

The Standard Sequence and the Non-Traditional Methodologies

Robert C. Lafayette, Indiana University
Lorraine A. Strasheim, Indiana University

ABSTRACT Several non-traditional methodologies have existed on the fringes of the profession for almost two decades. Of late, however, these approaches are receiving a great deal of attention, motivated, in large part, by the impetus toward proficiency testing and the research findings in second language acquisition.

in the profession today: 1) the provision of as stress-free a learning environment as possible; 2) the emerging role of silence in foreign language learning and teaching; 3) the role of grammar; and 4) the development of students' speaking skills. In the process of analyzing some of the salient features of the non-traditional methodologies and postulating how teachers can utilize their handling of the four concerns identified, what emerges is some perspective as to what the impact of the non-traditional methodologies upon the standard sequence can and should be.

While the professional literature is featuring more and more descriptive articles on the non-traditional methodologies, either individually or collectively, what is needed is an assessment of how these methodologies address four major concerns

Introduction

If one were to observe a random sampling of this country's foreign language classrooms and/or examine the basal textbooks widely used in schools and colleges across the nation, two conclusions would be inevitable. The first is that few teachers and fewer textbooks have a clear-cut methodological approach. Both teachers and textbooks promote what the profession has deemed "eclecticism," that is, the use of whatever techniques appear to be the most "teachable" in light of teacher skills and personalities and of whatever activities seem to be the most "learnable" from the

standpoint of student needs, interests, and abilities in the context of the four language skills—listening, speaking, reading, and writing. One publisher advertises instruction in this mode as "the balanced skills approach." The second conclusion, related to the first, is that in so far as syllabi are concerned, most teachers and almost all textbooks assume that a conscious understanding of grammar is a prerequisite to acquiring the four language skills, an assumption that Krashen and Terrell assert may be helpful but never necessary.¹

Given the elective status of foreign languages in the curricula of the vast majority of schools and colleges and the fact that American schools and colleges enjoy the unique power of local control over what is taught (content) and how teaching is done (methodology), this penchant for eclecticism is not difficult to explain. Classroom teachers, pressed by the need to attract and hold as many students as possible, feel they must be flexible enough to ad-

Robert C. Lafayette (Ph.D., Ohio State University) is Professor of Language Education at Indiana University; Bloomington, IN. Lorraine A. Strasheim (M.A.T., Indiana University) is Coordinator for School Foreign Languages in the Indiana University Office of School Programs; Bloomington, IN.

dress the widest spectrum of abilities and interests possible. At the same time, publishers, whose goal is "marketable" books, feel that they must develop teaching materials to fit a broad range of tastes and emphases. Simultaneously, teacher trainers, who want their candidates to be "employable," must prepare trainees for the eclecticism that exists—in teaching materials and in the field.

But while the profession as a whole has been adopting an eclectic philosophy directed toward the goals of communicative competence and cultural awareness, the past two decades or more have witnessed the emergence of several dramatically different approaches to second language learning and teaching. Most, interestingly enough, were originated from without the profession, by people who are not and were not linguists, applied linguists, methodologists, or classroom teachers.

The professional literature has been identifying these approaches as "new," "innovative," or "non-traditional" methodologies. "New" seems an inaccurate designation, for, while the professional attention being paid to these approaches is of fairly recent vintage, the methodologies themselves are not. Counseling-Learning (Community Language Learning), the Silent Way, Suggestopedia, and Total Physical Response, for example, all emerged during the so-called "audiolingual revolution." The Comprehension Approach (*The Learnables*) and the Natural Approach were originated in the seventies. Similarly, "innovative" does not appear an appropriate choice, although each of the approaches is certainly innovative in every sense of the word, for the epithet carries with it the implication that innovation is lacking within the more traditional teaching approaches. Yet John Rassias and the Dartmouth Method prove that this is not the case. "Non-traditional," on the other hand, would seem the best descriptor, for what it signifies is that these methodologies are not commonly used in average everyday classrooms—individually as a guiding philosophy, or "in pieces" as a part of the eclectic practices.

The Non-Traditional Methodologies

In order to move the discussion nearer to projecting what influence the non-traditional methodologies will or should have upon the standard sequence, it is appropriate, at this point, to review some of the salient features of the six non-traditional approaches identified, citing in the process the fuller treatments of them in the professional literature for those desiring more complete and more concrete information.

