

FOREIGN LANGUAGE STUDIES SUPPORTING COMPREHESIBLE INPUT-BASED TEACHING

Here is a list of studies that support the use of **comprehensible input** (consistent teaching using the target language in speech and reading with compelling and understandable messages) in foreign language teaching that spans the last five decades.

Asher, J. 1965. *The strategy of the total physical response: an application to learning Russian*. International Review of Applied Linguistics 3: 291-300.

Asher, J. 1969. *The total physical response approach to second language learning*. Modern Language Journal 53: 3-17.

Asher, J. 1972. *Children's first language as a model for second language learning*. Modern Language Journal 56: 133-139.

Asher, J., Kusudo, J. and De La Torre, R. 1974, *Learning a second language through commands: the second field test*. Modern Language Journal 58: 24-32.

Dziedzic, J. 2012. *A comparison of TPRS and traditional instruction, both with SSR*. International Journal of Foreign Language Teaching 7(2): 4-6.

Hammond, R. 1989. *Accuracy versus communicative competency: The acquisition of grammar in the second language classroom*. Hispania 71: 408-417

Isik, A. 2000. *The role of input in second language acquisition: more comprehensible input supported by grammar instruction or more grammar instruction?* IFL: Review of Applied Linguistics 129-130: 225-74.

Kunihara A. S. and Asher, J. 1965. *The strategy of the total physical response: an application to learning Japanese*. International Review of Applied Linguistics 4: 277-289.

Nicola, N. 1989. *Experimenting with the new methods in Arabic*. Dialog on Language Instruction. 6: 61-71.

Swaffler, J. and Woodruff, M. 1978. *Language for comprehension: Focus on reading*. Modern Language Journal 6:27-32.

Varguez, K. 2009. *Traditional and TPR Storytelling instruction in the Beginning High School Spanish Classroom*. International Journal of Foreign Language Teaching 5 (1): 2-11.

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): 21-24.

Winitz, H. 1996. *Grammaticality judgments as a function explicit and implicit instruction in Spanish*. Modern Language Journal 80 (1): 32-46.

Wolfe, D. and Jones, G. 1982. *Integrating total physical response strategy in a level 1 Spanish class*. Foreign Language Annals 14: 273-80.

Here is a speech that James Asher quoted often that shows the awareness of the need to change the way we teach back in 1969: <http://files.eric.ed.gov/fulltext/ED039802.pdf>

Excluding those with experience abroad, about 15% of university students make it to advanced classes. (Dupuy, B. and Krashen, S. 1998. From lower-division to upper-division foreign language classes: Obstacles to reaching the promised land. IFL: Review of Applied Linguistics 119-120: 1-7. Posted at sdrashen.com, language acquisition section.)

For high school, only about 4% who begin FL study eventually take the AP exam. (Data from ACTFL)

Here is a list of studies that support the use of **the skill building approach** (studying about the language by explaining grammar and presenting vocabulary lists, drilling and eventually using) in foreign language teaching that spans the last five decades:

(There are none that I know of. Send them to me and I will put them on the list.)