Current Trends in Language Teaching

Leslie I. Brezak

Introduction

The language classroom, once a most sedate and staid environment has in recent years become a veritable hotbed of excitement and enthusiasm. New approaches and methods on how to conduct contemporary second and foreign language education have been proliferating at a rapid pace. Effective communication in the target language has become the main goal (Oller, 1983), replacing older and outmoded means of instruction in many instances. This phenomenon although most heartily welcomed by those of us toiling on the front lines everyday can however prove at times to present many problems for both language teaching practitioner and student alike.

This overall key trend toward " student invested material " (Graves, 1980), " while a reflection of the strength of the language teaching profession in general " (Richards, 1986 : vii), may indeed be misunderstood, misused and even doubted by language teachers the world over (Blair, 1982). Many are possessed by an inordinate fear of the unknown so they continue entrenched in conventional time worn practices. Others may be confused by strange and somewhat conflicting views, techniques and theories that are often embedded in obscure and sometimes hard to locate texts.

This uncertain situation is chronic here in Japan, especially at the important primary and secondary levels of English language education where the more traditional methods of teaching still predominate. The so-called University entrance " examination hell " that Japanese students are forced to endure accounts for a " mechanical " type strategy and practice, the kind that " goes into their ears and out their mouths without disturbing anything in between " (Stevick, 1982 : 13).

By the time students reach the lofty University levels of English language learning in Japan one would hope that, " meaningful practice, the kind that allows the language

learner to use the language " (Harvey, 1982 : 205), would prevail.   This is unfortunately not the case generally encountered and one must concur with Widdowson who suggests that the approach most commonly followed, " does not seem to provide for the teaching of the knowledge of how English is used to communicate " (1972, 120).

Not to fear, however, as the situation in happily far from bleak and hopeless, due to easy access to some modern language teaching approaches and methods.   This brief paper is an attempt to introduce several of these techniques to a small and select body of language teaching practitioners, those engaged in the teaching of English in the Land of Wa.

Inspite of the availability of very active media feedback and professional outlets there still exits a large gap at the Junior College and University stages in Japan concerning how to implement changes in antiquated methodologies.   Thus many might be prone to consider a Cuisenaire rod as something to grill shish-kabob on, a Lozanov something to take for a sore throat, The Natural Approach as a way to hit a ball safely to the green and Total Physical Response as the behavior one's date exhibits upon becoming more than just a friend.

I will commence by outlining a short background history of language teaching in general.   Then I will discuss in more detail the five major approaches and methods in language teaching, Total Physical Response ; The Silent Way ; Community Language Learning ; The Natural Approach and Suggestopedia, all of which have influenced this profession so immensely for the past decade.

It is my hope that with a readership largely limited to Japan, my colleagues in this country can make use of this study and that it will aid them in developing their own methodology according to their own teaching objectives.   Also to my Japanese confreres engaged in teaching English literature, composition reading and translation rather than oral English, I trust that this paper will provide some insight into what has been causing all the uproar and noise that recently have been emanating from our English conversation classrooms.

A few more words concerning the use of ' he ' and ' she ' in this Age of Equality. Where possible I have avoided using either of these terms in complete agreement with Stevick who says, " no solution is likely to please everyone " (1982, 5).   I have opted for a mixture of both words in alternating sections recalling these wise words of Littlewood, " learners and teachers are female as well as male " (1981, xii).

Background History

Studies by Arthur Sorenson (1967) in South America and by Eugene A. Nida (1957) in Africa have helped to show that from both contemporary and historical points of view, multi-lingualism in the world is the norm rather than the exception.   People have always been engaged in some sort of activity that required communication with speakers of languages other than their own be it for purposes of education, commerce, religion or government.

In the 15th century Latin was the main vehicle of communication in the Western world but one hundred years later, French, Italian and English came into favor relegating Latin to a Classical subject to be studied in schools as an academic exercise mainly geared to the love of learning.   Instruction was accomplished through rote learning of grammar rules, conjugations and translations and must have been a harrowing experience with severe physical punishment the usual penalty for failure to produce the required results.

Remnants of this system more or less persisted well into the 20th century as any Brooklyn born male, of Jewish persuasion, and now aged forty to fifty can attest to. Instruction in the Hebrew language for one's important Bar-Mitzvah or confirmation ceremony at age thirteeen was always carried out to the accompaniment of a large paddle and a heavy Rabbi's hand.   I leave it to you, dear reader, to imagine what the ominous term " Triple Action " meant in retribution for a faulty recitation of a memorized passage.

By the mid 19th century, the approach to foreign language teaching became known as the Grammar Translation Method with the major focus on reading and writing rather rather than listening and speaking.   " A typical textbook thus consisted of lessons organized around grammar points.   Each grammar point was listed, rules on its use were explained, and it was illustrated by sample sentences " (Richards, 1986 : 2).   It is this very Grammar Translation Method that lasted till the mid 1940's or even later and which is still used in many parts of the world today.   Many former students must remember with a yawn those boring, seemingly never ending language classes in high school and University under the Grammar Translation banner.