Total Physical Response,² a teaching strategy developed by James J. Asher, a psychologist, is an effort to provide a stress-free environment in which beginning second language students first learn to comprehend or understand the language through instruction directed to the right hemisphere of the brain. Oral production is not demanded at the outset. Instead, learners respond to teacher commands with physical actions in a replication of the process by which children acquire their native languages. The well-structured commands, which become ever more complex and sophisticated, are carefully designed to help learners develop, in turn, a readiness to speak, a readiness to study and learn grammar, and a readiness to accept error correction. Speaking, when a learner feels ready, occurs in the form of role-reversal, one of the students giving commands to his or her peers.

The Silent Way,³ originated by Caleb Gattegno, formerly a professor of mathematics at the University of London, utilizes silence as a pedagogical and motivational tool, reducing "teacher talk" to the barest minimum (frequently about a dozen utterances per class session) in order to stimulate students to rely upon themselves and each other. Although commands are used, unlike the way in which they are handled in *Total Physical Response*, learners are guided by a variety of silent visual and gestural cues to devise their own utterances, to collaborate in the formulation of complete and correct responses, and to correct their own errors.

Counseling-Learning (Community Language Learning),⁴ a non-directive therapeutic approach created by Charles Curran, a priest and a psychologist, like *The Silent Way*, is intended to force students to learn both to rely upon their own resources and to cooperate with their peers. The learners determine what language they will learn, first by formulating conversations in English, then by using the target language with help as needed from the teacher, who, at times, is excluded from the group until explicitly asked to join it. The conversations, which are first recorded by the students and later written down by them, define the grammatical explanations and vocabulary information to be provided by the teacher in the writing phase. The students thus, in effect, construct their texts as they go. Inherent in this approach are learner examinations of the processes by which they are learning and their feelings about them. Some of the research into *Counseling-Learning*, involving four languages at one time, lends the methodology "exploratory" dimensions in helping to persuade students that they can learn languages and in aiding

them in the selection of a language to study in depth.

Suggestopedia,⁵ which is frequently called *Suggestive-Accelerative Learning and Teaching (SALT)* in this country, was developed by Georgi Lozanov, a Bulgarian physician and psychotherapist. This approach utilizes suggestion as a pedagogical tool, keeping the emphasis on the learner's ability to succeed. Learning experiences move from tension to relaxation through yoga techniques, blending conscious with unconscious mastery of content. Student activities are in the acquisition or communicative mode with learning via the right hemisphere of the brain provided through the adoption of new identities. As in *The Silent Way* and *Counseling-Learning*, teachers are to encourage students to experiment, to help one another, and to correct themselves.

The Comprehension Approach,⁶ as implemented by Harris Winitz, a psychologist in speech science, building upon the work of Valerian Postovsky, opens with *The Learnables*, a set of forty lessons consisting of taped listening comprehension exercises and workbooks of pictorial referents. *The Learnables* are designed to teach beginning learners to recognize aurally the sounds of the target language (as represented by vocabulary of approximately 1,500 words) and to teach basic grammar inductively. Beginning students are thus offered stress-free instruction entering the right hemisphere of the brain in a silent or comprehension phase that permits them to develop readiness for later learning stressing the acquisition or communicative mode.

The Natural Approach,⁷ the invention of Tracy D. Terrell, a Spanish specialist, is an effort to reconcile the research findings in second language acquisition with classroom practices. In an opening silent phase, *Total Physical Response* is utilized along with activities that permit learners to respond in English, then in single-word or phrase responses, with only indirect error correction, until students have developed a readiness to speak. *The Natural Approach*, a strategy intended for the introductory stages of foreign language study, emphasizes learning activities in the acquisition or communicative mode.

Among the non-traditional approaches, three of them, the Comprehension Approach, the Natural Method, and Total Physical Response are based on the nature of language learning. They take into consideration how both first and second language students learn languages and frequently focus on the distinction made between acquisition (sub-

conscious learning) and learning (conscious, formal study).⁸ The other three, Counseling-Learning, the Silent Way, and Suggestopedia, are quite different in that they are not based on the nature of language learning but rather on the nature of the learner *per se*, that is, how a learner learns anything, including about himself or herself. This distinction notwithstanding, however, the non-traditional approaches do appear to have one characteristic in common: they all present, to some degree, a non-linear approach to language learning; in other words, language is not presented in an incremental fashion as is done in the traditional approaches (Audiolingualism, the Cognitive-Code Approach, and the Direct Method) and their eclectic variations.

