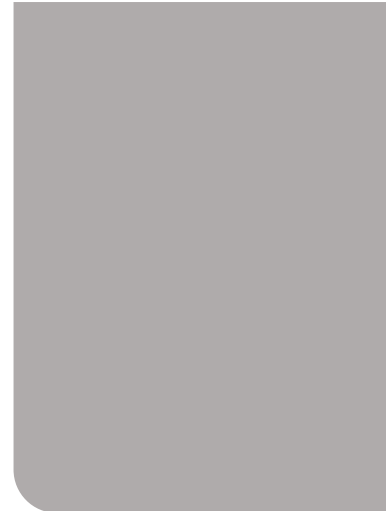


Research soundbites to motivate your students

*Karen Lichtman
Northern Illinois
University*





2 3/4 years old



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ORIGINAL ARTICLE



Was Krashen right? Forty years later

Karen Lichtman PhD¹ | Bill VanPatten PhD²

The Challenge

Krashen's Monitor Theory first appeared some 40 years ago. Does it belong to the "history of language teaching"? Or do Krashen's ideas still drive second language acquisition research—unacknowledged and under different names—and thus still have relevance for teaching? We argue that they have survived and are still relevant

¹Department of World Languages and Cultures, Northern Illinois University, DeKalb, Illinois, USA

²Independent Scholar, Chowchilla, California, USA

Correspondence

Bill VanPatten, PhD, Independent Scholar, 14510 Spyglass Cir, Chowchilla, CA 93610, USA. Email: aliasbvp@gmail.com

Abstract

In the late 1970s and early 1980s, Stephen Krashen developed Monitor Theory—a group of hypotheses explaining second language acquisition with implications for language teaching. As the L2 scholarly community began considering what requirements theories should meet, Monitor Theory was widely criticized and dismissed, along with its teaching implications. What happened to these ideas? We argue that many of them have evolved and are still driving SLA research today—often unacknowledged and under new terminology. In this essay, we focus on three of Krashen's five fundamental hypotheses: The Acquisition-Learning Distinction, The Natural Order Hypothesis, and The Input Hypothesis. We argue that these ideas persist today as the following constructs: implicit versus explicit learning, ordered development, and a central role for communicatively embedded input in all theories of second language acquisition. We conclude with implications for language teaching, including a focus on comprehensible input and communication in the classroom.



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16

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20



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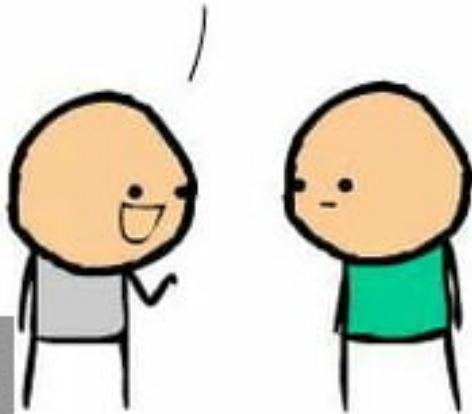
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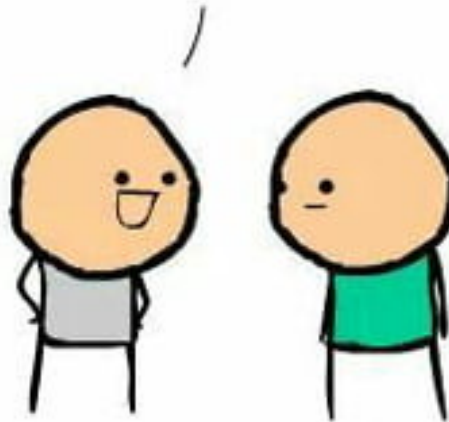


Karen Lichtman • 2021

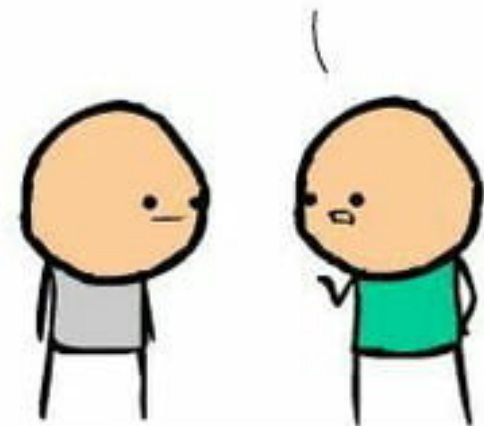
DID YOU KNOW THAT HUMAN HAIR AND NAILS ARE MADE FROM THE SAME KIND OF STUFF?



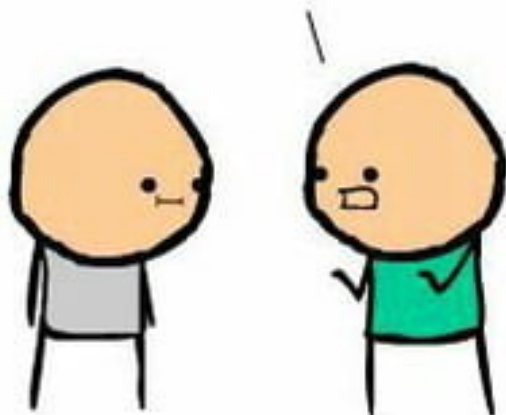
YEAH, I LOVE SCIENCE.



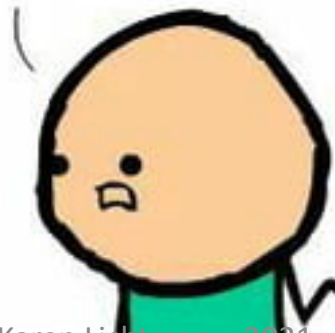
I'M NOT SURE YOU REALLY UNDERSTAND LOVE OR SCIENCE.



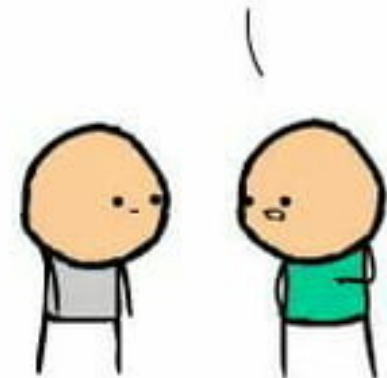
WHEN YOU **LOVE** SOMETHING, YOU DON'T JUST LOVE THE EXCITING AND FUN PARTS...