To be sure, not every educator was happy with the Grammar Translation Method. Reformers such as Henry Sweet (1845-1912) in England, the German, Wilhelm Vietor (1850-1918) and L.Saveur and Charles Berlitz in America gave impetus to what became known as the Direct Method.   This method stressed the spoken language presented in

practical everyday vocabulary taught in meaningful contextual situations. Although the Direct Method had a run of popularity centered around private commercial schools set up by Saveur and the highly successful (even to this day) Berlitz Method, by the 1930's the movement had died out to a large extent. Many of the reformist ideas however were to be incorporated into other methodologies in the future and new questions were raised, perhaps the most pertinent being, " What should the goals of language teaching be ?"

The Oral Approach or Situational Language Teaching developed by British applied linguists such as Harold Palmer and A.S.Hornby in the 1930's deserves a place in the hierarchy of communicative language teaching. It was an attempt to develop a more scientific basis for an oral approach to teaching English. Many popular present day texts such as Streamline English (Hartley and Viney, 1979) and Kernel Lessons Plus (O'Neill, 1973) are offspring of this method.

Next followed the behaviorist-based Audiolingual Method of teaching championed by Professor Nelson Brooks at Yale (1964) and Robert Lado author of the famous Lado English Series (1977) and English 900 Series (1964) which capitalized on the post Sputnik panic in the years following the launching of the first Russian space satellite in 1957. In brief, the Audiolingual Method stressed that language learning concerned the formation of habits like any other human behavior. Learning therefore entailed drills, drills, and more drills to be memorized along with dialogues to reinforce the proper behavioral response supplemented by the occasional game or two in the classroom.

It is far from the purpose of this paper to go into a long detailed discussion of the above mentioned history of language teaching. Both Titone (1968) and Kelly (1969) will provide the interested reader with this if so desired. Howatt (1984) also shows that past history is repeating itself and present controversies have often been brought up throughout the history of language teaching.

In summing up our short trek through the language teaching time zones, homage must of course be paid to Noam Chomsky and his school of thought known as Transformational-Generative (TG) Grammar which has dominated theoretical linguistics for the past twenty years. " The Transformational-Generative model, provides us with a view of the richness, complexity and creativity of human language. It tells us that language is not a set of habits to be mindlessly drilled but the creative use of internalized rules. Language practice should involve creation rather than analogy i.e. communicative practice with a focus on meaning rather than a focus on form " (Underwood 1981, 11).

This idea of language as communication was further taken up by Wilkins (1974) and

gave rise to the Notional-Functional school of thought with grammatical competence secondary to communicative competence. This is marvellously expressed by Wilkins in Notional Syllabuses (1976), mandatory reading for all language teachers.

Now we are at last ready to examine several means whereby meaningful communicative practice can be carried out in the classroom.

Total Physical Response

Total Physical Response (TPR) is the brainchild of James J. Asher, Professor of Psychology at San Jose State University California. It is his contention that children and adults learning a second language can do so in a manner that is both learnable and enjoyable through a coordination of speech and action. " This strategy is based on a model of how children learn their first language " (Asher, 1982 : 3), and has come to be known as TPR.

This method is hardly new, having first been proposed by Harold and Dorothy Palmer in their book English Through Actions published in Tokyo in 1925 and is also related to a movement referred to as the Comprehension Approach (Winitz, 1981). Three key ideas inherent in TPR are :

1) Understanding of the spoken language should be developed in advance of speaking.

2) Understanding should be developed through movements of the students' bodies guided by commands in the imperative issued and manipulated by the teacher.

3) Do not attempt to force speaking from the student. Speaking will occur spontaneously when the student is ready to produce utterances according to an internalized cognitive map of the target language based on an understanding of what is heard (Asher, 1982).

Asher goes further in characterizing TPR in relation to brain lateralization and sees it as directed to right brain learning while most second language learning plays to the left hemisphere of the brain. Asher believes that " the right hemisphere of the brain is mute but can express itself by listening to a command in the target language and then performing the appropriate action. The left hemisphere can express itself by talking " (1982, 24). According to Asher language acquisition occurs via motor activity directed to the right brain which precedes left brain language production.

Another feature of the TPR classroom is the stress-free environment that abounds. Since for most of us, first language learning was a pleasurable experience, " Give Mommy

a kiss ", " Eat this yummy pudding ", and since production is not forced, learning is carried out in a relaxed and comfortable atmosphere that approximates the blissful state of first language acquisition.

The main aim of TPR is to teach oral English at a beginning level so that the learner can carry on intelligible communication with a native speaker. To this end imperative drills that elicit physical action and activity are employed for the most part. Learners play the role of listener and performer while the teacher's role is well defined. " The instructor is the director of the stage play in which the students are the actors " (Asher, 1977 : 43).

As one can surmise, the TPR classroom is a very active one with the teacher giving commands, demonstrating actions and the students in turn taking part in the scenario. Commands begin at the opening stage with simple " Stand Up ", " Sit Down ", " Walk ", " Turn ", " Stop " sequences but soon progress to rather complicated commands such as " Yoko, stand up, walk to the door but before you do that give this book to Mayumi " type directions. It requires a great deal of preparation and energy on the part of the teacher and Asher recommends attendance at a well organized teachers' workshop, practical guidance under a teacher experienced in the approach, and a thorough familiarity with all related literature and TPR material, including films (1982, 40).

