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AN ANALYSIS ON THE RESEARCH IN RELATION TO THE METHODOLOGY OF
COMPREHENSIBLE INPUT

A MASTER'S THESIS
SUBMITTED TO THE FACULTY
OF BETHEL UNIVERSITY

BY
BRENNNA K. HOEG

IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE DEGREE OF MASTERS OF ARTS

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AN ANALYSIS ON THE RESEARCH IN RELATION TO THE METHODOLOGY OF
COMPREHENSIBLE INPUT

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Abstract

The purpose of this thesis was threefold. First, it examined what research concludes concerning the best ways to use the Comprehensive Input (CI) methodology to teach grammar, vocabulary, literacy, and culture. Second, it explored and evaluated the five benefits to teaching with CI (increases vocabulary retention, increases cultural understanding, increases motivation, personalizes learning and uses multiple modalities). Finally, this thesis assesses what research has concluded to be the drawbacks of CI (lack of substantial sample size in research, lack of resources, misconceptions associated towards CI, and inconsistent data within CI research). In alignment with research, this thesis concludes that providing multiple CI avenues to process and recall the target language drastically and positively affects second language acquisition.

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CHAPTER I: Introduction

According to Krashen, input must be comprehensible in order to have a positive effect on language acquisition and literacy development; therefore, per Krashen, “comprehensible input *causes* language acquisition” (Lee & VanPatten, 2003, p. 16). Input is what the language learner hears and is meant to convey a message. It is the learner’s job to decipher and process the message. When input is meaning bearing, interesting, and compelling optimal acquisition can occur. In addition, Krashen’s hypothesis distinguishes between acquisition (a subconscious process that is unaffected by error correction, and learning (a conscious knowledge about language) (Krashen, 1981). According to Krashen, “acquisition requires meaningful interaction in the target language - natural communication - in which speakers are concerned not with the form of their utterances but with the messages they are conveying and understanding.”¹ Therefore, error correction and explicit instruction are targeted at learning. Krashen’s Theory of Second Language Acquisition (SLA) has drastically influenced the methodology and pedagogy of language teaching in the classroom. In addition, I believe Krashen’s SLA Theory has influenced educators to question and re-evaluate their pedagogical view surrounding second language acquisition.

I first was introduced to the Spanish language when I began taking Spanish at Valley View Middle School in the mid-1990s. My initial language acquisition experience revolved around what Krashen refers to as the Atlas Complex (Lee & VanPatten, 2003). In this teaching method, teachers assume all responsibility for

¹ Schutz, Ricardo. (1998). In *Stephen Krashen’s Theory of Second Language Acquisition*. Retrieved October 10, 2017, from <http://www.sk.com.br/sk-krash.html>.

what happens in the classroom. They manifest themselves as drill sergeants while the students take on the role of obedient cadets. The classroom dynamic, known as the Atlas Complex, views teachers as the authoritative knowledge transmitters who transfer information through lecturing at their students (Lee & VanPatten, 2003). Consequently, students play a passive role of note taking and absorbing the information with the hope of some language acquisition information.

In my early language experience, the Spanish teachers gave us vocabulary lists of more than thirty words without any context. We practiced the vocabulary words through worksheets and very few listening activities. My teachers also gave us grammar rules, that again we practiced through worksheet and verb charts. They expressed the importance of memorizing vocabulary and grammar rules without placing them in meaningful context. They also expected us to produce the language before we had a substantial amount of input. As stated previously, the Atlas Complex dynamic of teaching does not provide meaningful comprehensible input; therefore, optimal language acquisition cannot occur.

In high school, one of my Advance Placement (AP) Spanish teachers did not use the Atlas Complex-classroom dynamic. He was a native speaker who taught the class in Spanish approximately eighty percent of the time. Most of the time, I didn't understand the language he was using and had to strongly rely on contextual clues, visuals and English translations from my classmates. Looking back, this experience was different in the way that language was acquired compared to my other language classes. First, although my teacher did give us vocabulary lists, we saw the words in various contexts, such as reading short paragraphs and listening to and watching

tapes, before production occurred. In addition, my teacher used visuals, such as photos, drawings, and realia, which provided comprehensible input that made the ideas more concrete. Seeing the vocabulary in a meaningful context helped tremendously, not only to learn the new words, but also to store them away in my long-term memory. This was contrary to many of my previous language learning experiences, which centered on memorization.

Another way my AP Spanish teacher ventured away from teaching through the Atlas Complex lens was in grammar. Similar to my other Spanish teachers, we filled in verb charts and completed grammar worksheets when they were appropriate and best demonstrated how to reach the language objective. However, we completed verb charts and worksheets *after* my AP teacher provided adequate language input through various activities such as listening or reading stories, watching grammar videos, and listening to songs that demonstrated the application of the target verb conjugations. Without realizing it at the time, this teacher planted seeds into this new paradigm shift in the classroom. This coincides with recent research showing a paradigm shift in the classroom from a teacher-centered learning environment to a learner-centered environment (Ebert-May, Derting, Henkel, Maher, Momsen, Arnold, & Passmore, 2015). As a result, Ebert-May's study showed a learner-centered environment increases student achievement and learning in the classroom. Furthermore, there has been a shift in the perception of SLA thanks to Krashen's Input Hypothesis, which states, "comprehensible input causes acquisition" (Lee & VanPatten, 2003, p. 16). According to Krashen, as long as there is motivation and the right affective environment (i.e. a safe environment), a

person cannot prevent learning a second language if there is sustained comprehensible input (Lee & VanPatten, 2003; Krashen, 1981). Therefore, the basis of Krashen's Theory is that successful language acquisition cannot happen without CI (Krashen, 1981; Krashen 1982; Krashen, 1989, & Lee & VanPatten, 2003). This thesis will primarily focus on this premise created and researched by Krashen.

