can, then this is not communicative. However, if one student has the picture of the room and the other has a similar picture with some features missing which he must find out from the first student, then the same question becomes challenging, meaningful, and communicative. This kind of activity in the class seems to be one of the most fundamental in the whole area of communicative teaching. One of the main tasks for teachers is to set up situations for students and to create appropriate materials in order to motivate the students in learning activities.

The following is a technique for teachers with limited facilities. This technique is called "Tango-seated Pairs/Groups." Tango seating is one simple means of overcoming some of the problems of the large classes (Samuda and Bruton, 1986).

In this technique, the teacher has one student in each pair turn his/her chair around to face in the opposite direction while still being able to talk to his partner side by side. The result is that half of the class is now facing one way and the rest the other way. This is tango position. Figure 6 presents the seating arrangements of the students in large classes.

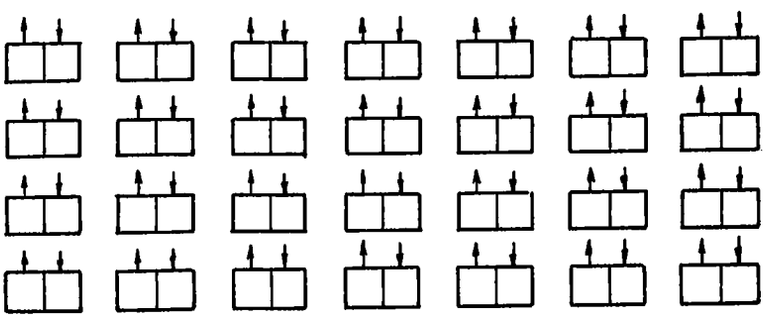

Figure -6 Tango-seated Pairs

This arrangement is for classes in which there are not fixed chairs. If there are fixed chairs in the class, teachers will have to divide the class into two groups.

The teacher can now place the two visual stimuli as in Figure 7 which differ from each other in six or seven ways at opposite sides of the classroom. Each half of the class is shown one of these pictures, and by asking their pair-partner, they must "spot the differences" between two pictures, which they then write down.