Speaking generally occurs after about ten hours of class and there are some opportunities for reading and writing mostly at the blackboard or in the form of printed hand-outs or dialogues at later stages of instruction. These lessons are a lot of fun and it is amazing what novel combinations can be put together by virtue of the comprehensible input generated by the teacher. " Keiko, scratch your nose but first sit on the table and throw this book on the floor " is a sure-fire giggle provoker, chock full of vocabulary and grammar that the students can absorb easily.

One may think that all the commands imply an aura of authoritarian harshness over the classroom. Asher is adamant on this score, " The commands are given firmly but with gentleness and pleasantness. You are the students' ally and the kindness, compassion and consideration of the instructor will be signaled in the tone of voice, posture and facial expression " (1982, 67).

Asher does not endorse the exclusive use of TPR to teach another language. He himself has stressed that TPR used in conjunction with other methods and techniques provides a valuable and successful aid in second language acquisition. There is a consistent use of realia in the form of common classroom objects and after these are exhausted,

pictures, slides and books all provide touchable vehicles of instruction.   All in all, although research data on effectiveness is rather sketchy, TPR appears to achieve remarkable results in a very active and friendly atmosphere.

The Silent Way

In stark contrast to most teaching methods where the teacher usually does most of the talking, The Silent Way devised by Caleb Gattegno has the teacher silent most of the time while encouraging as much learner language production as possible.   To me this method has always had a certain metaphysical air about it, the mere name, The Silent Way, conjuring up images of austere Zen monasteries or Taoist philosophy.

Is reality, The Silent Way encompasses none of the above but is based rather on a philosophy "which views learning as a problem solving, creative activity, in which the learner is a prinicipal actor rather than a bench-bound listener" (Richards, 1986 : 100).

It was Gattegno's idea to incorporate physical objects in the form of different sized and colored wooden sticks (Cuisenaire rods), and color-coded pronunciation charts (Fidel charts) into this teaching method to aid both in student learning and recall of another language.

There is an even deeper philosophy of education that Gattegno is getting at here. Stevick reports that, " Learning,for Gattegno, is not so much an accumulation and recognition of facts as it is the learner's coming to use himself better " (1980, 38).   Gattegno himself states even loftier ideals, " The Silent Way consolidates the human dimensions of being and moves us towards better and more lasting solutions of present day conflicts " (1972, 84).   Whether it can do all that is a matter of speculation and hope for the future of mankind but we will concern ourselves with only the application to language learning here.

According to Blair, " The Silent Way advocates an approach that throws the learner upon himself, eliminates as far as possible the mechanical elements of teaching and learning and minimizes the conditioning of learners " (1982, 194).   Much attention is given to the " spirit " or " feel " for the target language, with grammar rules learned inductively and vocabulary viewed as crucial.

Gattegno acknowledges that an " artificial " approach to language learning is necessary since first and second language learning are radically different.   He advocates silence and an avoidance of rote repetition so that the mind can better organize and concentrate its efforts at retention.   " Repetition consumes time and encourages the

scattered mind to remain scattered " (1976, 80). Stevick has pointed out that the mind does most of it work during sleep (1980, 41), so one can readily see the correlation Gattegno is pointing to. A constant flow of meaningless and incomprehensible chatter in the class-room can be contrasted to the clarity of the old saying, " I'll sleep on it ", where all the options have a way of sorting themselves out clearly.

The goal of The Silent Way is oral proficiency in the target language. Students at the beginning level are expected to become fairly able to converse on topics ranging from information about themselves and their interests to recent current events happenings.

There is no general syllabus on how to teach The Silent Way but lessons usually involve some sort of pronunciation practice where the teacher points to the symbols on the wall chart (Fidel) and the students read the appropriate responses. A great deal of time is spent using the Cuisenaire rods and, as with TPR, the imperative is the first structure introduced. " Pick up a red rod ", " Take a blue rod ", " Give Kyoko the long green rod ", are a few of the basic utterances used. In a short time, from this seemingly simple start, The Silent Way goes on to generate a surprisingly enormous amount of material such as plural forms of nouns, numbers, location and comparison words and prepositions, always in the target language only.

Students are encouraged to create their own oral responses to simple linguistic tasks with a minimum of modeling by the teacher. Building upon old and new information and continually aided by the rods and other aids as mediators and by the charts for pronuncia-tion " fine tuning ", the teacher can limit his own superfluous speech and channel most of the talking as being the responsibility of the students.

The role of the learner in The Silent Way is certainly a demanding one then. Through trial and error and experimentation, the learners are expected to develop, " independence, autonomy, and responsibility "(Richards, 1986 : 106). The Silent Way also fosters a certain camaraderie in the classroom as learners are forced to work together as a group rather than as isolated entities or competitors.

Teachers, steeped in the tradition of directing, correcting and assisting students mostly by way of mouth, certainly have to learn to readjust their strategy under The Silent Way. Stevick addresses the question more directly, " The question is not so much," How can I teach?" as it is, " How can I help these people to learn ?" (1980, 45). Oral modeling is given only once and then aided by his own gestures or charades, " like a mute guide the teacher leads the students with color-coded phonetic charts and colored rods to discover and understand the language on their own " (Underwood 1984 : 22). The Silent Way

teacher is definitely not one of the gang and in most cases takes a neutral role, unemotionally involved with his class but still supportive at all times. As one can imagine, this is not an easy transition for most of us to make from contemporary classroom comportment.

