

Approach

THEORY OF LEARNING

The Natural Approach has a profound theory of learning which is based on Krashen's five-faceted theory of language acquisition. Accordingly, the Natural Approach assumes that foreign/second language learning should develop in a natural way that is very similar to first language acquisition while errors are regarded as natural outcomes of language development process.

there are five hypothesis :

- The Acquisition-learning Hypothesis. This states that there is a strict separation between conscious learning of language and subconscious acquisition of language, and that only acquisition can lead to fluent language use.
- The Monitor Hypothesis. Conscious learning can function only as a monitor or editor that checks and repairs the output of the acquired system.
- The Input Hypothesis. This states that language is acquired by exposure to comprehensible input at a level a little higher than that the learner can already understand.
- The Natural Order Hypothesis.
- The Affective Filter Hypothesis.

THEORY OF LANGUAGE

a language learner can grasp the essentials of what a native speaker speaks to him in genuine communicative contexts and can respond to the native speaker in such a fashion that the message is efficiently and correctly interpretable.

The natural approach is a language teaching approach which claims that language learning is a reproduction of the way humans naturally acquire their native language.

there are two things that become characteristic of natural approach

- Language is viewed as a vehicle for communicating meaning and messages.
- Vocabulary is of paramount importance as language is essentially its lexicon.

Design

The Syllabus

syllabus design is based on the results of needs analyses. That is, learner needs determine how and what is to be taught in the classroom. In the Natural Approach, the syllabus is also communicatively oriented. Topics and situations where learners use the target language most are presented in games, role plays, dialogs, etc

The Objectives

The goal of the approach is to foster communication in the target language, create real meaning and develop communication skills. The natural approach aims to foster naturalistic language acquisition in a classroom setting, and to this end it emphasizes communication, and places decreased importance on conscious grammar study and explicit correction of student errors.

NATURAL APPROACH



The Role of Teacher

the traditional role of teachers that requires a great degree of control in explanation, practice, and application in the classrooms. the Natural Approach suggests that a teacher may act as a guide, input provider, and facilitator.

The Role of Learners

The role of learners is primarily determined by the stage of the acquisition process they are at. At the initial (pre production or silent) stage, learners assume a passive role, absorbing and digesting input.

A child's aim, when learning his mother tongue, is to speak it fluently. This also applies to a student in a class using the Natural Approach. The aim is to develop communication skills. For a child, the learning process is subconscious. It acquires the communication skills not by learning grammatical rules, but step by step listening and understanding..

Procedure

CLASSROOM ACTIVITIES

- Content culture, subject matter, new information, reading, e.g. teacher tells interesting anecdote involving contrast between target and native culture
- Affective-humanistic, students' own ideas, opinions, experiences, e.g. students are asked to share personal preferences as to music, places to live, clothes, hair styles, etc.
- Games' Problem solving focus on using language to locate information, use information, etc., e.g.

TECHNIQUES

In the classroom we observed, the teacher made the use of several of these techniques and activities. These were:

- Using pictures and timetables to answer short questions
- Putting jumbled pictures into correct order/sequencing pictures to make a story
- Conducting interviews to learn about the daily routines of their partner (using an interview form) and
- using commands to direct behaviour and action sequences.

As has already been mentioned, class room activities are basically games, dialog, role-plays, etc., accompanied by visual aids. The topics and situations used for these are determined by learner needs.