I taught high school Spanish 2 for three years and currently teach English to Hispanic adults through CLUES (Comunidades Latinos Unidos en Servicios). I believe my teaching experiences have strongly influenced my passion for this thesis topic. After researching CI, I now believe that the way I explicitly teach grammar and vocabulary isn't the most meaningful nor do students fully acquire the language. For example, when we start a new chapter, I typically introduce the vocabulary through a power point in which students produce the Spanish back to me, and then I disclose the English equivalent. According to Van Patten (2003), vocabulary lists, such as those my students complete, suggest to learners that vocabulary acquisition is a matter of memorizing the second language equivalents of their first language words. However, per Krashen's SLA Theory, this method does not provide meaning-bearing comprehensible input while learning the vocabulary items, and meaning-bearing comprehensible input is the main ingredient to SLA. Krashen states that all learners acquire more language if they learn from examples rather than from definitions (Lee & VanPatten, 2003). Writing down definitions demonstrates low-level, passive learning, and provides minimal substantial learning. Rather, it is through abundant examples and meaningful visuals that students can decipher the meaning and form long-term connections to the text. In addition, passively going

through the English definitions does not reflect a learner-centered environment nor reflect student engagement. Finally, simply presenting vocabulary lists does not provide students the opportunity to make direct form-meaning connections to the new vocabulary (Lee & VanPatten, 2003). This process, called binding, is essential in second language acquisition in that this process allows the learner to make long-term connections to the new information by attaching meaning to the new concept. For example, in a Spanish classroom, Spanish vocabulary words for parts of the body may be associated with pictures instead of the corresponding English translation. This picture encourages students to associate the Spanish word directly with its meaning and not its English equivalent. In addition, this method is more engaging for student and reflects more of a learner-centered environment.

In an effort to adhere to Krashen, I attempt to provide CI in teaching vocabulary. In its most basic form, CI is a student's ability to hear and understand the material being presented in a meaningful way (Krashen, 1982 & Krashen, 1989). Students interact with the new vocabulary words through different CI activities such as matching pictures to the Spanish vocabulary items or answering questions with a partner in Spanish. I have found that when students interact with the text and are not asked to produce the material right away, they learn more.

One resource I have implemented to teach vocabulary successfully using CI is watching vocabulary videos. The vocabulary videos are in Spanish and students are interacting with the video through answering comprehension questions in the target language. Another successful teaching technique based on the principles of CI is choral readings. In the lesson, I give students a personalized and meaningful story

that uses the vocabulary in context. First, the students interact with the text through an Advancement Via Individual Determination (ADVID) activity called marking the text (AVID Center, 2009). This is an active reading strategy that requires students to think critically about what they are reading. While reading, students analyze and evaluate ideas and circle or highlight essential information (AVID Center, 2009). Students have to personally connect the text to either their own lives or to the world. Students may be asked questions such as: How does this affect me? Do I agree or disagree with the information? How does this relate to different areas in my life or in the lives of those around me?

A second strategy that demonstrates the effectiveness of teaching vocabulary is a technique called circumlocution. In this technique, vocabulary words are presented in a picture form and students use Spanish to describe the vocabulary word to their partner. Their partner then has to guess the Spanish vocabulary word. I have found this to be successful because it forces students to use Spanish vocabulary, current and past, to convey the message in a meaningful way to themselves and to their partner. Circumlocution is a CI skill that can prevent communication breakdown (Salomone & Marsal, 1997).

The third way I have used meaning-bearing CI is in a unit about daily routines. Speaking slowly and completely in Spanish, I pull objects from a “magical bag.” Students then learn the vocabulary through a CI method called circling. According to Bex (2014), circling is an instructional strategy in which the teacher asks a series of questions in the target language about a statement. The purpose of this instructional practice is to provide students with repetition of the target

language. For example, I first begin with a simple statement in Spanish: Señora Hoeg wears a pink scarf. Then, I circle or ask questions pertaining to different parts of speech and students respond only in Spanish. For example, does **Señora Hoeg** wear a pink scarf? Does **Nacho** or **Señora Hoeg** wear a pink scarf? **Who** wears a pink scarf? In this example, I circled the subject by asking questions to get students to say the correct subject. I can also circle the target vocabulary. For instance, does Señora Hoeg wear a **pink scarf**? Does Señora wear a **pink hat** or **pink scarf**? What does Señora Hoeg **wear**? Then, I repeat this process with different clothing objects in the bag. Finally, depending on the level of the class, I give pairs of students an object so they can practice this circling technique with their partner.

Not only do I use CI to teach vocabulary, but I also use CI to teach grammar. One way I have used CI strategies in grammar is again through circling. I have used circling with my Hispanic students in my English class through the nonprofit organization, CLUES. As a way for students to get to know one another and to create an optimal learning environment, I introduce a name association and preferences activity. For example I would say; My name is Mrs. Hoeg and I like puppies. Class, is my name **Mrs. Hoeg** or **Mrs. Benson**? Do I like **puppies** or **apples**? What do I **like**? Then, a student would say their name and their preference, and we would repeat the same process as before with that student. This activity not only encourages students to be actively engaged but they also became proficient in the grammatical structure of “I like” and “he/she likes” through the use of contextual repetition.

A second way I have used CI techniques is by not *explicitly* teaching grammar. Krashen would agree that overt grammar instruction and correction have little

impact on language growth and acquisition (Krashen, 1989). Before researching CI, I based my grammar instruction on the Atlas Complex. I used to explain the grammar concept in English to the students while they meticulously took notes. I initially presented the new grammar point out of context. I gave students the verb endings; and they memorized the endings and rules. Sometimes, students took Cornell notes (James Madison Special Education Program, 2017) on the grammar point, which helped provide a little bit more meaning because they had to summarize their notes in a way that makes sense to them. However, I have now seen firsthand that students are not engaged via this method. VanPatten (2003) argues that second language acquisition cannot take place when grammar instruction is neither meaningful nor communicative. I do not feel that my previous methods for teaching grammar were neither meaningful nor communicative.