The most provocative reason for examining the potential impact of the non-traditional methodologies on the standard curriculum is the growing desire within the profession to establish proficiency as the "organizing principle."⁹ Since all of the non-traditional methodologies focus primarily on the preparation for oral production and/or the production itself, it is indeed appropriate to see if some of their basic principles might not be applied or adapted to the proficiency-based standard curriculum.

Four basic concerns in language learning and teaching can help in determining the real import of the non-traditional methodologies: (1) the continuing concern of reducing learner stress; (2) the emerging concern of the role of silence in foreign language learning and teaching; (3) the longstanding concern related to the role of formal grammar learnings; and (4) the revitalized concern associated with developing learners' speaking skills.

Reducing Learner Stress

Although stress and anxiety exist in varying degrees in all classroom learning situations, the foreign language class is more susceptible to greater degrees of stress and anxiety for several reasons. First of all, students enter foreign languages with a preconceived anticipation of difficulty, partially due to the well-established myth that only the "better" students should attempt second language study. Secondly, the fact that part of the instruction is in the target language is threatening to many students. Lastly, from virtually the first class period onward, students are expected to produce foreign language utterances and are held responsible for both errors of form and content; students are frustrated when they cannot master ideas, basically those of the curriculum for the primary grades,

without error in word choice, pronunciation, or grammatical form.

Although good teachers have been aware of the high degree of stress and anxiety in foreign language classes and have tried various measures to reduce these tensions, it is only with the advent of the non-traditional methodologies that teachers can turn to one or another specific approach and expect to find overt attention paid to the reduction of stress. One of the primary goals of Total Physical Response, for example, is to "invent or discover instructional strategies that reduce the intense stress that students experience,"¹⁰ while Suggestopedia attempts to remove the stress barriers to learning via suggestion, the classroom atmosphere, breathing exercises, and music. Counseling-Learning, too, has as its most basic aim to create an environment designed to counter the anxiety and the negative defensive emotions frequently found among foreign language learners. The deferring of error correction found in such approaches as Total Physical Response, the Natural Approach, and the Comprehension Approach is also an effort to reduce stress, frustration, and inhibition.

The first readily applicable idea to help in the reduction of stress in the standard sequence emerging from Total Physical Response and the Natural Approach is not to mandate that students speak from the very first day of class. Both of these non-traditional methodologies permit students to remain silent until they feel ready to speak. Although this silent period is primarily designed to help students focus on comprehension, it also serves to relax those students who are hesitant or shy about performing immediately. Teachers utilizing some of the more traditional teaching approaches might want to permit anxious students to remain silent for the first week or two, provided, of course, that they listen carefully to all instruction and classroom activities. If this approach is taken, it is important for the teacher to explain the procedure on the opening day of class, reassuring those who refrain from immediate oral participation that neither their grades nor their progress will be adversely affected by their electing to remain silent for a time.

A second idea that could reduce stress and anxiety comes from Suggestopedia in which one of the primary goals is the creation of a positive and relaxed atmosphere for learning. Although virtually no classroom teacher can provide the living room atmosphere of the suggestopedic classroom, and while, too, many teachers would be uncomfortable leading rhythmic breathing exercises, all teachers can establish a more relaxed learning environment

by using direct and indirect suggestion. Whenever possible, efforts should be made to create a pleasant and happy atmosphere using illustrations featuring people and places rather than paradigms and grammar points. More important, however, is the direct teacher suggestion that, due to training and the materials selected, students will be capable of learning much more than they expect. This type of suggestion naturally should provide them greater satisfaction and self-esteem in the process of increasing their learning capabilities. Needless to add, teachers should refrain from sermonizing on the difficulty of foreign language learning or any part thereof.

In this same context, Counseling-Learning (Community Language Learning) insists that there must be a high degree of learner security for learning to be effective. This approach builds this security by providing the supportive environment of a "community" of learners. Students feel secure because there is a sense of "belongingness" to the group and a willingness to share with others.

The third major idea emerging from the non-traditional methodologies that might aid in reducing stress in the standard sequence is to encourage students to help one another. Both Counseling-Learning and the Silent Way, in distinctively different ways, promote peer help. In both instances there is a reduction of stress and anxiety due to a change of emphasis from individual production and competition to small-group cooperation. In the process, both students and teachers come to realize that language itself and language learning are best fostered within a feeling of "community."