A thorough familiarity with the literature and attendance at workshops is surely advisable for proper mastery of the necessary techniques. If this seems too demanding, one can be prodded by the words of Blair when reminiscing about his first experience with The Silent Way under Dr.Gattegno's associate in New York, "The effect of the lesson on me was electrifying. It was unforgettable, exciting, unlike anything I had ever experienced in learning before" (1982, 9). Any method in which the teacher says less and less and the students more and more is indeed a revolutionary one.

Community Language Learning

Community Language Learning was developed by Charles Curran and his fellow researchers at Loyola University in Chicago. Curran was not a linguist but a pyschologist and counselor who applied certain counseling techniques in a learning method known as Counseling Learning (CL). Community Language Learning (CLL), is the language teaching component of this method and there is some unconfirmed gossip that it was originated by Curran out of his own frustration in learning French although this fact cannot be proven.

CLL stresses a "humanistic" approach to language learning, employing some techniques that as Moskowitz says, "help foster a climate of caring and sharing in the foreign language class" (1978, 2).

Curran observed, "that when people learned to speak a foreign language, they found themselves in a high degree of threat and anxiety" (1960). Their comments and observations led him to reason these emotional conflicts often paralleled the same expressions people used during normal counseling interviews. He thereby went about setting up a technique whereby the counseling techniques that he was so well versed in could be adapted to language teaching. In explaining this rationale himself Curran states, "The problems a person faces and overcomes in the process of learning a foreign language were conceived as similar to the problems one faces and overcomes in the personal counseling process" (1960).

In CLL, language learners are not conceived of as students but as "clients" and instructors are not considered to be teachers but rather "counselors" or "knowers"

trained in counseling skills and adapted to their roles as language counselors.

CLL entails a holistic "whole person" learning approach (Richards, 1986 : 117), and Curran goes to great trouble to outline a five stage Language-Counselor relationship from Counselor Dependancy to Independence that can be likened to the ontogenic development of the child from womblike security (Stage one) to adulthood and free speaking (Stage five) (Curran, 1960).

According to Oller, "CLL is designed to ease the learner into independence and confidence in the target language" (1983, 146). Following CL techniques, six to twelve learners are seated comfortably in a circle with the "counselor" placed outside the circle in close proximity to the learners. When a learner wants to say something she whispers her message or whatever she wants to express in her native language and the "counselor" immediately translates it into the target language which is then repeated by the learner. Whoever takes it upon herself to produce the next utterance, (be it a response to whatever was previously said or an original thought), goes through the same L1 statement to "counselor", translation into L2 by the "counselor", repetition in L2 by the learner sequence. In this way although inevitable periods of silence and monotonous topics like the weather do crop up, a great feeling of community is generated amongst the little group. Since the "clients" do say whatever they want to say without any stress and are always under the guidance of a warm sympathetic bilingual person, much of the trauma associated with language learning is bypassed. In simple terms this is nothing more than a dorm "rap session", that transpires through the intermediate state of another language, first provided by this gentle, understanding "knower".

Associated with this merry-go-round of communication, tape recordings of the entire session are made and played back after the translation period. These recordings are available for analysis, transcription and discussion as well as providing tangible proof to the "clients" that they have indeed been speaking and understanding the target language.

An important part of the CLL class is a reflection period where the students can express their true feelings of what they think has been going on during the class period. Stevick, (1980, 144-196), reports extensively on CLL workshops and experiences while teaching Swahili where these reflection or feedback sessions run the entire gauntlet of emotions from "I hate it and you", to "Oh, what a groovy feeling".

CLL learners experience a great feeling of community both with their fellow classmates and their teacher. Total trust between "client" and "counselor" is all important in this method. The CLL "counselor" must be truly gifted bi or tri-lingual individual

and will have to feel that he is stepping into the " client's " shoes and seeing his fears, problems and anxieties as his own.   This is surely a role that many of us would not choose or be able to adapt to so easily.

Mention must also be made here to a rather theological slant to some of Curran's writing.   He uses lots of terms like " resurrection ", " redemption ", "rebirth ", and "re-incarnation " that some like Oller, (1983, 146), object to.   Curran was incidentally a Roman Catholic priest which probably accounts for his continuous use of Biblical metaphors and is more a matter of style than anything else.

Magnificent results have been reported by using CLL (Blair, 1982 : 103), and no other method concerns itself so much with the feeling and humanistic side of language learning as it does.

The Natural Approach

Anyone involved in language teaching for the past decade is more than well ac-quainted with the names Tracy Terrell of the University of California at Irvine and Stephen Krashen of the University of Southern California.   These two educators and their philosophy of language teaching, The Natural Approach, have surely attracted a wider range of attention and a following far greater than have other recent innovators.

Terrell, a Spanish teacher and expert on innovative classroom procedures coined the term " Natural Approach " (1977), calling it a " proposal for a new philosophy of language teaching " (Terrell, 1982 : 121).   Working together with the applied linguist Krashen, and building on his theory of second language aquisition, they co-authored their enormously successful book ' The Natural Approach ' in 1983.   The authors state their case as follows, " The central hypothesis of the theory is that language acquisition occurs in only one way : by understanding messages.   This means that acquisition is based primarily on what we hear and understand, not what we say " (Krashen and Terrell, 1983 : 1).