After researching different ways to embed grammatical concepts in a CI classroom, I decided to introduce the verb conjugations for past tense verbs in a completely different way. I chose a meaning-bearing technique called a CLOZE exercise, a listening comprehension activity where words are deleted from a text and students fill in the blanks based on what the instructor says (AVID Center, 2009). For this activity, I read a paragraph aloud to the students that used various new verb conjugations. Although the students also had a copy of the paragraph, their copy had blanks where later they fill in the correct verb conjugations. Students had to fill in the verbs as I read the script to them multiple times. This allowed students to hear the correct grammatical endings before production occurred. Once students saw the different verb endings, they used higher-order thinking skills to

analyze the endings and figure out how to form the verbs. When students first saw the grammar in a meaningful context, they were able to produce the language with more long-term verb retention.

In addition, the teaching style of a local high school German teacher intrigued me to write this thesis. She teaches in a CI classroom via the instructional technique of TPRS (Total Physical Response through Storytelling). In her classroom, she speaks one hundred percent in German and primarily focuses on the reading and listening part of TPRS. In speaking with her, she emphasizes reading and writing in her TPRS because these two domains improve vocabulary acquisition and grammar. In addition, they support Krashen's SLA Theory of input before output. Her teaching style intrigues me and has sparked my interest to learn more about TPRS.

Purpose of the Study

I believe using a CI-based approach in a SLA classroom is important for many reasons. First, Krashen's breakthrough theory completely alters educators' former ways of approaching SLA and challenges language teachers to critically think about how one acquires language. Second, this theory focuses on acquiring the language so you can produce the language fluently. When I speak my native language of English, I am not focused on the different grammatical rules needed to produce the language; instead, the language comes naturally. This is the goal of CI teaching—naturally communicating in the target language. Third, this topic is important to me because I have seen the first fruits of applying this theory to my own teaching. It has been a great joy to observe how successful my students are when I implement these

CI-based strategies. My students are more engaged in the classroom, feel more confident in producing the language, and have acquired the language.

Finally, this topic is important because it moves beyond my own students and the world language classroom. It can also be applied in teaching English learners (ELs). CI is a vital element to making content compressible for ELs through the SIOP model. According to the SIOP model, CI techniques are essential to help ELs understand what the teacher says and be successful in the classroom (Short et al., 2011). Currently, ELs are becoming more prominent in our schools, in large part due to globalization; I believe that they should have the same opportunities as native English speakers to succeed in and out of the classroom. In a study by Watson (2009), students in a classroom that implemented CI techniques, the students outperformed those students in a traditional classroom on final and oral examinations. After having implemented multiple CI techniques in the classroom, I am interested in exploring what research studies have proven in relation to CI in the classroom.

Research Questions

This thesis addresses the following research questions:

- What are some ways research shows that CI-based methods are an important and effective strategy in a second language classroom?
- What are some of the benefits of providing CI-based methods in a second language classroom?
- What are some of the barriers to implementing CI-based methods in a second language classroom?

Definition of Terms

CI (Comprehensible Input)-	A hypothesis first proposed by Krashen in 1981 that explains how a learner acquires a second language. This hypothesis is concerned simply with acquisition and not learning. According to Krashen, “acquisition requires meaningful interaction in the target language - natural communication - in which speakers are concerned not with the form of their utterances but with the messages they are conveying and understanding”. ² The formula $i + 1$ is the basis of the theory. This formula states that language learners acquire language by hearing and understanding messages that are one-step above their linguistic competence (represented by i).
CLT (Communicative Language Teaching)-	A communicative approach that language teachers use to emphasize the meaningful exchange of information as both the means and the ultimate goal of study. The teacher acts as a facilitator and the students typically spend the majority of the class in language-producing task-based activities using comprehensible input and output.
Input-	What a language learner hears or sees that is meant to convey a message.
Output-	The production of language
Fluency-	Speaking ability (rate of speech, mean length of utterance without

² Schutz, Ricardo. (1998). In *Stephen Krashen's Theory of Second Language Acquisition*. Retrieved October 10, 2017, from <http://www.sk.com.br/sk-krash.html>.

	filters, and length of longest utterance without hesitations or filters).
Target Language-	The language students are learning.
Rote memorization-	A type of vocabulary learning that relies on the visual or oral repetition of the direct translation of the L1 word (e.g. letter) to the L2 word (e.g. carta) and requires very little cognitive processing.
Keyword method-	An effective system for learning vocabulary that requires much higher cognitive processing in that it binds the L2 word (e.g. carta) to an L1 keyword that sounds like or looks like the target word. Then, this method constructs a mental image or a sentence to connect the keyword (cart) with the L1 word (a letter inside a cart).
Semantic mapping-	A map that visually displays the organization of the targeted word to see the meaning-based connections between that word and a set of related words.
Readers Theater (RT)-	A language program that focuses on providing enjoyable reading and writing instruction. It is a form of repeated oral reading to communicate a story through oral interpretation instead of acting.
TPR (Total Physical Response)-	A language technique developed by James Asher using the coordination of language and physical activity in the target language so that students can respond physically to the instructor's instructions.

TPRS (Total Physical Response through Reading and Storytelling)-	An input-based approach that focuses on the repetitive instruction of vocabulary and phrases in a highly contextualized, comprehensible and personal manner.
SIOP (Sheltered Instruction Observation Protocol)-	A research-based instructional tool that teaches subject area curriculum to students learning a second language using techniques that make the content material comprehensible to the students. It has proven highly effective in addressing the academic needs of ELs. The SIOP model is composed of eight main components: Lesson Planning, Building Background, Comprehensible Input, Strategies, Interaction Practice/Application, Lesson Delivery, and Review/Assessment.
Sheltered Instruction-	An approach to teaching, which integrates language and content instruction such as in mathematics, science or history. The goal is to provide access to mainstream, grade level content while developing English language proficiency.
Structured input-	An input-based approach in which input is manipulated in certain ways to drive learners to become dependent on form and structure in order to obtain meaning. The content is built around stories, pictures, and objects in a concrete way.
Problem-solving/consciousness	An input-based approach in which instruction makes better form-meaning connections more overt. The content is built around

raising-	general topics other than language.
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In this literature review thesis, chapter two further examines ways research findings have demonstrated strategies to teach grammar, vocabulary, literacy, and culture in a CI classroom. Chapter two will explore the benefits of providing CI-based methods and will examine the complications to implementing this method. Finally, chapter three provides a discussion and conclusion of all work presented and highlights of the main findings.