The Role of Silence

While most of the traditional teaching approaches in foreign languages demand a high level of student oral participation from the outset, each of the non-traditional methodologies advocates silence, sometimes student silence, sometimes teacher silence. Three approaches—the Comprehension Approach (*The Learnables*), the Natural Approach, and Total Physical Response—all begin with a silent phase based on the assumption that comprehension precedes production. Suggestopedia, on the other hand, aids the student in achieving a silent relaxed state in order to permit unconscious absorption of the language. A totally different role is defined for silence in the methodology bearing its name; in the Silent Way it is the teacher who is silent in order to permit the student to teach himself or herself through experimentation and trial-and-error. The teacher, to a lesser degree, is also silent in Counseling-Learning

unless called upon by students for information, help, or clarification.

Be it student silence or teacher silence, both have great potential for impacting the standard sequence, and, fortunately, neither is terribly difficult to implement. First, assuming that comprehension does indeed precede production, it would be wise for teachers of beginning levels to devote a significantly larger amount of time to listening comprehension activities. Many textbooks already include rather sophisticated listening components, but many teachers bypass them because they do not require active student participation. Thus, ironically, in many classrooms the principle of comprehension preceding production could be implemented simply by allocating time for what is already there.

A more thorough use of silence would be to utilize Total Physical Response for a minimum of two weeks in all beginning foreign language offerings. These commands, initially uttered by the teacher and acted out by the students, not only create a readiness to speak but also establish a stress-free atmosphere at the very outset, for the meaning of each command, expressed via physical action, is deciphered through the right hemisphere of the brain. Those teachers not willing to utilize Total Physical Response as the only mode of instruction for two weeks or more may find implementing 10-20 minutes of TPR activities per day, as described by Wolfe and Jones,¹¹ more palatable.

Building upon a TPR foundation, the Natural Approach goes on to suggest techniques for what Terrell identifies as the preproduction phase. Terrell provides the following example, utilizing students' names and descriptions.

What is your name? (Barbara.) Everyone look at Barbara. Barbara has long, blond hair (using context and gestures to convey the meaning of hair, long, blond). What is the name of the student with long, blond hair? (Class responds with name only.) What is your name (selecting another student)? (Mark.) Look at Mark. Does Mark have long hair? (Use gestures to contrast long-short.) (Class responds, no.) Is his hair blond? (No.) Is it brown (use context and gestures)? (Yes.) Mark is the student with short, brown hair. What is the name of the student with long, blond hair? (Barbara.) And the student with short, brown hair? (Mark.)¹²

Listening comprehension activities, be they during a preproduction silent phase or in tandem with initial speaking activities, can be an excellent vehicle for presenting cultural information. We have

had real success introducing geographical information from the very first day of instruction. Using creative visuals, slides, and pictures, numerous other cultural topics can be introduced in the first few weeks of class.

The Learnables offer a somewhat different, yet exciting use of silence in that the materials can be used individually at home, or as a class in the language laboratory. These materials, designed to help students acquire vocabulary and language rules by inference, consist of hundreds of pictorial referents keyed to utterances on tape. *The Learnables* are available in ESL, French, German, and Spanish and could be easily integrated into the standard sequence as homework or language laboratory activities. If these materials are employed, however, it is important that their purpose and function be fully explained to students lest they consider these activities non-productive because of their radical difference from "normal" classroom activities.

The silence implemented in the Silent Way constitutes a totally different approach to language teaching. The teacher is silent up to 90 percent of the time in order to place the responsibility for learning almost totally on the shoulders of students. Because the method involves changes in philosophy, attitudes, and teaching techniques, the Silent Way should not be undertaken by teachers who have not had thorough preparation and serious training. All foreign language teachers, however, would benefit from more extended silence in class and devising activities calling upon students both to interact and to help each other achieve specified goals. In a very small way, teachers could improve the classroom atmosphere if they would not expect immediate responses from their students. A simple suggestion might be to count silently to 10 after posing a question to give the student sufficient time to formulate an answer. Intermediate- and advanced-level proficiency might be significantly enhanced if teachers became silent for increasing lengths of time, assigning students in small groups to various problem-solving activities. One such activity might be a list and descriptions of ten people invited to dinner; the students' task is to work out a seating arrangement that will produce the least amount of animosity among the guests.

