

The background of the entire image is a dense, close-up photograph of green leaves, likely from a plant like a lily or similar, with long, pointed leaves and a central flower bud. The lighting is soft, creating a natural and organic feel.

ENGLISH TEACHING

THE NATURAL APPROACH

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The natural approach is one of the communicative approaches to language teaching.

01

Based on the work of Tracy Terrell and Stephen Krashen who published their book **The Natural Approach** in 1983.

02

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.

03

The approach adheres to a communicative approach to language teaching and rejects earlier methods such as the audiolingual method and the situational language teaching approach.



Krashen's hypotheses imply:

- **as much comprehensible input as possible,**
- **materials and aids that foster comprehension,**
- **focus on reading and listening,**
- **meaningful communication and interesting input to keep the affective filter low.**



Activities

To minimize stress, learners are not required to say anything until they feel ready, but they are expected to respond to teacher commands and questions.

There is a gradual progression from "Yes/No" and simple display questions, to more complex and open questions.

Activities: command-based activities, situation-based activities, and group-work activities focus on, providing comprehensible input, minimizes learner anxiety, and maximizes learner self-confidence

Materials used in a natural approach classroom

Aim at making activities and tasks as meaningful as possible, foster comprehension and communication.

Authentic materials:

- brochures,
- maps,
- visual aids,
- games.



Those materials are used to facilitate acquisition and to promote comprehension and real communication

Learner roles

The learners' roles change and develop during a natural approach course because there are various stages they have to go through.

1. The first stage is the **pre-production stage** where the learners are not forced to respond orally and are allowed to decide their own when to start to speak.
2. The next stage, the **early-production stage**, fosters short answers and the student have to respond to simple questions and to use fixed conversational patterns.
3. In the **speech-emergent stage** the use of complex utterances emerges, for example in role plays or games.





Teacher roles

The natural approach classroom allocates a central role for teacher, giving them several important roles.

The teacher:

1. Provides a constant flow of comprehensible input in the target language and provides non-linguistic clues.
2. Has to create a harmonious classroom atmosphere that fosters a low affective filter.
3. Decides on the classroom activities and tasks regarding group sizes, content, contexts, and materials.
4. Must communicate clearly and compellingly to students the assumptions, organizations, and expectations of the method.

The techniques used in this approach are often borrowed from other methods



- Total Physical Response command drills,
- The Direct Method activities mime, gestures and context are used to elicit questions, and answers,
- Communicative Language Teaching group work activities where learners share information to complete a task.



**THANK YOU FOR
READING!**

**HAVE
A GREAT DAY!**

Marta, Magda & Marta