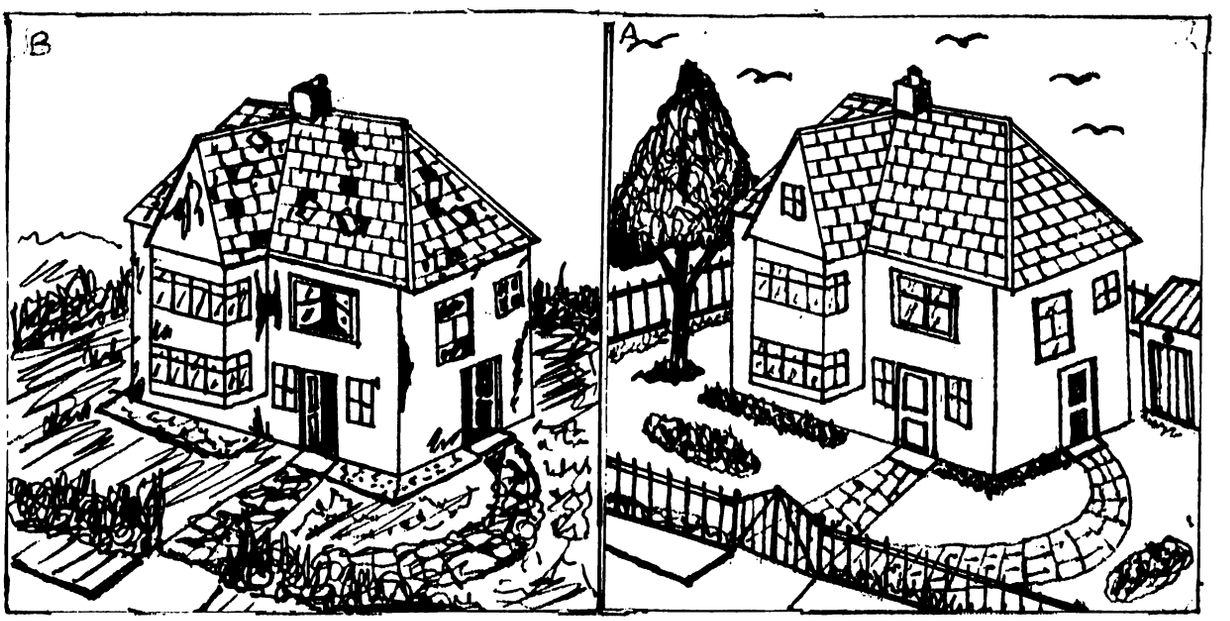

Figure -7 A sample picture for spot-the-differences

Students can work in two groups. Group A should look at the picture of Ali and Ayse's house as it is today. Group B should look at the picture of the house as it was three months ago. The members of both teams are friends of Ali and Ayse. Group B visited the house yesterday. Group A visited three months ago

and should find out the changes by asking such questions as:

Have they mended the roof yet?

Have they mended the gate yet?

Are there any trees in the garden?

In this kind of activity, the teacher is no longer an instructor, or a drill master. The teacher is facilitator, analyst, counselor and group process manager. One of their major responsibilities is to establish situations to promote communication and to maintain students' filters at a low level by motivating them according to the Affective Filter Hytpothesis.

Motivation in the classroom involves the learner's reasons for attempting to acquire the target language. Activities involving real communication and in which language is used for meaningful tasks are thought to facilitate the language acquisition in the classroom. Also, the language which is meaningful to the student makes acqusition easier. Krashen (1983) stresses that language acquisition comes about through using the target language communicatively rather than through practicing language skills. The teachers' chief tools for a number of interaction activities should be pair and group work. The aim must also be to produce instrumentally-oriented students who want to learn the language for utilitarian reasons such as getting ahead in their occupations.

"High anxiety" in the classroom is dangerous, since highly anxious students will do poorly in class. In order to eliminate anxiety, teachers are recommended to conduct the lesson in a classroom in which students are as comfortable as possible. The

ideal classroom might use Lozanow's Suggestopedia techniques which have been developed to help students overcome environmental barriers to learning. For example, easy chairs, music, art and drama are all available to contribute to a relaxing environment. Posters displaying grammatical information about the target language are hung around the class, and the posters are changed every few weeks. Students communicate with each other in various activities directed by the teacher. The teacher uses the texts which are handouts containing dialogs written in the target language. The dialog is presented during two concerts. In the first concert, the dialog is read by the teacher, the voice is matched to the rhythm of music in order to activate the left and the right hemispheres of the students. During the second concert, the teacher reads the dialog at a normal rate of speed while the students relax. what follows is the activation phase in which students engage in various activities including dramatizations, games, songs, question-and-answer (Larsen-Freeman, 1986).

The interaction between the teachers and students has an important place in the learning process. Effective teachers use humanistic techniques and humor. In this way, they can reduce students' filters and change the class atmosphere from a negative learning environment to a pleasant learning one. When students feel that they have a good time learning, they can make a lot of progress because they have self-confidence. They are communicators. They try to make themselves understand although they are incompetent in the target language. They learn to communicate through communicative activities.

Dulay, et al (1982) suggest that teachers should create an atmosphere where students are not embarrassed by their errors. In order to do this, role-playing activities can be used to minimize students' feelings of personal failure when they make errors. During these activities, teachers should accept students' errors as a sign of motivation or high intelligence or a natural part of the acquisition process for learning according to the Monitor Hypothesis as mentioned earlier. The risk-taking strategies are most likely to result in unacceptable utterances. But this fact explains the principle that it is by taking risks that students develop their interlanguage. The risk-avoiding strategies can scarcely lead to learning. Therefore, risk-taking strategies are the highlighted principle of the Natural Approach; thus when students take risks in their language continuum, they will develop their interlanguages.