YOU LOVE THE BORING PARTS JUST AS MUCH. PEOPLE WHO **TRULY** LOVE SCIENCE SPEND THEIR LIVES STUDYING THE TEDIOUS LITTLE BITS AS WELL AS THE BIG FLASHY FACTS.



YOU DON'T LOVE SCIENCE, YOU'RE LOOKING AT ITS BUTT WHEN IT WALKS BY.



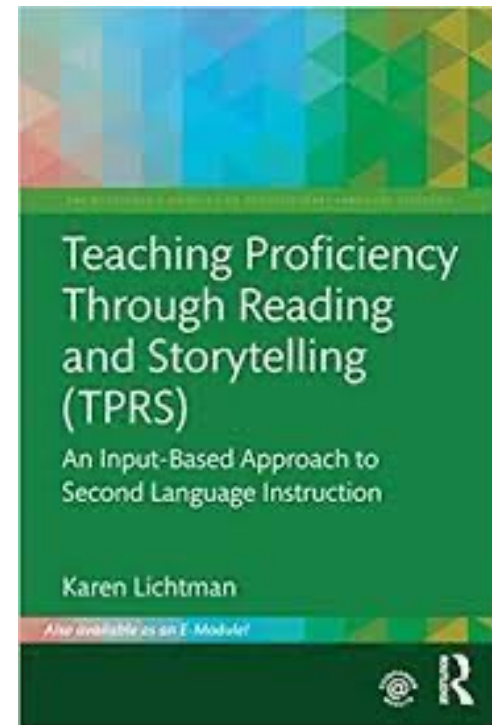
Website:

<http://forlangs.niu.edu/~klichtman/tprs.html>

All slides can be freely shared with credit, for any non-commercial purpose.

What is TPRS, or comprehension-based teaching? (Lichtman, 2019)

- Researchers studying TPRS generally identify the method based on core concepts such as
 - **the co-construction of a story with students,**
 - **using high frequency vocabulary, and**
 - **providing lots of input in the target language with small amounts of translation for clarity.**
- In contrast, most researchers identify “traditional” teaching as
 - use of a grammar-based syllabus and textbook,
 - exercises demanding student output and grammatical accuracy, and
 - teaching a larger set of (often thematically organized) vocabulary.





People forget facts, but
they remember stories.

Joseph Campbell

quote fancy

These 25 words make up 1/3 of
all printed material in English

*the be to of and a in that have
I it for not on with he as you
do at this but his by from*




Learn the most important words well and you'll unlock the rest!

You learn a language
by **LISTENING.**



Karen Lichtman • 2021

An open book and a dark mug are placed on a wooden surface. The background is a soft-focus scene of warm, glowing lights, possibly reflections on water or a window view. The overall mood is calm and contemplative.

Listening and **reading**
are what put language in
your mind.

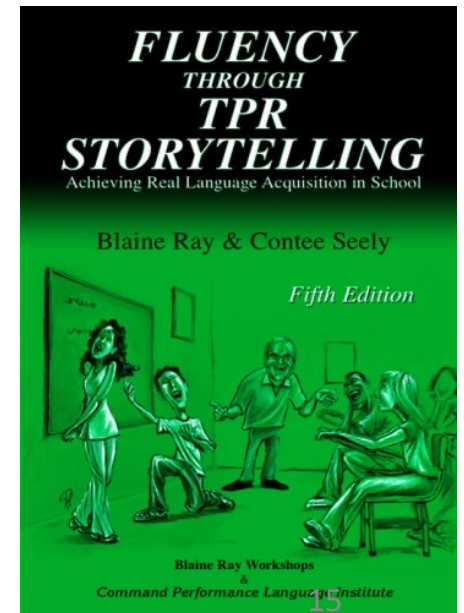


The best way to learn a language is to listen.