Earlier in his own writings, Terrell states the main premise to his teaching philoso-phy, " It is possible for students in a classroom situation to learn to communicate in a second language " (1977, 325).   In the Natural Approach, the authors go further to show how this ability to communicate is dependant not upon traditional methods of practice, repetition or dialogues but rather upon exposure to input in the target language.   " We acquire language when we obtain comprehensible input, when we understand what we hear or read in another language. The goal then is to supply comprehensible input, the crucial

ingredient in language acquistion" (Krashen and Terrell, 1983 : 1).

"Krashen and Terrell see communication as the primary function of language" (Richards, 1986 : 129), and they themselves readily admit that The Natural Approach, " is similar to other communicative approaches being developed today" (Krashen and Terrell, 1983 : 17), What distinguishes this approach from others however, is its theoretical basis, which is founded on Krashen's theory of second language acquisition expressed in terms of five hypotheses which are summarized below :

1)   The Acquisition/Learning Hypothesis

Acquiring a language means "picking it up" subconsciously in meaningful communicative situations, in contrast to learning which means conscious "knowing about" explicit grammar rules of the language.   According to this theory, "formal" learning is not very important for communication and cannot lead to acquisition.

2)   The Natural Order Hypothesis

Grammatical structures tend to be acquired (not learned) in a predictable order for both children and adults.   Certain structures are acquired before others in both first and second language acquisition.   For example, the use of the progressive and plural is acquired before that of the articles a, an and the.

3)   The Monitor Hypothesis

We generate output from our store of acquired language.   Conscious learning only serves as a Monitor (editor or corrector) of our acquired system.   In a conversational setting, the Monitor may not function due to lack of time or concentration.

4)   The Input Hypothesis

Language is acquired (not learned) when the input is slightly above our current level of competence.   Krashen calls this $I+1$, where I is the current level of competence and $I+1$ is the stage immediately following I.   Fluency thus emerges independently if a sufficient quantity of comprehensible input $(I+1)$ is provided.

5)   The Affective Filter Hypothesis

Emotional factors can prevent language acquisition from taking place.   Lack of self-confidence, anxiety, fear of a teacher etc., all tend to block necessary input. Those with a low Affective Filter, possessing a high degree of motivation and a good self image are more apt to receive input than those with a high Affective Filter.

The above discusson is of course only a superficial outline of Krashen's Second

Language Acquisition Theory. For a more detailed accounting readers are referred to the wealth of material found in the literature, (Krashen 1982 ; Dulay, Burt and Krashen 1982 ; Krashen and Terrell 1983).

In summary then, these five hypotheses of Second Language Acquisition point out that as much comprehensible input as possible must be provided in as large and varied range as can be made available in a relaxed classroom atmosphere in order for acquisition to take place.

The Natural Approach is aimed at beginning students and has as its objective " communicative competence " which is best defined by Terrell as, " A student can under-stand the essential points of what a native speaker says to him in a real communicative situation and can respond in such a way that the native speaker interprets the response with little or no effort and without errors that are so distracting that they interfere drastically with communication " (1977, 326).

The Natural Approach borrows heavily from other communicatively oriented methods such as TPR, The Silent Way, CLL and Suggestopedia. Krashen and Terrell are quick to point out however that " while other approaches seem to be based on one or two central techniques, The Natural Approach is highly flexible with regard to the sorts of techniques used in the classroom " (1983, 17).

The approach consists of three general stages ; 1) a pre-speaking stage focusing on listening comprehension that employs imperative commands like " Sit down ", or " Go to the window ", which can be expanded to include more complex structures and added vocabulary similar to TPR ; 2) an early speech production stage in which Silent Way activities using classroom realia, pictures and even Cuisenaire rods elicit simple responses in the target language (What's your name ?, What color is this dress ?) ; 3) a speech emergence stage where role playing, games and problem solving tasks similar to those of CLL focus on real communication activities.

Whatever the type of activity engaged in, the basis is always the same, acquisition activities in an anxiety free environment with an emphasis on meaningful communication and content rather than form stressed.

The student is not forced to speak during the early part of The Natural Approach as we have seen that speech will " emerge " independently when enough meaningful acquisition has taken place. Students are free to act out responses using gestures, body language or by pointing until production in the target language occurs.

A great responsibility falls on the teacher in The Natural Approach. He must

provide the comprehensible input necessary for acquisition as well as create a cheerful, interesting classroom environment in which there is a low Affective Filter. Finally, he must coordinate all of the classroom activities into a cohesive and smoothly flowing entity, not the easiest of tasks to accomplish.

The Natural Approach is a most attractive method for language teachers these days. It appeals to a deep down knowledge that many teachers possess, that meaningful, comprehensible practice activities far overshadow grammar based methodologies that stifle rather than lead to " communicative competence."

Suggestopedia

Suggestopedia is a method originated by Georgi Lozanov, a Bulgarian medical doctor specializing in pyscho-therapy. At first glance the method has a rather mysterious ring to it due to its exotic Balkan roots, so alien to the West on the one hand, and to the rather abstract terminology it employs to convey its message on the other. Lozanov himself defines Suggestology as " the comprehensive science of suggestion in all its aspects dealing mainly with the possibilities of suggestion to tap man's reserve capacities in the sphere of both mind and body. Consequently it is the science of accelerated harmonious development and self-control of man and his manifold talents " (1978). Quite a mouthful indeed !