Chapter II: Literature Review

This chapter presents research on CI-based methods using the criteria of research from 2000 to the present. First, it examines relevant studies that fit the criteria of ways to teach grammar, vocabulary, literacy, and culture. Next, this chapter discusses the benefits of using CI-based methods in the classroom and concludes with the drawbacks of using CI-based methods in the classroom.

Examining how Research Demonstrates Teaching CI

Grammar. In reviewing journals from the previously mentioned criteria, there are three studies that explore the best methods to teach grammar. Rodrigo, Krashen, and Gibbons (2003) conducted the first major study. They led a quantitative study of 33 fourth-semester Spanish students at the university level. The goal of the study was to find a correlation between grammar and vocabulary acquisition using two kinds of CI-based instruction, an extensive reading class and a reading-discussion class.

The researchers arranged the students into three different experimental groups: Reading, Reading-Discussion, and Traditional group that consisted of a traditional grammar class and a composition class. In the Reading group, the students read as much as they could and then wrote a short reaction paper in either Spanish or English. The Reading-Discussion group had the same curriculum but also discussed the readings in Spanish. Finally, the curriculum in the Traditional group consisted of traditional grammar and composition activities. The students participated in an Intermediate Grammar and Composition course in which they took several quizzes, a midterm exam and a final exam.

According to the results, the Reading and Reading-Discussion groups outperformed the traditionally taught group on both the grammar and vocabulary tests. According to Rodrigo et al. (2003), “the gains of the two experimental groups (Reading and Reading-Discussion) were significantly larger than the gains achieved by the Traditional group” (p. 57). In addition, the Traditional group got worse on the grammar test; the difference in gain scores between the Reading group and the Traditional group was statically significant. Similarly, the difference in gains scores between the Reading-Discussion group and the Traditional group was statically significant. Furthermore, the Reading-Discussion group outperformed the Traditional group on the CLOZE test. The results from the study support Krashen’s CI Theory in that a CI- based approach are more effective than traditional methodology.

According to the research, a major strength of this study is that the findings support what Krashen and other theorists concluded—that CI-based methods are superior on assessments of communication and as good or slightly better on formal grammar tests. However, the small sample size of the study and the lack of control of the teacher variable weaken the study. In addition, the study didn’t provide substantial information regarding the participants’ backgrounds such as age, demographics, or ethnicity. Nevertheless, visual inspection of the data proves that in a CI classroom, the Reading and Reading-Discussion groups outperformed the traditionally-taught group on both the grammar and vocabulary tests thus making a strong case that the CI- based method of reading aids in grammar acquisition.

Forsberg (2010) conducted a second key study that looked at how complex

sentence structures found in a target language influence grammatical teaching. The researcher conducted a qualitative cross-sectional study of 36 L2 participants of the French language, which was broken down into six groups (adult beginners, high school students, advanced university students, very advanced university students, and two native French speaker groups) with six participants in each group. Conducted by a native speaker of French, each participant participated in a semi-structured interview lasting 15-20 minutes. The conversation topics included the following: the university, French studies, France, traveling, friends, hobbies, and families. The study included 72,185 words for analysis and 7,826 conventional sequences (CS), which were arranged into complex sentence structures in the target language.

The study analyzed the CS in three different aspects. First, Forsberg (2010) studied the overall quantity of CS/100 words. Second, he studied the three categories of complex sentence structures/100 words (lexical CS, grammatical CS, and discursive CS). Finally, the study examined the type of frequencies in the three-categories/100 words.

The results yielded three important findings. First, the quantity of CS increased across the L2 learning. As students had more exposure to the target language, the quantity of CS increased. Forsberg (2010) concluded the reason for this is due to exposure to the target language—the number of CS increases with time spent in the TL community. Second, in terms of category distribution, the lexical CS was problematic. The results showed that the lexical CS category was the latest to develop among all the groups due to it being the most infrequently used. Third, the

lexical CS is the hardest to develop. The lexical CS yielded the lowest frequencies among all the groups whereas the grammatical and discursive groups yielded the highest frequencies.

Even though Forsberg (2010) had a comparatively small sample size, his results produced key findings in teaching grammar in a CI- based methods classroom. His study demonstrated that the more students heard a certain sentence structure, the better they mastered it. In other words, the development and acquisition of advanced sentence structures is dependent on frequency of exposure and repetitive use. Because the central focus of CI is input, teaching grammar, through implementing CI-based methods, constantly exposes the learner to all forms of language, including repetitions of complex sentence structures.

Takimoto (2007) implemented the third major study that looked at various approaches to teach English pragmatics by using the CI-based method approach. He conducted a quantitative study that evaluated the effectiveness of three types of input-based approaches (structured input tasks with explicit information, problem-solving tasks and structured input tasks without explicit information) for teaching English to Japanese EL students.

Takimoto's (2007) experiment consisted of 60 Japanese ELs (aged 18-41) with an intermediate English Proficiency level. The students were separated into four groups of 15 that consisted of three treatment groups and one control group. Each group received four 40-minute treatment sessions in Japanese from the instructor. The structured input tasks with explicit information group received two types of activities: pragmalinguistic-sociopragmatic connection activities and

reinforcement activities. The problem-solving group consisted of four activities: pragmalinguistic-focused activities, sociopragmatic-focused activities, pragmalinguistic-sociopragmatic connection activities and metapragmatic-discussion activities. The structured-input tasks without explicit information group received the same treatment as the structured-input tasks with explicit information but without explicit instruction from the instructor. Finally, the treatment for the control group consisted of reading comprehension exercises, not directly or indirectly exposing the participants to the target structures.