Earl Stevick characterizes the Silent Way in seven words. These seven words, in the form of commands to the teacher, are an apt description as to how foreign language teachers may utilize silence in the standard sequence.

Watch.

Give only what is needed.

Wait.¹³

The Role of Grammar

With the exception of a few ESL textbooks, virtually all second and foreign language basal texts published in the United States are grammar based. Admittedly, many place the grammar in communicative situations, and some are beginning to show some notional-functional influence, but at the heart is the grammatical syllabus. It is that grammatical syllabus that determines the scope and sequence of the material to be taught and dictates that foreign language learning is a series of sequential steps in predetermined order. Although future teaching materials will undoubtedly bear more notional-functional or communicative "outer garments," it is unlikely that grammar will be replaced as the organizational base in the foreseeable future.

Because the standard sequence is centered about the grammar-based syllabus, it is difficult to project what the impact of the non-traditional methodologies on the standard sequence will be, for most of them advocate a non-linear approach to the teaching of grammar. The lack of attention to these approaches over the past years may, in fact, be largely due to the diminished role of grammar within them.

The increasing attention being paid to the non-traditional methodologies today should stimulate some reevaluation of what the role of grammar should be. Language learning is not only learning grammatical forms and grammar rules; it is indeed possible for learners to acquire a fairly high level of proficiency without ever resorting to explicit rules. Linguists and language teachers are the people who focus on using language to describe language and to discuss how it works; we have tended to be the only people for whom language is an end in itself, while all the other people in the world view language as a tool in achieving the thousands of purposes living involves.

It is unrealistic to assume that any significant segment of the profession will abandon teaching explicit grammar, but teachers whose goals are primarily communicative may want to consider the following ideas from the non-traditional methodologies as a part of their eclectic standard sequences.

First of all, rather than teaching all the grammar in the first two years of the sequence, it would be more productive communicatively to include less grammar and more communication at the beginning level and to pay greater attention to grammar at intermediate and advanced levels. A similar approach is taken in the ACTFL/ETS Oral Proficiency Scale; although a global instrument which does

not utilize discrete subscales, the importance of grammatical accuracy increases significantly at the advanced and superior levels. A more modified implementation of this realignment of the grammar content would be to refrain from introducing explicit grammar for up to a month in the beginning level, utilizing instead Total Physical Response or Natural Approach preproduction activities or basic conversational material like that found in the introductory lessons of Macmillan's *Persona a persona* and in the D.C. Heath texts *French for Mastery* and *Spanish for Mastery*.

A second suggestion is not to refrain from using constructions that have yet to be taught. So long as the student understands the content, it is not important that she or he cannot explain the structure from the outset. Students can, after all, also learn grammar by inference. This type of language use, in addition to helping teachers place more emphasis on the content of message and less on the form, provides students with more natural language in a truly communicative setting.

A third suggestion is to undertake to see that all grammar explanations are made from the student's rather than the teacher's perspective. Many teachers who use English in their grammar explanations end up presenting complex lectures that only other teachers can really comprehend. If grammar explanations were to be made in the target language, the teacher would be forced to keep them simple, clear, and responsive to the students' needs.

Lastly, teachers wanting to stress communication might consider following the Natural Approach practice of relegating grammar rules and exercises to homework assignments, thus leaving class time for active, content-based, communicative activities.

Any reassessment of the role of grammar and its treatment could also lead, ultimately, to holding more students into longer sequences of study and the reduction of the attrition rates, especially those between levels one and two, and two and three.

The Role of Speaking

The profession, in general, has made significant strides in the area of speaking over the past ten years. The emergence of the concept of communicative competence, the impact of the notional-functional syllabus developed by the Council of Europe, and the attention focused on oral proficiency in the *ACTFL Proficiency Guidelines* have stimulated numerous books and scores of articles in professional journals aimed at helping teachers to develop their students' oral skills. In fact, one

0120-7

of the non-traditional methodologies, the Natural Approach, suggests the use of a variety of affective activities previously proposed by Christensen¹⁴ and Moskowitz.¹⁵

These developments notwithstanding, however, the non-traditional methodologies have significance for the standard sequence in regard to the speaking skill, for all regard oral communication as their primary goal. In all probability, the single most important contribution lies in their attempts to foster student experimentation with an original use of language. In Counseling-Learning, for example, there is no syllabus *per se*; rather, the students evolve their own text by learning to say whatever it is they wish to say. Although this approach can only be implemented by teachers trained in Counseling-Learning techniques, teachers in general can encourage students not only to discuss personal interests within the lexical and grammatical parameters already introduced, but also to seek help from the teacher or their peers in adding elements they may not yet know or cannot readily recall.