Suggestopedia, a word that combines " suggestion " and " pedagogy ", is the learning/teaching theory derived from Suggestology. It has as its main aim the acceleration of the learning process and the tapping of the learner's natural abilities by use of suggestion. " The most conspicuous characteristics of Suggestopedia are the decoration, furniture and arrangement of the classroom, the use of music and the authoritative manner of the teacher " (Richards, 1986 : 142). All of the above, supposedly combine to remove the logical, critical, intuitive, emotional and ethical barriers that block learning.

Lozanov has borrowed from varied sources to develop his method. He uses rhythmic breathing exercises from Indian yoga to relax the learner and to alter states of consciousness and concentration. Surely he believes in the ancient adage, " Music hath charms to soothe the savage beast", as the relationship of music to learning is central to Suggestopedia.

Classical music in a restful, comfortable, soft-lighted setting brings satisfaction, order and rhythm into focus for the learner. The whole point is to reach a point of mental

realxation which leads to a state of " hypermnesia " called " supermemory " by Stevick (1980, 232). (In fact, Suggestopedia has been more or less commercialized in the U.S.A. under the title " Superlearning ").

To Lozanov, the key word ' Suggestion ', which has a decidedly negative slant in many languages (to place, to promote, to hint) has acquired a shade of meaning in English that means more like to offer or to propose. " Thus according to our undersanding of the word, suggestion is a communicative factor which is expressed in ' proposing ' that the personality should make its choice. Suggestopedia then is an educational and curative desuggestive-suggestive pedagogical system " (1978). We can take " desuggestion " as removing unwanted or blocking memories and " suggestion " as creating favorable and facilitating memories for the mind.

Desuggestion-suggestion operates if information comes from an authoritative source with the student teacher relationship paralleling that of parent to child. Also a comfortable, pleasant classroom environment is necessary in coordination with a suitable musical background which serves to relieve boredom and dramatizes and gives meaning to the linguistic material.

Unlike the other methods we have reviewed here previously, where elementary oral competence is the goal, Suggestopedia tries to reach advanced conversational proficiency in a short time. While general language classes will run anywhere from three to five hours a week per semester, the Suggestopedia course usually lasts thirty days with four hours of class a day, six days a week. This is indeed an intensive block of study time that any teacher would consider a luxury.

Students participating in a Suggestopedia course are given new names and identities which they maintain throughout the entire duration of the course. For example one may take the role of " Robert Fox, the Dr. from Oxford " (Stevick, 1980 : 231), through which difficult and needed sounds can be practiced and learned.

There are ten units in a course, the core of each based on a huge dialogue of about 1200 words in the target language complete with a native language translation in a parallel column, plus a vocabulary list and an elaboration of pertinent grammar points. In beginning a unit, the teacher first discusses the general content of the dialogue along with the translation, and answers any questions the students may have about it, the vocabulary or the grammar points. This is usually carried out in the target language although to relieve anxiety, students can use either L1 or L2 as they see fit. The next presentation involves the unique and most characteristic aspect of Suggestopedia the " concert ".

Here students recline in comfortable chairs and after relaxation through yoga-like breathing exercises, classical music is played and the teacher goes through a somewhat dramatic and exaggerated reading of the core dialogue, " his voice modulated in harmony with the musical phrases " (Lozanov, 1978 : 272). The students follow this recitation of the dialogue in their textbooks in what can be best termed a state of concentrated pyscho-relaxation. After a few minutes of silence, another musical score, perhaps Baroque this time in played and the teacher again reads the dialogue, this time at more or less of a normal pace. The concert ends and the students are told to go home and read the dialogue once more before going to bed and once again after rising in the morning.

The next day in class the dialogue is discussed again stressing repetition and imitation of certain parts plus introduction of new vocabulary. Then new combinations based on the dialogue are created along with free conversation, role play adaptation, games and songs.

As we can see, apart from the listening component, " the concert ", the methods in Suggestopedia do not vary much from the other innovative methods we have studied. There is plenty of " I+1 comprehensible input " in the form of interesting and understand-able dialogues plus a " low Affective Filter level " that follows closely the dictates of Krashen and Terrell's Natural Approach.

Students must maintain a very clear and balanced state of mind during the Sugges-topedia experience and must have a certain complete faith in the teacher and the method. This known as " the placebo effect ", so well explained in Stevick (1980, 237), whereby it is the student herself employing powers she didn't know she had that enables learning to occur at an accelerated rate.

The teacher's role in Suggestopedia is a primary one. He must remain confident and well organized, completely in control throughout the course, maintaining a sort of distant intimacy, warm but authoritative in his role. Surely vigorous and intensive training must be necessary, especially to master the rhythmic and dramatic reading techniques necessary for the vital musical " concerts ".

One final afterthought concerning music comes to mind. After listening to a favorite album or tape for a long time, I've often marvelled at the fact that as soon as one song is over I always seem to be able to hum the exact opening chords or words to the next tune in the scant interlude of a second or two before it really begins to play. If I had to sit down and consciously sing these songs in their correct order I could of course never do it. With the aid of this subconscious suggestion of the last few bars of each preceding

song however the task becomes effortless. This is perhaps the essence of the musical " concerts " in Suggestopedia and if so it is a very understandable and powerful phenomenon to be harnessed for learning.