Takimoto's (2007) study used a pre-test, post-test, and a follow-up test design. The pre-test and post-test consisted of two input-based tests, a listening test and an acceptability judgment test, two output-based tests, a discourse completion test and a role-play test. In the listening tests, the participants listened to fifteen different dialogue situations between a Japanese university student and a native English speaker and were required to score the appropriateness of the Japanese student's request forms. The acceptability judgment test was a computer-based test that assessed judgment in relation to problem solving. In the discourse completion test, the participants read short descriptions of twenty situations in English and wrote about what they would do in each situation. Finally, the participants played particular roles with a panelist in the role-play test.

The results indicated that, in all four tests, the participants who received the three different types of input-based instruction significantly outperformed the control group that didn't receive input-based instruction. However, in relation to the listening test, the structured input with explicit information group didn't retain

the positive effects between the post-test and the follow-up test. Therefore, these results reveal that manipulating input strongly influences the development and competency of L2 pragmatics. Takimoto (2007) draws an important pedagogical implication from his study in that teachers should be aware that optimal learning occurs when learners are provided opportunities for processing both pragmalinguistic and sociopragmatic features of the targeted language structure.

Vocabulary. In reviewing journals from 2006 to the present, there are four studies that look at the best ways to teach vocabulary in a CI classroom. Kariuki and Bush (2008) carried out the first major study that looked at one of the ways to teach vocabulary in a CI classroom. They conducted a quantitative experiment that researched the differences in vocabulary acquisition in a TPRS classroom versus a traditional classroom.

Kariuki and Bush's (2008) experiment consisted of 30 Spanish 1 students at a public high school. In their study, they randomly assigned students to either the experimental group (TPRS classroom) or the control group (traditional methods classroom). In the experimental group, the teacher used TPRS and personalized question and answering strategy (PQA) to teach the new unit. On the other hand, the control group used a traditional teaching approach, which relied heavily on the grammar and vocabulary memorization and not the acquisition of the Spanish language.

After one-week, the students in both groups took a unit test containing a section of matching vocabulary and a translation of sentences from Spanish to English. The results indicated that the TPRS group significantly outperformed the

traditional method group in two ways. First, the TPRS group outperformed in overall student performance. The students in the TPRS classroom remained positively and activity engaged during the entire class. Students demonstrated higher motivation in a TPRS classroom as opposed to the traditional methods classroom. The second way was in vocabulary retention, which the researcher attributed to the student's positive engagement during the complete lesson. According to the study, the students were excited to participate in the classroom and were able to volunteer new gestures for new vocabulary word due to a lower affective filter the classroom environment produced.

Even though Kariuki and Bush (2008) had a relatively small sample size, the results align with Asher's (as cited in Kariuki and Bush, 2008) research findings with a study conducted in 1982 that indicated that TPRS was a superior teaching method compared to traditional teaching. In addition, this study shows the power of vocabulary acquisition through the CI-based method of TPRS in a short amount of time.

Sagarra and Alba (2006) conducted the second key study that looked at how to teach vocabulary in a CI classroom. They carried out a qualitative study examining the effectiveness of three vocabulary teaching methods - rote memorization, semantic mapping and keyword method - among 916 third semester college Spanish students.

Prior to the study, the participants took a diagnostic test to ensure that they had not previously learned any of the target vocabulary words. In separating into three groups, each group received the same type of instruction—communicative

language teaching (CLT), which uses language to interpret and express real-life messages (Lee & VanPatten, 2003). Contrary to the classroom dynamic of the Atlas Complex, CLT focuses on explaining how a language functions and provides students with many opportunities to orally practice the new language in a meaningful interactive way, while the teacher provides ample CI in the target language (Lee & VanPatten, 2003; Mangubhai, Mangubhai, Marland, Dashwood, & Son, 2005). Each of the three groups received a set of 24 experimental words, and learned the words in three sets of eight via rote memorization, semantic mapping and keyword method. For the rote memorization set, participants wrote continuously and read the word translation pairs silently. The examiners instructed the participants not to find a visual or mental connection between the English and Spanish translation of the words. The participants repeated this process for one minute for each of their eight targeted vocabulary words. For the keyword method set, participants personalized the vocabulary words by connecting the Spanish word to an English keyword that sounded like or looked like the Spanish word; then, they wrote the link in their study booklet. For the semantic mapping set, participants constructed a diagram that displayed a semantic association of the targeted word.

Upon completing the three vocabulary learning methods, participants completed an immediate post-test that measured the short-term retention of the targeted words. Three weeks later, participants took a delayed post-test that measured the retention of the targeted words.

Sagarra and Alba's (2006) results demonstrated three key findings. First, the keyword method yielded the best retention because it requires deep processing.

This method used two memory systems, verbal and image, so that if one of the systems failed, the other could still be used for learning. Second, using the keyword method with phonological keywords and direct L1 keyword-translation links in the classroom led to better L2 vocabulary acquisition. Third, the more time students spent creating a personal connection with the new vocabulary words, the more success they had on remembering them. Creating a personal connection and binding the target vocabulary to memory is also one of the aspects that make TPRS successful, as Davidhesier (2002) will later explore.

The large sample size used in this study aided in the validity of the study. This study not only confirms that using the keyword method in a CI classroom is important for long-term retention, but it also highlights the importance of using CI-based methods to bind the new vocabulary at early L2 vocabulary acquisition stages.

Mason and Krashen (2004) conducted the third major study that looked at another way to teach vocabulary in a CI classroom. This quantitative study compared the vocabulary growth between two groups: story-only group and story-plus group. The study consisted of 58 first-year Japanese female students at the university level, all who had very little aural input in English. Prior to the study, participants in both groups took a translation pre-test on 20-targeted words from the story where they wrote a Japanese definition for each English word on the list. In the story-only group, the teacher told the participants the story of The Three Little Pigs in English for 15 minutes. In the story-plus group, the teacher told the participants the story of the Three Little Pigs; however, the instructor spent 85

minutes telling the story and leading supplementary activities such as comprehension questions and more translation activities.