Encouraging our students to produce sentences that are somewhat ungrammatical in terms of full native competence allows our students to progress like children by forming a series of increasingly complete hypotheses about the language. Risk-taking strategies may all result in learning outcomes. Terrell (1983) states that students should not be corrected during acquisition activities such as games, problem-solving, and sharing of experiences, because all of these activities concentrate the students' attention on meaning, not form of utterances. Once the students have accepted the responsibility for creating language on their own, they need increased motivation. Ultimately both students and teachers will agree that "mistake-making" is a sign of intelligence.

According to the Natural Order Hypothesis, students are not responsible for their errors if teachers do not know the Natural Order Hypothesis. For example, in Turkey, teachers try first to teach the third person singular of the simple present tense. Most of the students in many language programs have difficulty in adding the suffix "-s" to a verb for the third person singular in spontaneous conversation. Contrarily, they may use this item correctly in a drill. This item should be accepted by the teacher as "late-aquired" in all language programs. Dulay, et al (1982) claim that if such structures are presented early in a course, students will have a difficult time in learning them and will not acquire them until they have acquired enough of the English rule system. This could be the main reason why most of our students make mistakes with such a simple patterns. People working in curriculum development departments for the schools in Turkey should provide textbooks or handouts that include more recycling of material.

Research findings on acquisition order have far reaching applications for the English language classroom. There is no doubt that new research findings in the future will not only provide a basis for the development of foreign language acquisition theory, but also profoundly help design curricula that reflects this natural order. We have to wait for further studies of acquisition order which will determine the correct order in which students acquire language structures. Krashen (1983) suggests that teachers must be very careful before presenting any structure, because the beginning research on

acquisition order has shown us little about the specifics of anything beyond auxilaries, articles or a few morphemes.

Krashen (1985) explains that acquisition is responsible for our ability to use language in both production and comprehension, while conscious learning serves only as an editor or monitor, making changes in the form of output under certain, very limited conditions. He also believes that the productive skills (speaking and writing) are the natural result of the receptive skills (listening and reading).

The Monitor Hypothesis is more applicaple for the writing process than oral production for Turkish students. In order to train students to be more productive and compenent in writing, all students need more guidance and sustained practice. Krashen (1985) explains:

> Feedback is useful when it is done during the writing process, i.e. between drafts. It is not useful when done at the end, i.e. comments and corrections on papers read at home and returned to the students.

For this reason, the Process Approach will be effective in teaching writing for Turkish students. The teachers who use this process give their students the chance to explore a topic fully in such pre-writing activities as discussion, reading, debate, brainstorming, and list making (Raimes,1983)

The preparation of an acceptable writing assignment according to the Process Approach for teaching writing should involve these stages:

a-) pre-writing activities

b-) writing

c-) evaluation

d-) revision

Students are expected first to plan what they intend to write by opening up a discussion among themselves in the classroom with the help of the teacher; then they compose a preliminary draft, rearrange it until they are satisfied with the result, and revise the second draft before submitting the final copy. During this writing process, many students make a lot of self-corrections by using their conscious learning knowledge on the rough draft. Students may not correct each error, but they will be able to increase their written accuracy. Students make use of their conscious learning that acts as a monitor or an editor for self-correction.

Teachers can also help students in evaluation and revision of written drafts by asking students to correct the subject-verb agreement, spelling and tense errors or article usage. Raimes (1983) suggests that time and feedback are very important when done during the writing process, because student self-evaluation does not improve writing itself.

Children acquire their first language by listening, by watching, and by touching. Later, they go to school and learn how to read and write. Then, reading becomes another means of acquiring their native language for that people. This is the natural process of acquisition all students go through.

However, classrooms for foreign language learners are the only places where students practice the target language by listening and reading.

Listening, unlike other language skills, is an internal process that cannot be directly observed. We cannot make any comment with certainty when our students listen to us or a tape cassette. Harmer (1983) states that listening is an active process in which the listener plays a very active part in consructing the message.