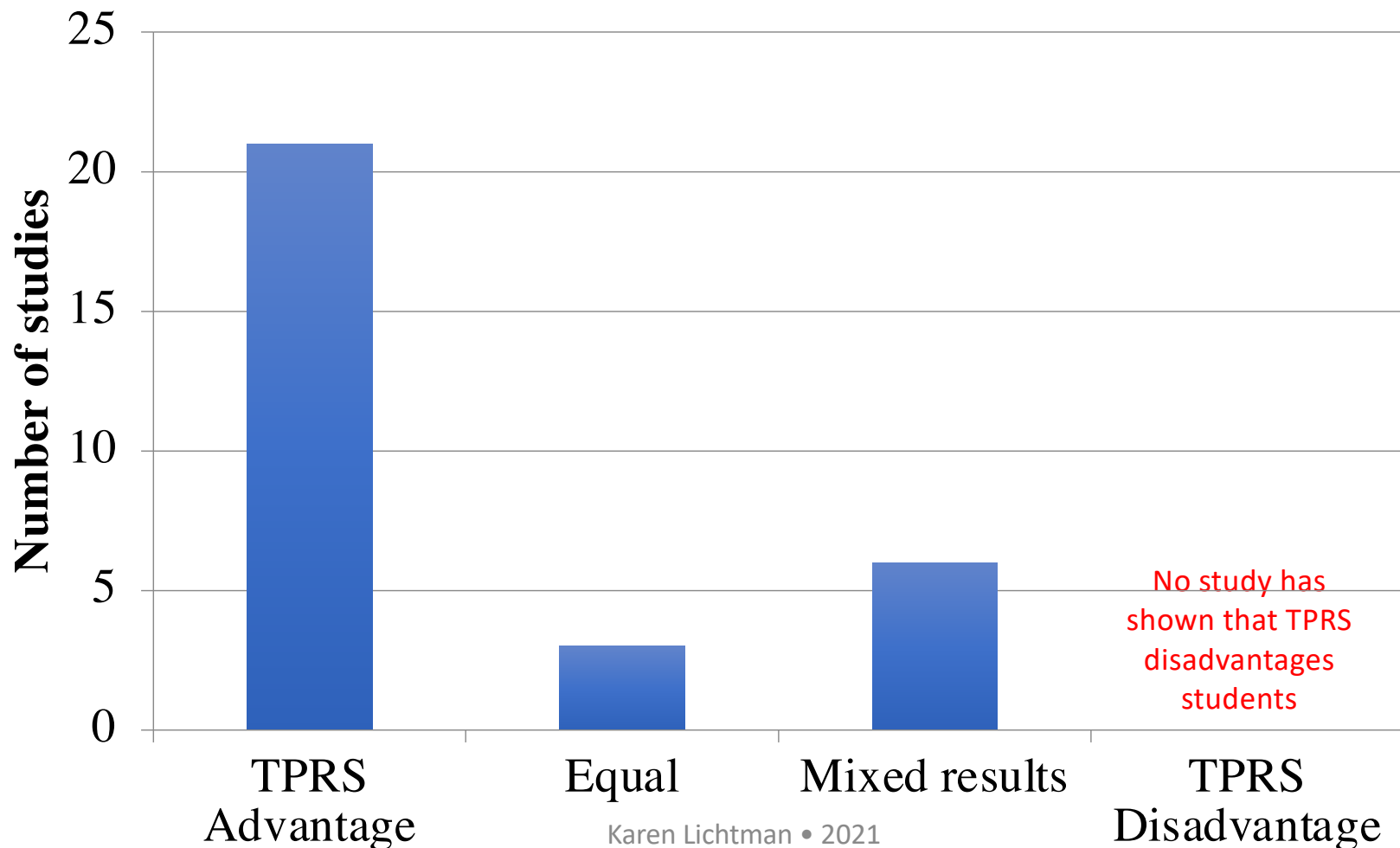
Karen Lichtman • 2021

Research on TPRS

- At least 57 studies have collected data about TPRS
- 30 compared a TPRS group to a non-TPRS group



Summarizing the results of the comparative studies...