Conclusions

The title of this section is in actuality a misnomer since " conclusions " usually denote a finality or end to a subject. We may be coming to the end of this brief study but the controversy over second or foreign language teaching still goes on recalling the name of a recent movie " The Never Ending Story ".

I have tried to outline some of the basic tenets and procedures of five very important methods and approaches that have characterized the major trend in recent modern language teaching, that of the communicative approach. In its broadest terms we can define communicative language teaching as teaching students to learn a language so they can use it, to say what they want, rather than using language to merely answer an inane question in a textbook or on a test or to please a teacher and earn a passing grade.

Total Physical Response, The Silent Way, Community Language Learning, The Natural Approach and Suggestopedia all contribute in their own way to create what Chomsky called " a rich linguistic environment " (1966), so vital for language learning. They have their similarities and differences and certainly do not represent the last word in answer to any language teaching controversy.

In a recent interview, the doyen of all ESL/EFL coursebook writers, L.G.(Louis) Alexander, when asked " How can you make the language more accessible to learners so that they can learn it with the least possible expenditure of energy ?" replied, " I wish I knew the answer to that, It's the philosopher's stone isn't it ? I don't think we'll ever discover panaceas, you know, English in tablet form, you just take two tablets and the rest will follow " (1986, 18). That coming from " il Capo di tutti Capi ", with his lifetime of experience, serves to show us what a difficult job teaching language really is.

It is the hope of all language teachers that their classroom will become an environment conducive to learning a living language which in the words of Diller, " involves learning to think in that language. Meaningful practice is what enables a person to learn a living language in which he can think " (1971, 37). There is no ultimate answer, but judicious use of the methods and approaches given here does provide the teacher with options in the classroom that do make our profession most challenging and rewarding.

Suggested Reading

The literature available on the methods and approaches outlined in this paper is enormous. At times, certain books and periodicals may be hard to locate or difficult to obtain. Also, new and intriguing material is always coming into print which bears constant watching. I have tried to glean from various sources the following lists of Suggested Reading for each topic covered in this study. The listings are of course far from exhaustive but it is my hope that if I have stimulated some interest on the part of any reader regarding a specific topic perhaps he or she can use the following to facilitate personal study or research.

Total Physical Response

All information and material on TPR including Documentary Films on Instruction, and TPR Student Kits, can be obtained from:

Sky Oaks Productions Inc.

P.O.Box 1102

Los Gatos, California 95031 U.S.A.

(408) 395-7600

Asher, James J. 1982. Learning Another Language Through Actions: The Complete Teacher's Guidebook (2nd ed.). Los Gatos, Calif.: Sky Oaks Productions.

Blair, Robert W.(ed.). 1982. Innovative Approaches to Language Teaching. Rowley, Mass.: Newbury House.

Griffee, Dale. 1982. Listen and Act: Scenes for Language Learning. Tokyo: Lingual House

Nelson, Gayle and Winter, Thomas. 1980. ESL Operations. Rowley, Mass.: Newbury House.

Oller, John W. Jr. and Richard-Amato, Patricia, F.(eds.). 1983 Methods That Work. Rowley, Mass.: Newbury House.

Palmer, Harold and Palmer, Dorothy. 1925. English Through Actions. Reprinted ed. London: Longman Green (1959).

Richards, Jack C. and Rodgers, Theodore S. 1986. Approaches and Methods in Language Teaching. Cambridge: Cambridge Univ. Press.

Romijin, Elizabeth and Seely, Contee. 1979. Live Action English.
　　　Oxford : Pergamon Press.
Winitz, (ed.). 1981. The Comprehension Approach to Foreign Language Instruction.
　　　Rowley, Mass. : Newbury House.

The Silent Way

　The Silent Way information and material can be obtained from :
　　　　　Educational Solutions
　　　　　8o Fifth Avenue
　　　　　New York, New York 10011 U.S.A.
Blair, Robert W. (ed.). 1982. Innovative Approaches to Language Teaching. Rowley,
　　　Mass. : Newbury House.
Educational Solutions Newsletter. 1970-Present. New York:
　　　Educational Solutions.
Gattegno, Caleb. 1972. Teaching Foreign Language in Schools : The Silent Way. 2nd
　　　ed. New York : Educational Solutions.
Gattegno, Caleb. 1976. The Common Sense of Teaching Foreign Languages. New
　　　York : Educational Solutions.
Oller, John W. Jr. and Richard-Amato Patricia A. (eds.). 1983. Methods That Work.
　　　Rowley, Mass. : Newbury House.
Olsen Judy E. 1977. Communication Starters. San Francisco : The Alemany Press.
Richards. Jack C. and Rodgers, Theodore S. 1986. Approaches and Methods in Lan-
　　　guage Teaching. Cambridge : Cambridge Univ. Press.
Stevick, Earl W. 1976. Memory Meaning and Method : Some Pyschological Perspectives
　　　in Language Learning. Rowley, Mass. : Newbury House.
Stevick, Earl W. 1980. Teaching Languages : A Way and Ways. Rowley, Mass. :
　　　Newbury House.

Community Language Learning

Information and material on CLL can be obtained from :
　　　　　The Counseling Learning Institutes
　　　　　P.O.Box 383
　　　　　Dubuque, Illinois 61025 U.S.A.

Blair, Robert W. (ed.). 1982. Innovative Approaches to Language Teaching. Rowley, Mass.: Newbury House.