As listening and speaking are both important in learning a foreign language well, teachers should not separate these two skills. In a listening class, teachers should not always talk without giving students a chance to interact with them. Listening requires much more effort and practice on the part of students. In the Natural Approach, the role of teachers is very important, because they are exemplary listeners. Listening to students with understanding, tolerance and patience creates a relaxed, trusting, pleasant, and friendly classroom atmosphere for students in order to help them acquire the target language.

As mentioned earlier, classrooms play a vital role for Turkish students in practicing the language by listening and reading. In the Natural Approach, the main goal of a reading class is to train students to read more effectively. The role of the teacher is to improve students' ability to read by using effective techniques at an appropriate pace without missing important information in the text.

By all measures, reading seems to be the most important language skill in Turkey. Many of the reading sub-skills such as

skimming and scanning taught in English classes are applicable to the study of other subjects and enable all students to use their textbooks more efficiently. Krashen (1983) claims:

> Reading may also be a source of comprehensible input and may contribute significantly to competence in a second language. There is a good reason, in fact, to hypothesize that reading makes a contribution to overall competence, to all four skills.

According to the schema theory, improving student's reading comprehension depends on their own previously acquired knowledge. In a reading class, teachers should make use of students' background knowledge to provide sufficient clues in the text for the student. If there is a mismatch between the content of the reading material and the reader's schema, the reader will not be able to comprehend the message at a reasonable rate. For this reason, much reading material, especially non-scientific reading, is culturally biased. This kind of material may cause comprehension problems for students. If the teacher believes that cultural content interferes with students' comprehension, such material might be avoided, or teachers can explain the differences in cultural behaviour to the students before they read. There is another way to decrease interference from the text: use a "narrow reading" technique which facilitates students' comprehension by selecting texts of a single author or a single topic, as suggested by Krashen (1983).

Two types of classroom activities that have appeared to provide opportunity for language acquisition are referred to as

"active reading" and "active listening." These types of activities can be presented through the use of recorded segments of language on tape, film or videotape, because the need for audiovisual materials in the foreign language classroom arises from the fact that a lesson which uses a visual medium leaves a visual impression of the situation associated with the language.

Most teachers have access to tape recorders in the schools and some to language laboratories. These are essential aids, but the aid that can help both teachers and students most is the videotape recorder. When students are watching a film, they can interpret the message with the help of the speaker's body gestures and facial expression.

In Turkey, most of the students who are learning a foreign language are more concerned with the language than with the messages it is used to communicate when they are listening or reading. Their interests are in usage rather than use. Both reading and listening should be carried out for a purpose other than reading or listening to the language itself. In real life, we read in order to obtain information for different purposes. Therefore, different kinds of sub-skills such as 'skimming' and 'scanning' should be done in a reading classroom. These kinds of reading tasks require an active involvement on the part of the students in the classrooms. The Natural Approach teacher should provide a very important reason to the students for reading. This means that reading should be carried out for a purpose other than reading the language itself. The students should be less concerned with the language than with the messages it is used to

communicate. The students should wish to do something with language other than simply learn it.

From the teachers' point of view, one of the main difficulties of teaching foreign languages lies in selecting the most appropriate materials and activities. Before selecting any materials, teachers should take into account students' individual reading and listening abilities and their interest areas, because the greatest obstacles in a foreign language context is motivation. Receptive skill activities should be slightly beyond students' current abilities (i+1) in order to hold their attention or to challenge students in the classroom. Otherwise, many students will fail to reach target language competence. Byrne (1981) gives the following example, drawing attention to the following point:

> If we read an ad for a job in the newspaper, we may discuss it with someone or we may ring up and inquire about the job, we may then write a letter of application for the job, which will in turn lead onto somebody else's reading the letter and replying to it. Thus, we have a nexus of reading, speaking (+ listening), writing-reading-writing. In short, a whole chain of activities involving the exercise of different language skills has been generated.