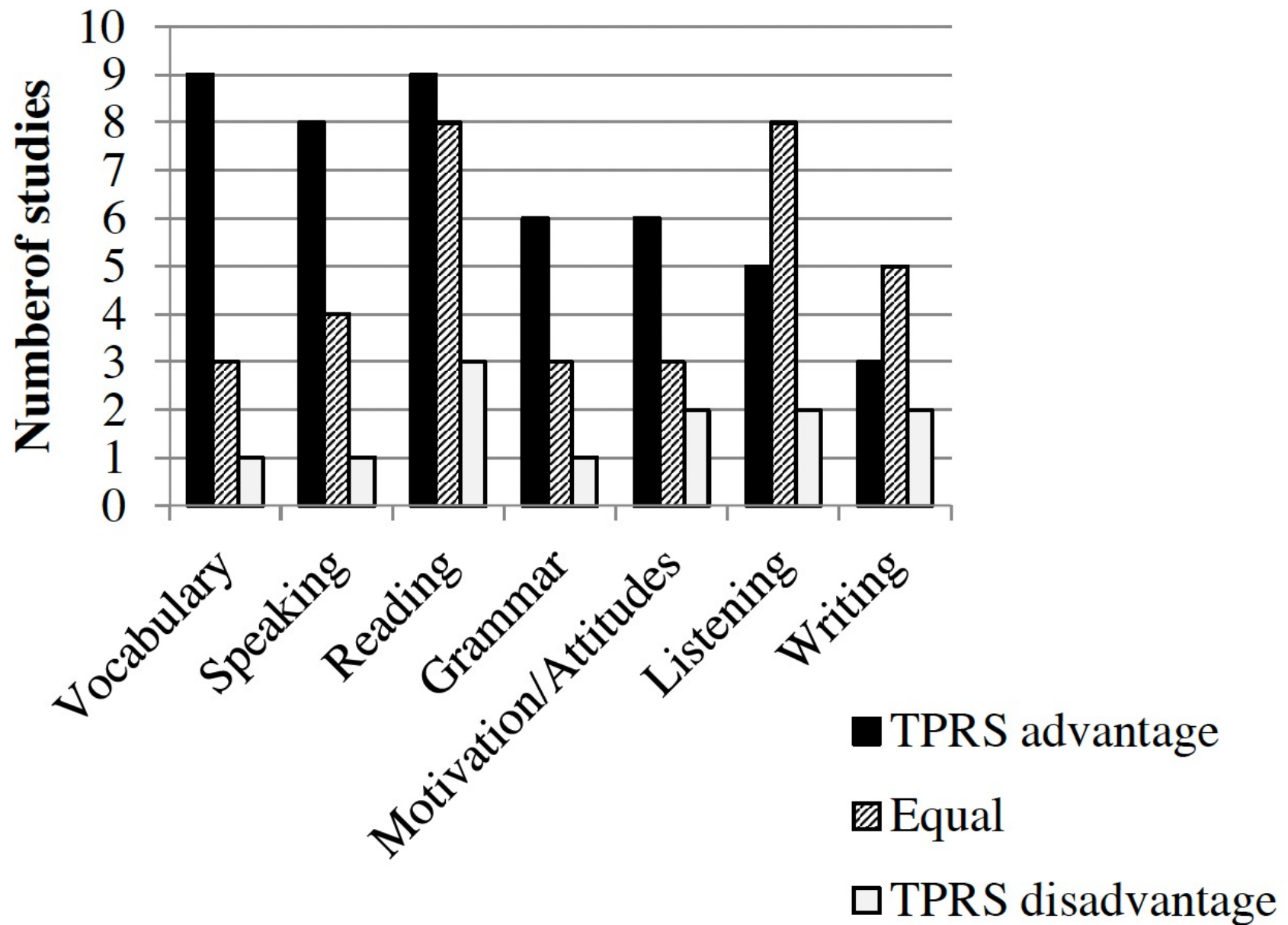




When you use comprehension-based teaching,

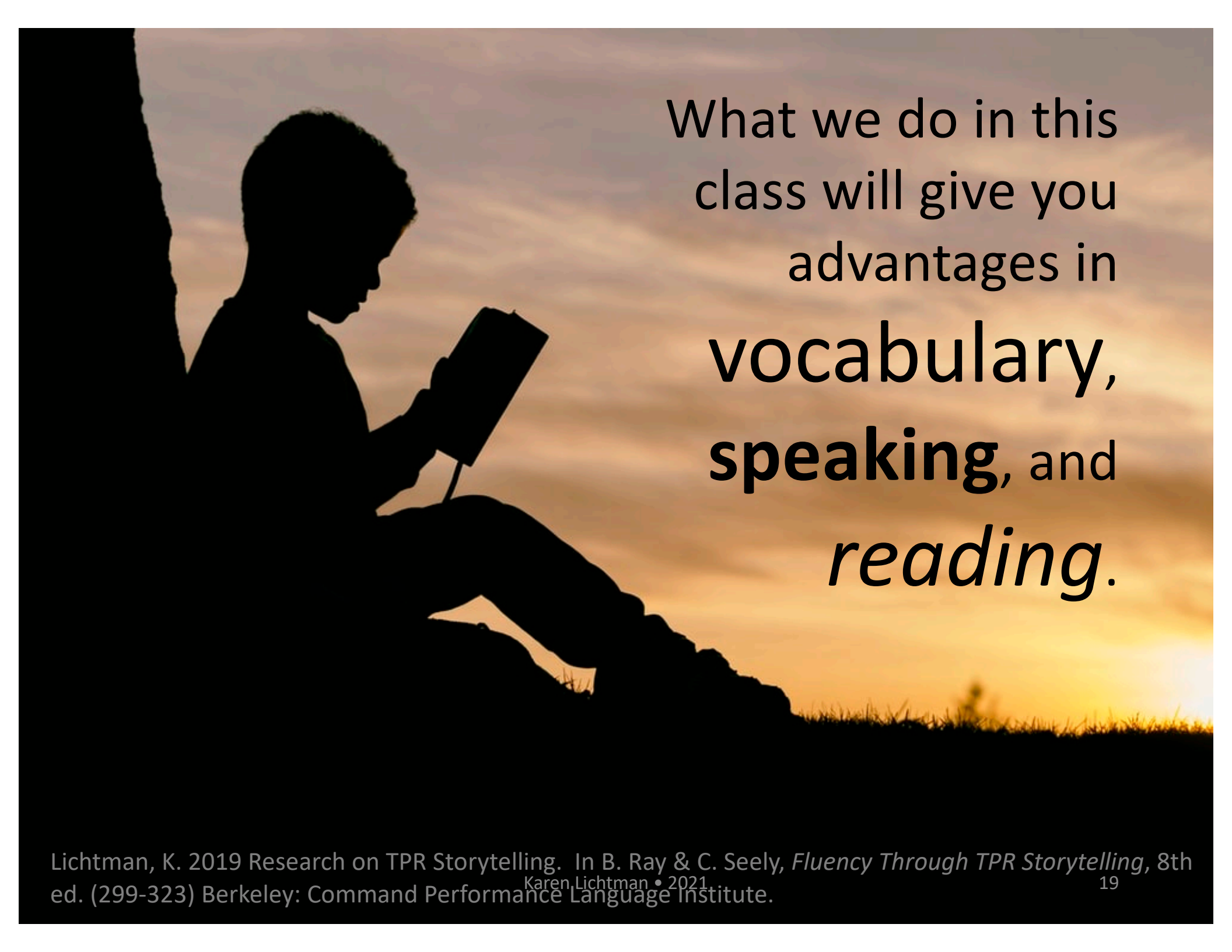
2/3 of students do better than they would learning grammar from a textbook
(The other 1/3 do just as well)

Lichtman, K. 2019 Research on TPR Storytelling. In B. Ray & C. Seely, Fluency Through TPR Storytelling, 8th ed. (299-323) Berkeley: Command Performance Language Institute.



Karen Lichtman • 2021

Figure 2: Specific language skills with an advantage/disadvantage from TPRS⁸

A silhouette of a person sitting on a grassy hill, reading a book. The background is a warm, golden sunset sky with soft clouds. The person is on the left side of the frame, facing right.

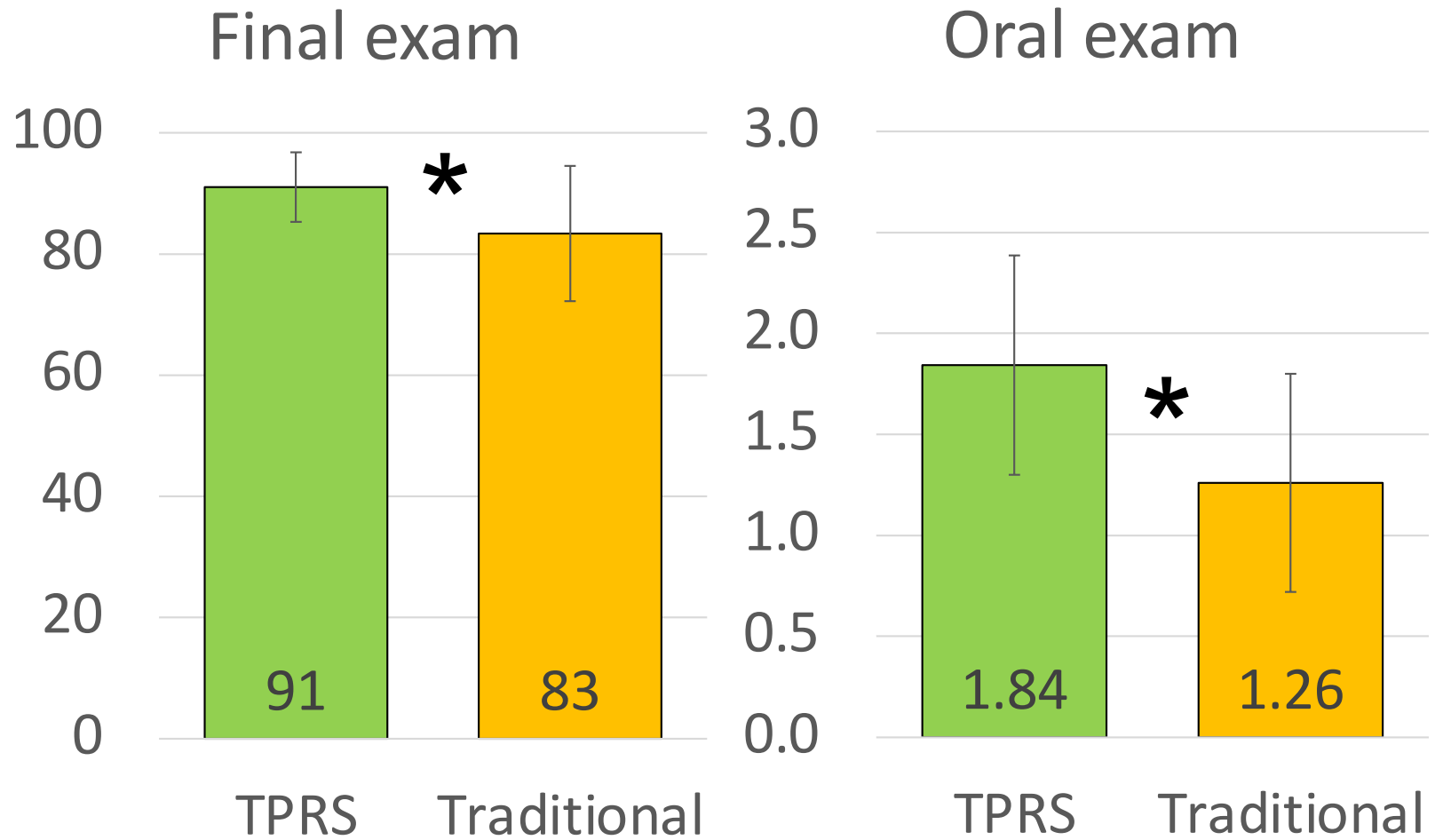
What we do in this
class will give you
advantages in
vocabulary,
speaking, and
reading.