After the completion of the story and the supplementary activities, both groups took a post-translation test that measured their learning on the 20-targeted words and efficiency of the words (words gained per minute). Five weeks later, the participants took an unexpected delayed post-test on the learning of the same 20-targeted words. The results revealed two key findings. First, the story-plus group eventually learned more words than the story-only group due to receiving double the vocabulary practice. Second, calculations of words learned per minute for the first post-test as well as the delayed post-test revealed that the story-only group learned words more effectively and efficiently.

Mason and Krasen (2004) make a strong case in favor of the power of direct CI-based methods, in the form of storytelling, in relation to vocabulary acquisition. The results clearly affirm that traditional vocabulary exercises are not as efficient as hearing words in the context of stories on vocabulary acquisition. Therefore, hearing stories in a CI classroom can result in a considerable increase in vocabulary development in SLA.

Ge (2015) conducted the fourth major study. This quantitative experiment investigated the effectiveness of the CI method of storytelling versus rote memorization on Chinese adult e-learners in vocabulary learning. The researcher randomly selected 60 Chinese participants (aged 21-36) with 30 in the experimental group and 30 in the control group; all participants took an online English placement test to ensure participant homogeneity. The Oxford Placement Test tested the ELs'

knowledge about English grammar. The test revealed that the students had a relatively low English proficiency level.

Prior to the experiment, an online pre-test of 10 targeted vocabulary words, selected from an article in their unit textbook, was administered to the participants to test their pre-existing knowledge of the targeted vocabulary. Both the storytelling approach group and the rote memorization group attended one 30-minute online class session. In the teaching session of the storytelling approach group, the story containing all the targeted vocabulary words was presented on the screen with the story in Chinese and the targeted words in English, with their Chinese translation strategically embedded into the story. After the instructor read the story, the students were given 10 minutes to read the story on their own. In the rote memorization group, the story was replaced with a list of words with their part of speech and their Chinese meaning. The instructor read the words and their meaning and then the students were given 10 minutes to memorize each word. At the end of both groups, a post-test was administered, and then three weeks later, a delayed post-test was administered.

The results from Ge's (2015) study confirm the findings of previous studies that reveal the effectiveness of the storytelling method for vocabulary learning (Brown et al., 2008; Castañeada, 2013; Castro, 2010; Mason & Krashen, 2004; Sagarra & Alba, 2006). First, the post-test results indicated that the storytelling approach produced much better vocabulary learning outcomes than that of the traditional rote memorization method. Second, the delayed post-test results indicated that the storytelling approach held more long-term retention than that of

the rote memorization approach. Therefore, both tests reveal that the storytelling approach is more effective than the rote memorization approach in short-term and long-term vocabulary learning.

In addition to the original experiment, one month later, Ge (2015) administered a follow-up study on the same participants with the same procedure but with a different set of 10 targeted vocabulary words. The results yielded the same results as the initial study, demonstrating the usefulness of the storytelling method in adult e-learners' vocabulary learning. The results from both studies showed that compared with rote memorization, the storytelling method can enhance the learning outcome in both the short-term vocabulary retention and the long-term retention.

Literacy. In reviewing journals from 2003 to the present, there are four studies that look at the best ways to teach literacy in a CI classroom. Varguez (2009) conducted the first major study that compared reading and listening comprehension in a traditional and TPRS classroom. She implemented a quantitative study that compared first-year high school Spanish students taught from either a traditional or TPRS approach. The study explored the central question of how listening and reading comprehension levels differ when students are taught in a traditional environment versus a TPRS environment.

Varguez (2009) selected four beginning level Spanish classrooms in four different schools. A total of four classrooms were used of which two classrooms were taught via a traditional approach and two were taught via a TPRS approach. One of the TPRS classrooms had students with a lower SES (socioeconomic status);

and the least experienced instructor taught this class. In addition, all four schools had a graduation rate of 82% or higher.

Since all participants were at the beginning Spanish level, Varguez (2009) did not administer a pre-test. However, a pre-scan was conducted to eliminate native and heritage speakers who potentially could skew the results. After a year of study in either the traditional or TPRS classroom, the students in the four classrooms took an exam that measured their overall mastery of the target language. The test contained thirty questions from the University of the State of New York Language Proficiency Exam, which consisted of three listening sections and two reading sections (as cited in Varguez, 2009). One of the reading sections was adapted from a more advance test, The New York Regents Exams, with the goal of measuring the students' comprehension ability on longer reading passages (as cited in Varguez, 2009).

According to the results, the students in the two traditional classes scored similarly, whereas the two TPRS classes scored differently. The lower SES TPRS classroom with the least experienced teacher scored similarly to both of the traditional classes. Conversely, the middle-class class taught via TPRS instruction easily outperformed the other three classes.

Therefore, Varguez (2009) drew two key conclusions. First, the outperformance of the TPRS instruction in reading and listening comprehension clearly supports the efficacy and validity of this CI- based method. Second, the finding that students who were taught with the least experienced teacher and had a lower SES performed just as well as the traditional classroom demonstrate the

strong influence CI has on reading and literacy acquisition. Thus, these findings suggest that TPRS can bridge the achievement gap between SES students and middle-class students.

Even though the sample size was relatively small in Varguez's (2009) study, her research was unbiased and used a standardized second language proficiency examination in the target language. Additionally, the instructors of the four classes were meticulously selected based on three equitable factors: reputable recommendations, survey score, and personal description of typical classroom activities. Also, the fact that two different teachers for the traditional classroom produced similar results after a year of instruction increases the validity and reliability of the results. In conclusion, this experiment yielded favorable results that indicate that one of the best ways to teach literacy in the classroom is via the CI-based method of TPRS.

Short, Echevarría, and Richards-Tutor (2011) implemented the second major study, which looked at how using the CI-based method of SIOP increases ELs' level of literacy. This research looked at three individual studies and measured EL achievement on standardized assessment and researcher-developed measures.