Students in Total Physical Response classrooms begin oral production via an activity called "role-reversal." In role-reversal, students assume the role of the teacher and give commands to their classmates. Role-reversal, which often produces novel and sometimes silly commands, encourages a high degree of creativity among students and can easily be adapted to any phase of the standard sequence. A sample might take this form: "Peter, pick up your German book, walk over to Jane's desk, and put your book on her head. Jane, stand up very carefully, walk over to the window, and open it." Even the adults learning Haitian Creole at Indiana University very much enjoyed participating in seemingly childlike activities of this kind.

On the first day of class, students taught via Suggestopedia are given new names and identities (banker, doctor, lawyer, etc.) of which they can be proud. They then use these pseudo-identities throughout the course. Each new identity serves as a shield against making mistakes and permits a variety of interesting role-playing opportunities. A videotaped demonstration of the French materials, *Archipel*,¹⁶ contained an adaptation of pseudo-identities applicable to any foreign language classroom. After approximately 80 hours of instruction each student was given a 3 x 5 card describing a new personality. The goal of the activity was for each student to find a partner. That meant that everyone had to describe himself or herself several times to others and listen to others

describe themselves until two decided that they were compatible.

Suggestopedia simultaneously promotes heightened attention to song, drama, and rhythm so that the learner utilizes the right hemisphere of the brain as well as the left in "whole brain" learning. Teachers should capitalize on the fact that students remember songs and/or television commercials much longer and much more easily than they recall dialogues or grammar rules.¹⁷

There are two basic concepts emerging from the non-traditional methodologies that all teachers should try to keep in mind when directing classroom speaking activities. The first is not to force students to speak. Not everyone is willing to speak at any time nor does everyone have something to say at all times. Permitting students to talk when they are ready and willing to do so will generate a great deal more natural communication. The second basic concept is that students should be encouraged to rely on and to help one another; students can help each other find words and apply structural principles. In this type of peer collaboration, the students may not only establish a more comfortable atmosphere for communication; they may also be more motivated to use the language outside of the classroom.

The Impact on the Standard Sequence

Adopting a non-traditional method *in toto* requires a careful examination and assimilation of the philosophy upon which it is built, complete understanding of its principles and practices, a careful study of the research undertaken, and thorough training in its techniques. Even then trained teachers must be cautious about introducing the methodology into the standard sequence, making certain to provide a month or so of "bridging" activities to prepare students for the more common eclectic teaching they may encounter in the next level. None of this, obviously, is to deny application of aspects like those identified in eclectic approaches.

The teaching of culture will play a large role in determining the extent to which the non-traditional methodologies gain widespread use in foreign language classrooms. Because culture holds as high a priority as communication in the goals of the profession, in the attraction of students to second language study, and in student retention in the sequences offered, many teachers evaluate methodologies and teaching materials as much on their treatment of culture as on their teaching of grammar or their handling of communication. At this point in time, as the "traditional" textbooks

are showing real progress in the integration of culture via more and more culture-based learning activities, few teachers will be willing to sacrifice the gains that have been made, especially at the risk of losing student interest and motivation.

Whether or not any or all of the non-traditional methodologies ever attain widespread acceptance, they are already stimulating teacher reevaluation of some standard sequence practices and emphases, including:

1. The learning environment and the potential use of non-cognitive learning activities;
2. The development of student comprehension and the point at which oral production is to be demanded;
3. The amount of instructional time devoted to explicit grammar teaching and the possible role of indirect and non-linear approaches;
4. A shift in focus from one on the instructor as a teacher to one on the student as a learner with greater freedom to experiment and to learn from trial-and-error; and
5. The need for much more instructional time devoted to student interaction.

Over time, the ultimate impact of the non-traditional methodologies on the standard sequence should be an extremely positive one, for, as Fanny Saferis has pointed out:

Human beings are not gifted with reason alone. It is therefore appropriate in the scope of humanistic teaching to develop a learning process which makes the imagination, emotions, and the power of logical abstraction work together in indivisible unity.¹⁸

NOTES

¹Stephen Krashen and Tracy Terrell, *The Natural Approach: Language Acquisition in the Classroom* (Hayward, CA: The Alemany Press, 1983), p. 17.