Watson (2009)

- **A comparison of TPRS and traditional foreign language instruction at the high school level.**
International Journal of Foreign Language Teaching, 5:1 (Summer), pp. 21-24
- 1 school, 2 TPRS classes, 1 traditional class
 - 1 year of Spanish
 - Final exam (Listening, Vocabulary, Grammar, Reading) and Oral exam



Watson (2009)



A row of colorful pencils of varying heights against a blue background. The pencils are arranged in a line, with their tips pointing upwards. The colors include white, blue, teal, green, yellow, orange, pink, red, and purple. The pencils are of different heights, with the tallest ones on the right side of the row.

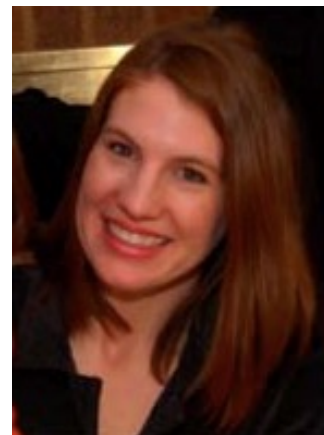
Students in classes like ours
tend to do **one letter**
grade better than students
in traditional grammar classes

And everyone does well,
not just the few best
students.

Watson, B. (2009). A comparison of TPRS and traditional foreign language instruction at the high school level. *International Journal of Foreign Language Teaching*, 5:1 (Summer), pp. 21-24
Karen Lichtman • 2021

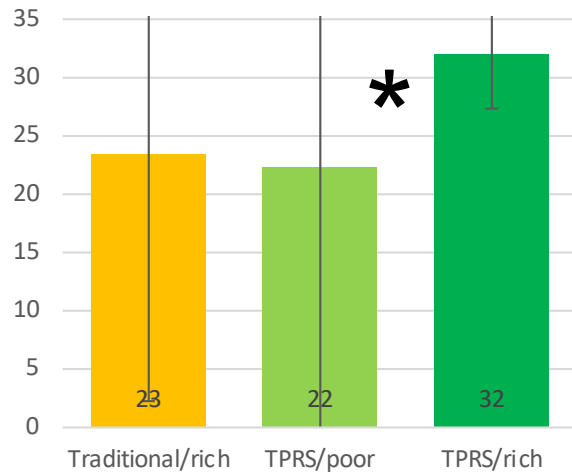
Varguez (2009)

- **Traditional and TPR Storytelling instruction in the beginning high school classroom.** *International Journal of Foreign Language Teaching*, 5:1 (Summer), 2-11.
- 4 schools (2 traditional, 2 TPRS; 3 rich, 1 poor)
- 1 year of Spanish
- SUNY's standardized Second Language Proficiency Examination in Spanish (listening & reading)
- NY Regents Exam longer reading passage

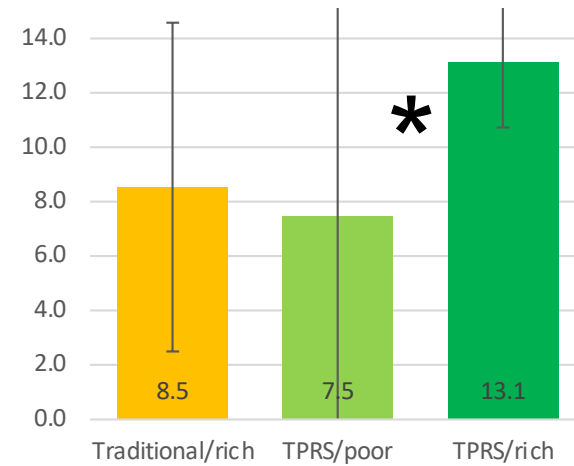


Varguez (2009)

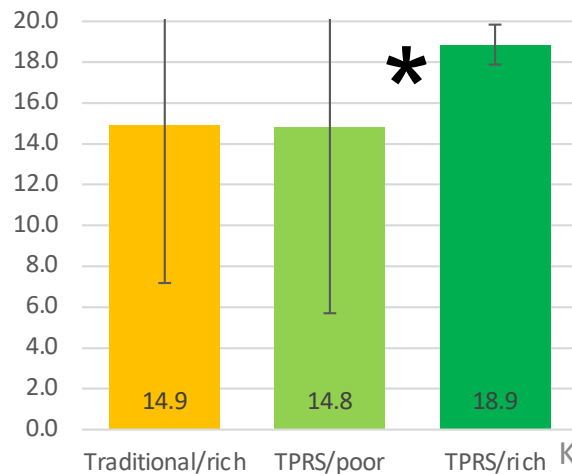
Overall



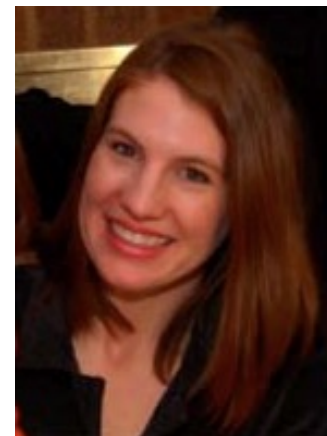
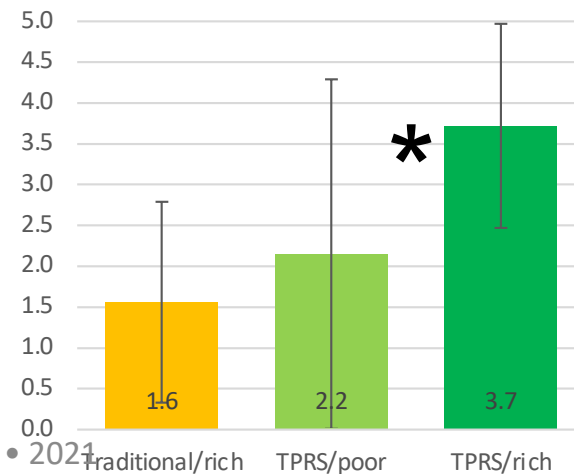
Reading



Listening



Regents reading



Varguez, K. C. (2009). Traditional and TPR Storytelling instruction in the beginning high school classroom. *International Journal of Foreign Language Teaching*, 5:1 (Summer), pp. 2-11.