As demonstrated in Byrne's example above, there is a link between one language activity and another. It is based on the idea that in real life the skills such as speaking, listening, reading and writing take place in an integrated way. The teacher can provide the contexts in which the student can practice the four language skills together in a natural, meaningful and

purposeful way.

As we have already discussed in connection with Krashen's five hypotheses, the emphasis must be placed on comprehensible input and meaningful practice activities rather than on the production of grammatically perfect sentences. Krashen and Terrell (1983) suggest that a wide range of activities can be used to make input comprehensible through the use of appropriate techniques. Language teachers are recommended first to study the needs of the students and determine what their goals are before they apply the technique and change the technique to suit students' needs and the particular features of the language they teach.

The aim of the following techniques which reflect the ideas and principles discussed in this project is to give an idea to the readers of this project on what kind of techniques will be effective in achieving the clearly defined objectives of the lessons. The first two techniques are about reading and listening lessons, and the last technique relates closely to the idea of Byrne's integrated skills through video.

A TECHNIQUE FOR TEACHING READING

GOAL: Students will make use of their predictive skills to focus their attention on the reading material and to save time in their reading activity.

OBJECTIVES: By the end of the lesson, the students will be able to

1-) relate their previously acquired knowledge to the information in the reading text

2-) get the main idea of the text by reading quickly

3-) compare and contrast their ideas with the writer's ideas

MATERIALS :

1-) A picture (or more)

2-) An authentic selection

3-) A blackboard

PRE-READING ACTIVITIES

1-) Ask students general questions about the topic and their relations to our everyday lives

2-) Show students picture(s) and ask questions about each picture or tell anecdotes in order to give them an idea of what is to come in the reading passage

3-) Discuss key words, vocabulary and their experience with these words through writing them on the board

READING ACTIVITIES

1-) Have students go through the passage without reading it word by word to enable them to see whether the words on the board appear in the passage or not

2-) Ask them to read the first and the last sentences see if their predictions hold true

3-) Ask them to read the passage quickly to see if the second predictions they made when they read are correct

POST-READING ACTIVITIES :

1-) Have students work in pairs/groups

2-) Engage students in role-play

3-) Assign reading for pleasure outside the classroom

A TECHNIQUE FOR TEACHING LISTENING

GOAL: Students will listen in order to get a general idea of what the main points are and to perform some kinds of communicative task in the classroom. It gives to students an interesting and motivating purpose for listening.

OBJECTIVES: By the end of the lesson, the students will able to

1-) prepare questions related to the listening passage and answer them

2-) get the main idea by listening carefully

3-) learn to take notes

MATERIALS:

1-) A picture (or more)

2-) A tape recorder

3-) An authentic listening selection

4-) A blackboard

5-) A multiple-choice question

PRE-LISTENING ACTIVITIES

1-) Draw the following diagram on the board to stimulate the students' responsibilities. Each acceptable question and answer can score a point. With this diagram, the students do not only want to do their best to get as many points as possible for their groups but also listen very carefully to take notes in order to raise questions and give answers after listening to the material

group/score	questions (score)	answers (score)	total (score)
group 1			
group 2			
group 3			
group 4			
group 5			

2-) Divide the class into five groups of six or seven (this depends on the class-size)

3-) Show the class appropriate pictures and ask questions about the pictures

4-) Have the students answer the multiple-choise question related to the listening selection

LISTENING ACTIVITIES

The teacher plays the tape recorder three times.