Curran, Charles A. 1972. Counseling-Learning: A Whole Person Model for Education. New York: Grune and Stratton.

Curran, Charles A. 1976. Counseling Learning in Second Languages Apple River, Illinois: Apple River Press.

LaForge, Paul G. 1975. Research Profiles With Community Language Learning. Apple River, Illinois: Apple River Press.

LaForge, Paul G. 1975. Community Language Learning: The Japanese Case, in F.C. Peng (ed.). Language in Japanese Society, p 215-46 Tokyo Univ. Press.

LaForge, Paul G. 1983. Counseling and Culture in Second Language Acquisition. Oxford: Pergamon.

Moskowitz, Gertrude. 1978. Caring and Sharing in the Foreign Language Class. Rowley, Mass.: Newbury House.

Oller, John W. Jr. and Richard-Amato, Patricia A. (eds.) 1983. Methods That Work. Rowley, Mass.: Newbury House.

Richards, Jack C. and Rodgers, Theodore S. 1986. Approaches and Methods in Language Teaching. Cambridge: Cambridge Univ.

Rogers, Carl R. 1951. Client-Centered Therapy. Boston: Houghton Mifflin.

Stevick, Earl W. 1976. Memory Meaning and Method: Some Psychological Perspectives in Language Learning. Rowley, Mass.: Newbury House.

Stevick, Earl W. 1980. Teaching Languages: A Way and Ways. Rowley, Mass.: Newbury House.

The Natural Approach

Information on The Natural Approach can be obtained from:

Tracy D. Terrell

Dept. of Spanish and Portugese

Univ. of California at Irvine

Irvine, California 92717 U.S.A.

Blair, Robert W. (ed.). 1982. Innovative Approaches in Language Teaching. Rowley, Mass.: Newbury House.

Dulay, Heidi ; Burt, Marina and Krashen, Stephen D. 1982. Language 2. Oxford : Oxford Univ. Press.

Krashen, Stephen D. 1981. Second Language Acquisition and Second Language Learning. Oxford : Pergamon.

Krashen, Stephen D. 1982. Principles and Practices in Second Language Acquisition. Oxford : Pergamon.

Krashen, Stephen D. and Terrell, Tracy D. 1983. The Natural Approach : Language Acquisition in the Classroom. Oxford : Pergamon.

Oller, John W. Jr. and Richard-Amato, Patricia A. (eds.). 1983. Methods That Work. Rowley, Mass. : Newbury House.

Richards, Jack C. and Rodgers, Theodore T. 1986. Approaches and Methods in Language Teaching. Cambridge : Camaridge Univ. Press.

Terrell, Tracy D. 1977. A Natural Approach to Second Language Acquisition and Learning, Modern Language Journal 561 : 325-36.

Terrell, Tracy D. 1982. The Natural Approach to Language Teaching : An Update. Modern Language Journal 66 : 121-32.

Suggestopedia

Information and material on Suggestopedia can be obtained from :

Lozanov Learning Institute Inc.

1110 Fidler Lane, Suite 1215

Silver Spring. Maryland 20910 U.S.A.

Language in New Dimensions

80A Museum Way

San Francisco, California 94114 U.S.A.

The Japan Assoc. of Suggestopedia

c/o Sanno Junior College, Tokyo

03-704-4011

Attention : Professor Alison Miller

Bancroft, W. Jane. 1978. The Lozanov Approach and its American Adaptions. Modern Language Journal 62(4) : 167-75.

Blair, Robert W. (ed.). 1982. Innovative Approaches to Language Teaching. Rowley, Mass. : Newbury House.

Gaston. E.T. (ed.). 1968. Music in Therapy. New York : MacMillan.

Lozanov, Georgi. 1978. Suggestology and Outlines of Suggestopedy New York : Gordon and Breach.

Oller, John W. Jr. and Richard-Amato, Patricia A. (eds.). 1983. Methods That Work. Rowley, Mass. : Newbury House.

Ostrander, Shelia L. and Schroeder, Lynn. 1979. Superlearning. New York : Dell

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Brooks, Nelson. 1964. Language and Language Learning : Theory and Practice. (2nd ed.). New York : Harcourt Brace.

Brumfit, Christopher J. and Johnson, Keith. (eds.). 1979. The Communicative Approach to Language Teaching. Oxford : Oxford Univ. Press.

Byrne, Donn. 1980. English Teaching Perspectives. Burnt Mill, Harlow : Longman.

Chomsky, Noam. 1966. Report to Northeast Language Teachers' Association. Reprinted in Blair 1982, 13.

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Gattegno, Caleb. 1972. Teaching Foreign Languages in Schools : The Silent Way. (2nd ed.). New York : Educational Solutions.

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Graves, Kathleen. 1980. " Student Invested Material : Structuring Activities " Cross Currents Journal Vol. 7, No. 1, 31-44.

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Harvey, John H.T. 1982. " A Communication Approach : Games II " in Blair, 1982, 204-213.

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Kelley, Louis G. 1969. 25 Centuries of Language Teaching. Rowley, Mass. : Newbury House.

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Lado, Robert. 1977. Lado English Series. New York : Regents.

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Dedication

The author would like to dedicate this work to his mother Jean. In a world of constantly changing methods and approaches, her love and understanding have been the most important trends in my life.