Some non-TPRS research: Vyn, Wesely, & Neubauer 2018

- Exploring the effects of foreign language instructional practices on student proficiency development
- “investigates how differences in teachers’ (N = 26) self-reported use of the target language (TL) and explicit grammar instruction relate to secondary FL students’ (N = 2,179) yearlong gains on a standardized language performance assessment.”



Karen Lichtman © 2021



Some non-TPRS research: Vyn, Wesely, & Neubauer 2018

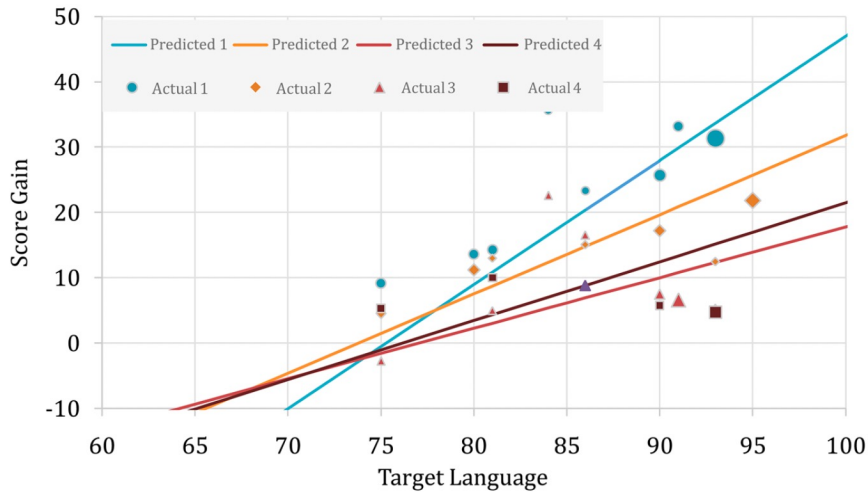


FIGURE 3 Total percent correct student score gain in levels I-IV by teachers' reported percentage of class time in TL (French)

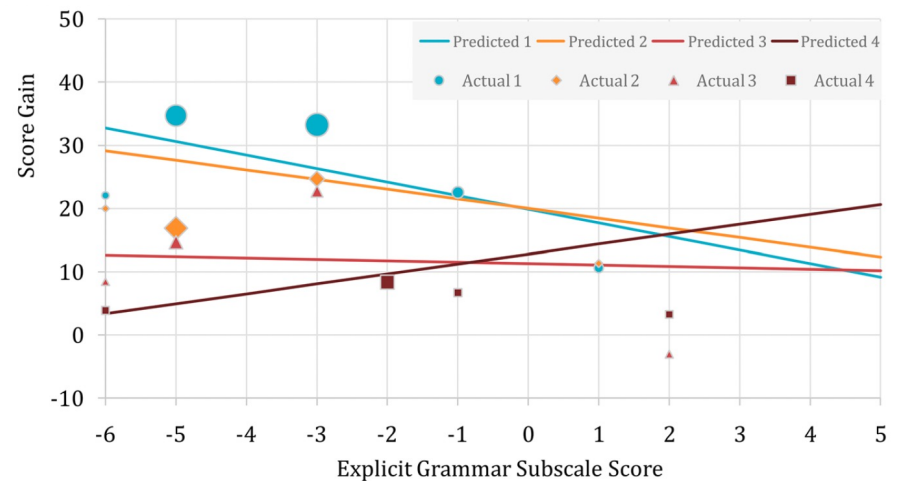
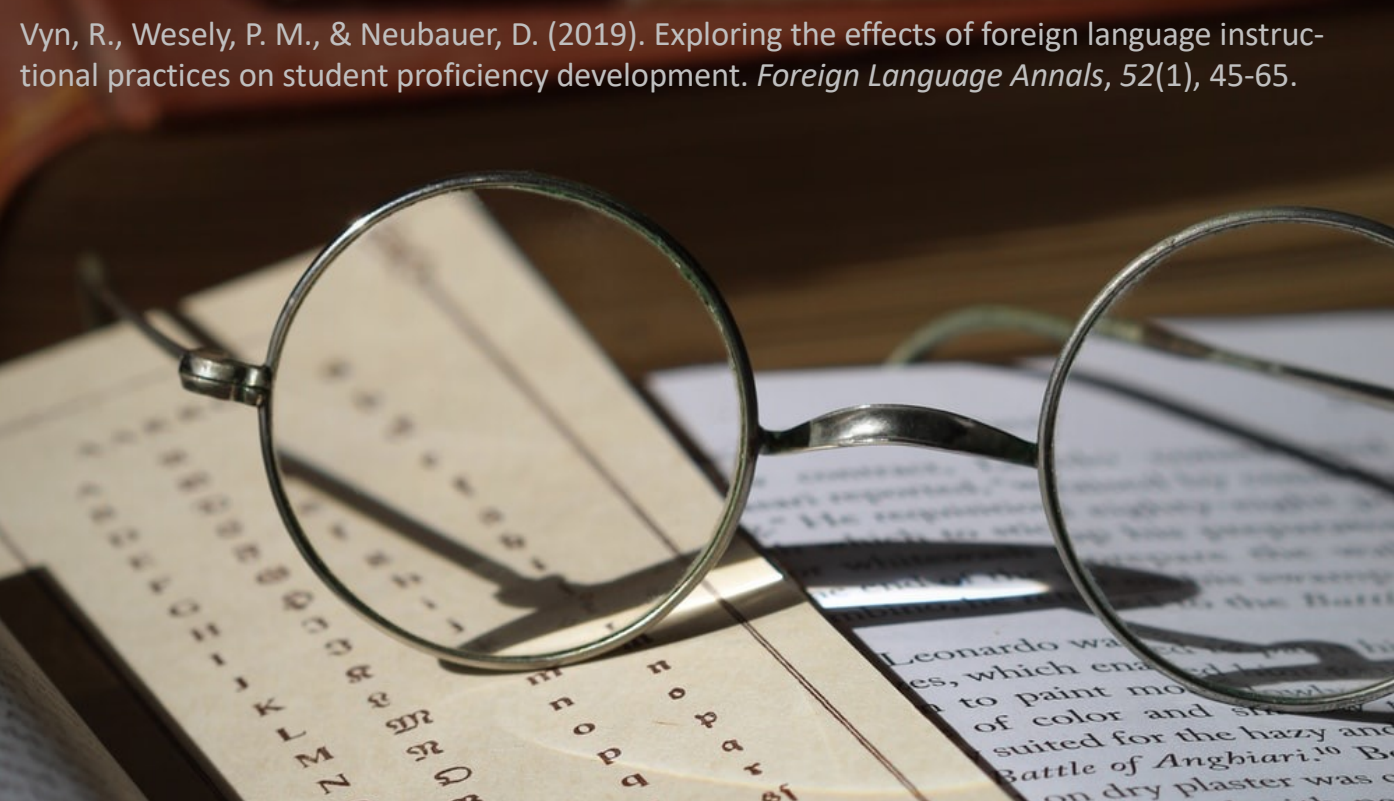