The first study was a quantitative writing assessment study that investigated the SIOP model's effect on EL academic literacy achievement (Short et al., 2011). The participants were grades six through eight with mixed English proficiency abilities and over 10 different native languages. The participants were separated into two sheltered instruction groups: a teacher-trained SIOP group and a teacher not SIOP group. Participants took a pre-test in the fall of 1998 and then a post-test

in the spring. The district used the Illinois Measurement of Annual Growth in English (IMAGE) pre-test and post-test that consisted of five subtests: language production, focus, support/elaboration, organization, and mechanics (as cited in Short et al., 2011). The results revealed that the students with the teachers who used SIOP significantly outperformed the students with the teachers who didn't use SIOP. Therefore, the results indicate that using the SIOP model has a positive effect on student's literacy achievement through the means of academic writing.

The second study in the experiment, conducted by Short et al. (2011), was a larger quasi-experimental study that determined the SIOP Model's effect on middle school and high school student performance through examining academic literacy through sheltered instruction for secondary ELs during the 2004-2005 and 2005-2006 school years. The study contained one treatment group, consisting of two cohorts, and one comparison group, consisting of one cohort. The first cohort in the treatment group began in Year 1 (2004-2005) and consisted of 35 teachers; the second cohort began in Year 2 (2004-2006) with an additional 23 teachers totaling 387 ELs. On the contrary, the comparison group had 19 teachers during the two-year span and totaled 193 ELs. All participants took a pre-test in the spring of 2004 and a post-test after the two-year span that measured English proficiency level via oral language, reading, and writing scores. Then, using the data from year two, researchers employed an analysis of variance measures to determine if the teachers' SIOP training influenced ELs in the treatment group.

The results indicated that the treatment group significantly outperformed the comparison group in English language proficiency even though the comparison

group had higher baseline scores. The results also indicated that the treatment group performed significantly better on state standardized tests in reading, math, social studies, and science than the comparison group. Therefore, the SIOP model has value as a successful intervention for academic literacy among ELs for both total language proficiency and on standardized state tests.

The third study in Short's et al. (2011) experiment occurred during the 2005-2006 school year and investigated the impact the SIOP Model had on middle-school science literacy and academic language acquisition among ELs. The quantitative study randomly selected eight middle schools which had more than 25% ELs and separated the schools into either a treatment (SIOP Model) or a control (traditional science instruction) group. Students in both conditions were administered the CREATE (Center for Research on the Educational Achievement and Teaching of English Language Learners) (as cited in Short et al., 2011) science language pre-test and post-test to measure growth in science literacy and academic language. The experiment lasted nine weeks; during that time frame, teachers taught four units within the 7th grade life science curriculum using the SIOP lesson plans and non-SIOP lesson plans. Despite the limited time, the results indicated a positive relationship between teacher implementation of the SIOP Model and average student gains in science academic language and science literacy.

In conclusion, the results in Short's et al. (2011), three experiments demonstrate that use of the SIOP model, as a CI vehicle, improves the quality of instruction and enhances the academic literacy development of ELs. The study took place over a 10-year span, and the consistency of the results in each study support

that ELs benefit not only in their academic literacy but also in all aspects of the English language.

Culture. In reviewing journals from 2003 to the present, there are three studies that look at the most effective methods to implement culture in a CI classroom. Lu (2014) implemented the first major pilot study that looked at how ELs acquire culture in a CI classroom. She conducted a qualitative study to see if watching movies positively affects SLA towards academic success.

The study consisted of 12 K-4 ELs in an afterschool program in the inner city of Georgia. The teacher separated the students into two different groups: diversity culture or mainstream culture. Both groups received CI by watching *The Little Mermaid*, *Finding Nemo*, *The Lion King* and *Pocahontas*. Before watching the movie, the teachers introduced key vocabulary words and gave a synopsis of the movies. The study began with the whole class watching the movie for five minutes. The movie continued and the diversity culture group went outside the classroom and talked about the movie, role played, and wrote a script for their part. Once the diversity culture group finished this process, the mainstream culture group repeated the same procedure. To conclude the study, both groups handed in their scripts for the teachers to review and acted out the movie.

Lu's (2014) study revealed two key findings. First, in watching the authentic discourse, both sets of students developed functional literacy, or the correct writing and reading skills that aligned with their individual community. Second, students developed communicative competence, or the ability to demonstrate various non-verbal communications such as gestures, posture, eye contact, facial expressions,

and intonations after acting out the movie.

Even though the sample size of the experiment was relatively small, the experiment was straightforward and teachers used observational methods to collect data. The results clearly show that the CI- based method of an audio-visual approach expedites SLA for social functions towards academic success and aid in cultural competency. In addition, Lu (2014) relates her findings to oral assessments and uses movies as supplementary materials in the WIDA Consortium literacy program.

Castañeda (2013) conducted the second study that looked at how to use technology to provide culture in a CI classroom. She conducted a qualitative study that implemented the CI method of digital storytelling as a viable method for teachers to create a platform for momentous, real-world communication, and for L2 learners to engage purposefully with the technology and the Spanish language.

The study consisted of 12 students, six females and six males, in a high school Spanish level four classroom. Eleven of the students were native English speakers and one was a heritage Spanish speaker. Prior to the study, Castañeda (2013) and the Spanish teacher decided how to embed the digital storytelling project into the Spanish four curriculum. The prompt for the project required students to share an important story from their high school experience that captured their real life.

The first step of the twelve-week period was for the students to write an initial draft of 250-375 words in Spanish. Next, students turned in their draft and received feedback from that teacher that focused on the correct grammatical form the learner needed in order to communicate their message appropriately. Then,

students engaged in a story circle activity and then created a storyboard in the computer lab. The last step was the “movie premiere” in front of teachers, colleges, parents, and other members of the community. During the twelve-week period, Castañeda (2013) conducted the data in five forms: 1) pre-project open-ended questionnaires, 2) subsequent pre-project discussion groups, 3) post-project open-ended questionnaires 4) subsequent post-project discussion groups and 5) observation and reflection journals written by the graduate students.