1) Have the students listen the first time for general comprehension

2-) Have the students listen the second time, pausing after meaningful phrases of language to discuss what has been said and what is to follow by checking their comprehension

3-) Replay the tape if necessary for the students to confirm or reject their conclusions, and to fill in any gaps they may not have noticed in the first and second listening

POST-LISTENING ACTIVITIES

As soon as the third listening activity finishes;

1-) set the students to work in groups/pairs to create dialogs depending on the listening material

2-) engage the students in role-play based on the listening selection

3-) have the whole class retell the recorded material

4-) assign reading and writing activities based on the listening material

A TECHNIQUE FOR TEACHING THE FOUR SKILLS THROUGH VIDEO

GOAL: Students will watch the segments in order to develop their four skills through video and participate in the communicative activities in the classroom

OBJECTIVES: By the end of the lesson, the students will be able to

1-) practice the four skills for communication

2-) participate in a variety of language activities

MATERIAL:

1-) A video player

2-) A film

3-) A television set

4-) A list of phrases and vocabulary or excerpts from the script that suggest the story and give clues to characters or location

PRE-VIEWING ACTIVITIES :

1-) Write the names of the characters and places in the film on the board giving background information as necessary, and elicit from the students what they know about the places, what they expect the film to be about from the title

2-) After getting desired answers, run a portion of the segments with no sound. The students provide a commentary and predict what the topic of the film is about

VIEWING ACTIVITIES :

1-) Show the film all the way through. A couple of observation-type questions to be answered after the first viewing helps the students'

concentration and motivation. The teacher should also check on overall comprehension by asking "wh-type questions" which test whether the students can work out why some events happened in the film. These types of questions are even encouraged to give their opinions about the film as it story or characterization

2-) After the first viewing, the picture can be frozen. The teacher can ask questions such as `what is going on?/ has just happened?/ is going to happen?' Freeze frame can also be used for vocabulary work and communication games such as `Describe and Write'

POST-VIEWING ACTIVITIES:

1-) Have students write a summary of the film

2-) Have one or two of the students read their paragraphs to the class for comparison and discussion

3-) Have four or five of the students give a summary orally of what was said and shown

SECTION VI

CONCLUSION

In this project, a number of the theoretical and practical developments in the teaching of English as a foreign language which have occurred during the last two decades have been

discussed, and particular attention has been paid to Krashen's Five Hypotheses.

If we accept these hypotheses as valid, as I have attempted to show we must, then the crucial question which underlies this investigation is how to apply them to a specifically Turkish context. As Turkey is drawn into the technological age, and is exposed to greater contact with her European and American allies, nobody can deny that the demand for English is on the increase. It is a demand which sees English as an agent of communication rather than a mere academic discipline: a demand for communicative as opposed to grammatical competence.

Let us consider some of the specific problems which we--as teachers--face in responding to this growing demand. First, Turkey is still economically developing. In practical terms, this means that it is not feasible for the vast majority of Turks to go to other countries in which the target language is the native tongue. The result of this basic economic fact of life, of course, is to emphasize the primacy of the classroom in second language acquisition. However, as it has already been noted in the project, the staff-student ratios in Turkey are often far in excess of a desirable level. Furthermore, the economic reality in Turkey is also such that resources are limited. Facilities such as photocopy machines, video equipment, language labs, all of which would be taken for granted in many countries are often not avaliable for teachers in many Turkish schools.

It is to be hoped that some of the practical suggestions listed below will demonstrate that these difficulties can be

solved. In short, English teachers must be prepared to change their ways. We have to be willing to submit ourselves to the influence of new ideas. In professional terms, this might also mean a willingless to participate in debate and constructive criticism in the form of clinical supervision, for example. The grammar-based methodology, which most of us over a certain age grew with, seems safe when compared to the challenge of eliciting communicative competence in our students.

Teaching foreign languages in Turkey is usually viewed as the teaching of structure. This is the first important area where most teachers have failed, because they have seen themselves as teachers of language. They do not realize that language is a vehicle for communicating meaning and messages. Krashen's Second Language Acquisition Theory that has been discussed in this project undermines the objective of formal language teaching in the classroom.

The Natural Approach should be started as early as possible, preferably at secondary school level. Hopefully, this would then lead to a situation whereby students would be free to concentrate on the English relevant to their chosen subjects when they enter higher education.