Note: Most of the methodologies cited in footnotes 2 through 7 are described in some detail in John W. Oller, Jr. and Patricia A. Richard-Amato, ed., *Methods That Work* (Rowley, MA: Newbury House, 1983).

²James J. Asher, *Learning Another Language Through Actions: The Complete Teacher's Guidebook*, 2nd ed. (Los Gatos, CA: Sky Oaks Productions, 1982). This book contains rationale, methodology, a complete review of the research, and exemplary materials.

³Caleb Gattegno, *Teaching Foreign Languages in Schools: The Silent Way*, Expanded ed. (New York: Educational Solutions, 1974); Caleb Gattegno, *The Common Sense of Teaching Foreign Languages* (New York: Educational Solutions, 1976); Terry Varvel, "The Silent Way: Panacea or Pipedream?" *TESOL Quarterly*, 13 (1979), 483-94.

⁴Charles A. Curran, *Counseling-Learning: A Whole-Person Model for Education* (New York: Grune and Stratton, 1972); Charles A. Curran, *Counseling-Learning in Second Languages* (Apple River, IL: Apple River Press, 1976); Paul G. LaForge, "Community Language Learning: A Pilot Study," *Language Learning*, 21 (1971), 45-61; Earl W. Stevick, *Teaching Languages: A Way and Ways* (Rowley, MA: Newbury House, 1980).

⁵Georgi Lozanov, *Suggestology and Outlines of Suggestopedia* (New York: Gordon and Breach Science Publishers, 1979); W. Jane Bancroft, "The Lozanov Method and Its American Adaptations," *The Modern Language Journal*, 62 (1978), 167-75; Allyn Prichard, Donald H. Shuster and Carl Pullen, "Adapting Suggestopedia to Second School German Instruction," *ADFL Bulletin*, 12, No. 2 (1980), 31-34; Gabriel L. Racle, "Can Suggestopedia Revolutionize Language Teaching?" *Foreign Language Annals*, 12 (1979), 39-49.

⁶Harris Winitz, ed., *The Comprehension Approach to Foreign Language Instruction* (Rowley, MA: Newbury House, 1981); Harris Winitz, *The Learnables* (Kansas City, MO: International Linguistics Corp., 1978). These materials are available for beginning levels in French, German, and Spanish, for beginning and intermediate levels in ESL.

⁷Tracy D. Terrell, "The Natural Approach to Language Teaching: An Update," *The Modern Language Journal*, 66 (1982), 121-32. Also see footnote 1.

⁸Heidi Dulay, Marina Burt, and Stephen Krashen, *Language Two* (New York: Oxford Univ. Press, 1982).

⁹Theodore V. Higgs, ed., *Teaching for Proficiency, the Organizing Principle*, ACTFL Foreign Language Education Series (Lincolnwood, IL: National Textbook Co., 1984).

¹⁰James J. Asher, p. 2.

¹¹David E. Wolfe and Gwendolyn Jones, "Integrating Total Physical Response Strategy in a Level I Spanish Class," *Foreign Language Annals*, 14 (1982), 273-80.

¹²Tracy D. Terrell, p. 125.

¹³Earl W. Stevick, *Teaching and Learning Languages* (London and New York: Cambridge Univ. Press, 1982), p. 201.

¹⁴Clay Ben Christensen, "Affective Learning Activities," *Foreign Language Annals*, 8 (1975), 211-19.

¹⁵Gertrude Moskowitz, *Caring and Sharing in the Foreign Language Classroom* (Rowley, MA: Newbury House, 1978).

¹⁶Janine Courtillon and Sabine Raillard, *Archipel: Français Langue Etrangère* (Paris: Didier, 1982).

¹⁷Kay U. Herr, "Suggestive-Accelerative Learning and Teaching in Foreign Languages," in David P. Benseler, ed., *Teaching the Basics in the Foreign Language Classroom* (Skokie, IL: National Textbook Co., 1979), pp. 36-37.

¹⁸Fanny Saferis, quoted and translated by Dolores A. Shaefer, "My Experiences with the Lozanov Method," *Foreign Language Annals*, 13 (1980), 278.