FIGURE 4 Total percent correct student score gain in levels I-IV by teachers' score on the explicit grammar subscale (Spanish)

At the basic levels, the
#1 predictor of student
growth is *teacher use
of the target language.*

Vyn, R., Wesely, P. M., & Neubauer, D. (2019). Exploring the effects of foreign language instructional practices on student proficiency development. *Foreign Language Annals*, 52(1), 45-65.

Vyn, R., Wesely, P. M., & Neubauer, D. (2019). Exploring the effects of foreign language instructional practices on student proficiency development. *Foreign Language Annals*, 52(1), 45-65.



**Grammar
doesn't benefit
you until level 4.**

More non-TPRS research: Piggott, Tribushinina, & de Graaf, 2020

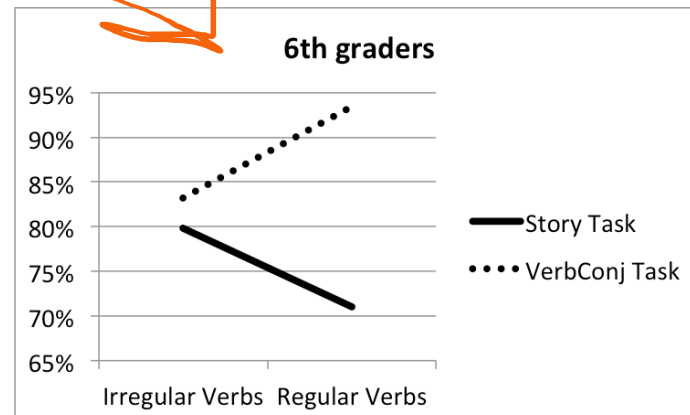
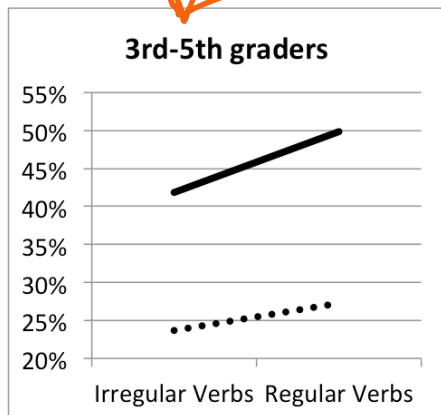
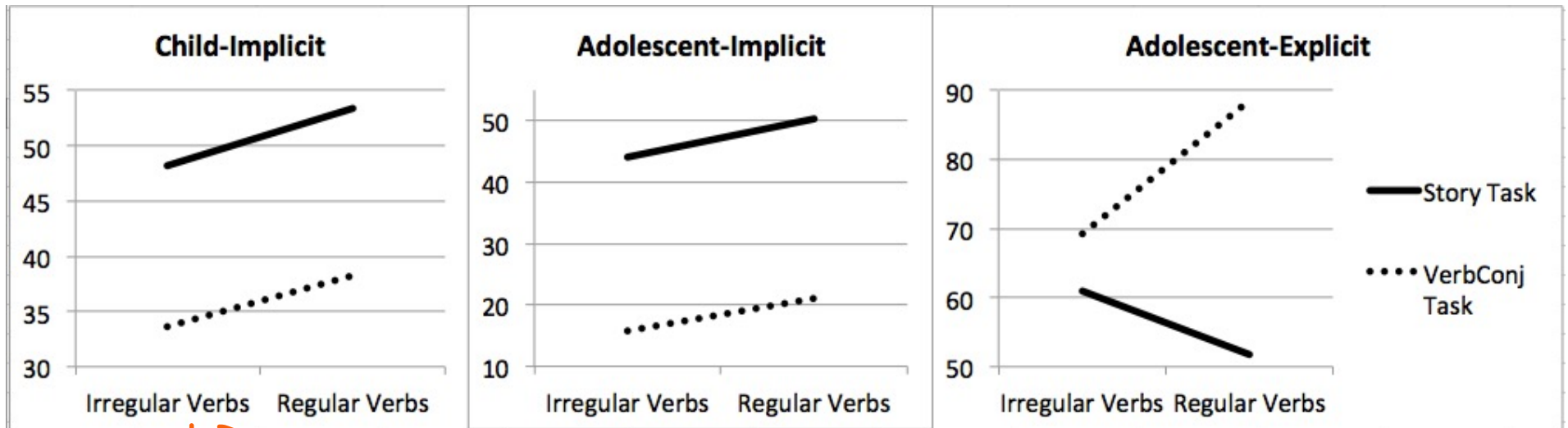
- The icing on the cake? Effects of explicit form-focused instruction after two years of implicit EFL learning
 - Two high school groups learning English as a foreign language for two years
 - Explicit group: 37% of class time spent on grammar; Implicit group: 2.5% grammar
 - Pretest-posttest-delayed posttest
 - No significant differences between groups



“The implicit and explicit group scored equally well on the immediate and delayed post-test. This study shows that after a (longer) period of implicit form-focused instruction only minimal explicitness and practice is sufficient to score well on a common grammar test.”



Adding some information from one of my studies...



Lichtman, K. (2013)
 Developmental comparisons of implicit and explicit language learning. *Language Acquisition*, 20(2), 93-108.