During the Natural Approach lessons, students improve their abilities in the target language by attending to understandable input, testing hypotheses and using the target language in interactions (Krashen, 1983). Natural Approach teachers should take the following suggestions into consideration to improve both their concept of language teaching and students' performance in the classroom:

1) Start a language program with listening activities that will allow students to be exposed to comprehensible input which is an important component of listening comprehension. Early production of the target language is not required so that students should make their own decisions about when to begin to use English, and this silent period results in vocabulary development and in acquisition of new structures.

2) Develop the program through the use of Total Physical Response; visuals, and interesting realia.

3) Use magazine or newspaper pictures to introduce new vocabulary focusing only on a single activity. Teach grammatical structures in a predictable order and ask either easy or yes/no questions during communicative activities in the early stages.

4) Use techniques such as tango seated pairs which enable students to communicate with one another. Errors should not be directly corrected, while the students are coming to terms with new language input. If the students are afraid to speak for fear of making errors or of appearing ridiculous, then ask the hardest questions to the better students. Also, the use of humanistic techniques and personalization is effective, because praise of good performance stimulates students to do better work than does criticism for bad performance.

5) Take your students seriously as human beings rather than language acquisition devices. Students come to us with individual and complex personalities with varied modes of

acquiring knowledge, with different apptitudes for learning. Therefore, we should take into consideration the different communicative methods and techniques which will be most productive with our students, and with our own teaching personalities.

6) Find out what motivates your students and make learning English a motivating experience, since motivation is as much an effect as a cause of learning.

7) Move ahead as quickly as possible to reading and writing, but do not neglect the listening and speaking skills even after reading and writing are introduced. Use reading and writing experiences as a basis for stimulating the kinds of activities which enable students to agree, to disagree, to debate or to express disappointment, and sympathy. The aim here is to develop students' communicative competence. This helps them understand and produce language which is not only fluent but also appropriate in varied functions as in real-life situation. Ask students to dramatize dialogs; to formulate and answer questions on them; to play language games; to write letters; to take notes; to participate in activities appropriate to their age and to their learning level(i+1) by using the same piece of material.

8) Be aware of the fact that there are no passive language skills. All four language skills require equal involvement from the students. Therefore, devote much more time in class to the development of listening comprehension. The aim of the reading lessons should not only extend the student's

knowledge of the target language but also foster thoughtful discussion in class. Incorporate "process- writing" activities which lead gradually to freer compositions and stimulate students to organize their ideas logically within an informational sequence.

9) Utilise or develop authentic instructional materials in harmony with your objectives and take into account students' possible learning problems.

10) Prapare and give frequent tests in order to

1) understand the proficiency of your students

2) diagnose individual learning problems

3) judge the effectiveness of your own teaching procedure.

Finally, it has to be said that there is bound to be some overlap between the activities outlined above in particular between the early productive and speech-emergent stages. Nevertheless, the aim has been to clarify, and describe the processes involved in the movement from language-acquisition to communicative competence, and apply these to a specifically Turkish context.

Native-like proficiency in English for large numbers of Turkish students is probably not realistic, at least in the large classes. But the identification of what is a realistic goal in English, coupled with students' goals and expectations, should form the bases for a realistic English language curricula for Turkish schools.

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RESUME

I was born in Elazığ in 1954 and was educated at Inonu Ilkokulu, Ataturk Ortaokulu and Elazığ Lisesi. Subsequently, I was admitted to the faculty of English language and literature at Ataturk University, Erzurum.

During my student years, I lived and studied English in the United Kingdom for almost three years. After graduating, I taught English in Kahraman Maras for one year, before moving on to Firat University in 1979. I have been employed in Elazig for the last ten years by Firat University.

Recently, during the MA program at Bilkent university I gave a paper on the adaptation of Krashen and Terrell's Natural Approach for preparatory level language teaching in Turkey. It was while working on this lecture that I decided to develop this subject as the basis for this project.