A little grammar at
the end of your
studies is just as
effective as
studying grammar
for years.



Piggott, L., Tribushinina, E., & de Graaff, R. (2020). 11. The Icing On the Cake? Effects of Explicit Form-Focused Instruction after Two Years of Implicit EFL Learning. In *Usage-based dynamics in second language development* (pp. 249-270). Multilingual Matters.
Karen Lichtman • 2021

The best way to
teach grammar is
**to do less of it
and do it later.**



Piggott, L., Tribushinina, E., & de Graaff, R. (2020). 11. The Icing On the Cake? Effects of Explicit Form-Focused Instruction after Two Years of Implicit EFL Learning. In *Usage-based dynamics in second language development* (pp. 249-270). Multilingual Matters.

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Still in progress

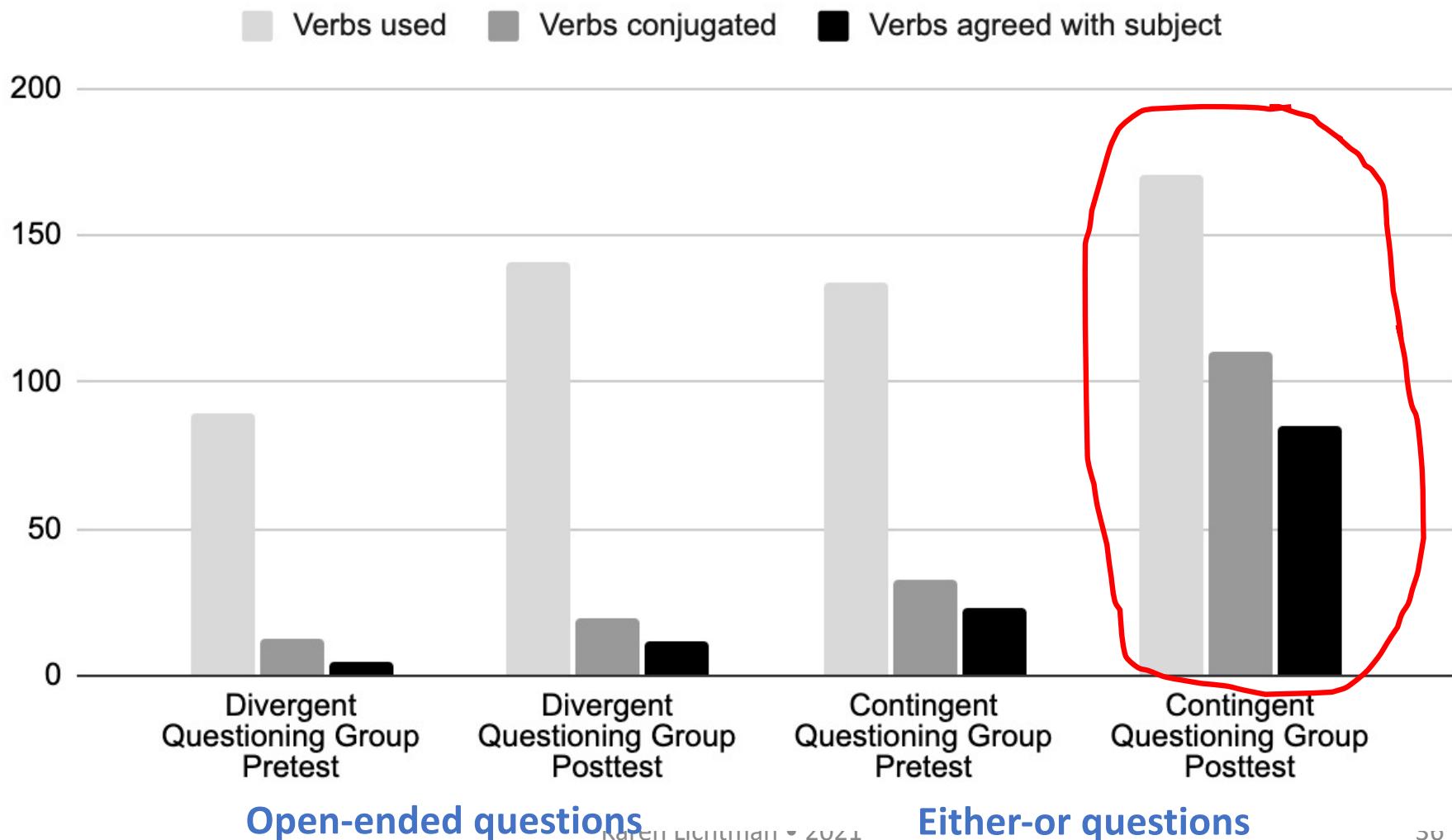


With Angela Gardner: The Impact of Questioning Strategies on Outcomes in Target Language Production and Learner Confidence

- Open-ended (divergent) questions:
¿Qué hace la chica?
- Either/or (contingent) questions:
¿La chica bebe el agua o come la pizza?

Still in progress

Verbs used, Verbs conjugated and Verbs agreed with subject






Scaffolding
questions
doesn't make
it too easy...
it provides
students
with the
input they
need.

Gardner, A. & Lichtman, K. (in progress). The Impact of Questioning Strategies on Outcomes in Target Language Production and Learner Confidence.


My research: What About Fluency? Implicit vs. Explicit Training Affects Artificial Mini-Language Production

- Kids age 5-7 and adults
- Explicit and implicit training groups learned an artificial mini-language in the lab for 7 days
- **Implicit groups became significantly more fluent than explicit groups.**
- Adults were more accurate than children, but **training condition did not significantly affect accuracy.**
- Adults and explicit groups developed more explicit knowledge than children and implicit groups. **Adults and kids were affected the same way by training condition.**



Learning grammar
rules doesn't make
you more accurate...
**it makes you less
fluent!**

Lichtman, K. (2020). What About Fluency? Implicit vs. Explicit Training Affects Artificial Mini-Language Production. *Applied Linguistics*.

A photograph of a man in a blue t-shirt carrying a child on his back, both looking out at the ocean. The man is in the foreground, and the child is on his back. They are standing on a beach, with waves breaking in the distance. The sky is a clear, bright blue.

It's **never too late** to learn languages like a child. All you have to do is **have fun with the language**, like a child!

Lichtman, K. (2020). What About Fluency? Implicit vs. Explicit Training Affects Artificial Mini-Language Production. *Applied Linguistics*.

THANK YOU