Upon the collection of the results, the data analysis entailed sorting, coding, diving, reassembling, and reducing the data into manageable forms so themes and patterns could be interpreted. The results clearly showed that digital storytelling adheres to the presentation mode of communication. In addition, the results indicated that the digital storytelling project produced a low affective filter environment, which allowed the students to have more success with the language. Also, during the recording stage of the process, students enhanced their awareness of their own speaking skills with multiple speech draft recordings and they provided CI to themselves. Finally, the results indicated that digital storytelling engages students in a meaningful word task in a foreign language classroom where a strong emotional connection to the language was made through the technology.

Despite the extremely small sample size, this study revealed key insights into using technology as a means to promote culture and provide CI. The study reveals that digital storytelling in an L2 student speaks to both the growing cultural and linguistic diversity. In addition, the use of multiple communication avenues impacts student’s social growth by connecting with other cultures through language in the

digital classroom. Finally, the input of the pictures, music, and the transitions in the story assist students in telling their story by addressing the limitations students may have in the second language.

Yang (2009) conducted the third qualitative and quantitative study that looked at the cultural method of storytelling in a junior secondary EL classroom in Hong Kong. The purpose of the study was to investigate the effectiveness of the use of short stories using the storytelling approach towards changing students' attitudes towards learning English while boosting their confidence in the language.

The participants consisted of 20 students (16 males and four females) aged 12-14. The participants' L1 language was Cantonese and many have learned Basic English since kindergarten. Nevertheless, the overall English level of the participants was weak. Pre-test questionnaires were distributed to the participants at the beginning of the study to assess their initial perceptions towards English and confidence in English.

The first culturally important story that was chosen for investigation via storytelling was *Pooh's Honey Tree* (as cited in Yang, 2009). This story included some new vocabulary but was not overwhelming to inhibit the participants' English language ability. In other words, the first story is an excellent example of Krashen's CI formula of $i + 1$. The second story, *Pinocchio* (as cited in Yang, 2009) was slightly more complex in both grammar and vocabulary. Each story took two lessons to complete the storytelling and post activities. After the completion of the lessons, a post-questionnaire was distributed to all the students in addition to semi-structured group interviews with six students.

Upon collecting all the questionnaires and group interview data, the percentages of responses in each item of the pre-test and post-test was analyzed and compared to see if the storytelling approach in the two short story cycles impacted the participants' interest and confidence in English. In relation to the participants' interest in English, the results in the questionnaires and semi-structured interview were contradictory. The questionnaire results showed no significant improvement whereas the semi-structured interviews presented significant improvement in the participants' English interest. The inclusion of the "neutral" response in the questionnaire potentially weakened the questionnaire and explains the contradictory results. In relation to the confidence level, both results from the post questionnaire and interview showed an increase in writing and listening confidence levels in English. In addition, the participants were more willing to take risks thus indicating a decrease in their affective filter.

Despite the small sample size of this experiment and contradictory English interest results, Yang's (2009) study does make a convincing case in favor of using the CI method of storytelling to aid in increasing confidence. For a firmer conclusion of the effectiveness of the use of short stories in heightening interest and confidence in English, Yang recommended further studies should be conducted with a larger and more balanced number of participants and a longitudinal study, which lasts for a longer period of time with a variety of short stories.

To summarize, Gribbons et al. (2003), Forsberg (2010), and Takimoto (2007) all conducted experiments based on the best ways to teach grammar. Gribbon's experiment concluded that the efficacy of CI-based pedagogy at the intermediate

Spanish level is more beneficial than traditionally taught on reading and vocabulary acquisition test. Forsberg found that the more students heard a certain sentence structure, the better they mastered it, thus making a strong case in favor for the acquisition of complex sentence structures through TPRS. And Takimoto found that input-based teaching approaches aid in a L2 development of pragmatic proficiency.

Kariuki and Bush (2008), Sagarra and Alba (2006), Mason and Krashen (2004), as well as Ge (2015), examined the most successful ways to teach vocabulary in a CI classroom. Kariuki and Bush found that even in a small amount of time, TPRS could be more beneficial to students' learning than a traditional classroom in terms of vocabulary and grammar memorization. Sagarra and Alba's experiment not only confirms that using the keyword method in a CI classroom is important for long-term retention, but also highlights the importance of presenting CI to bind the new vocabulary at early L2 vocabulary acquisition stages. Mason and Krashen found that hearing words in the context of stories is more beneficial in vocabulary acquisition than traditional exercises. Ge's experiment concluded that TPRS is more effective than rote memorization in both short-term and long-term vocabulary retention.

Varguez (2009) and Short et al. (2011) examined the best ways to teach literacy in a CI classroom. Varguez found TPRS to be beneficial for listening and reading comprehension levels. Short's three experiments all concluded that students who have an instructor who uses the SIOP model in a sheltered instruction classroom significantly outperform students who do not have an instructor who uses the SIOP model on academic language and literacy assessments.

Lu (2014), Castañeda (2013), and Yang (2009) all examined the best ways to teach culture in a CI classroom. Lu found that an audio-visual approach, especially movies, expedites SLA for social function towards academic success. Castañeda found that digital storytelling not only adheres to the presentation mode of communication but also engages students in a meaningful, real world assignment in a L2 classroom. And Yang found that storytelling aids in increasing confidence by lowering the affective filter.

Benefits of CI

Increases vocabulary retention. As concluded by nine research studies from 2003 to 2012, CI increases short and long-term L2 vocabulary. For example, Sagarra and Alba (2007) concluded that learning L2 vocabulary requires higher-order processing skills, and the keyword method demonstrates such cognition. The researchers concluded that the keyword method had a positive impact on the participants over rote memorization. Furthermore, this implies that teaching L2 learners not only results in better temporary retention at an early stage but this results in better permanent memory representation for the newly acquired L2 words.

In another study, Mason and Krashen (2004) illustrated the benefit of CI in relation to long-term L2 vocabulary retention. The study revealed that the CI method of storytelling to teach vocabulary resulted in not only more vocabulary words learned per minute in the short-term, but also the delayed post-test revealed long-term vocabulary gains as well. Therefore, this study implies that hearing words in the context of stories is more efficient than traditional vocabulary

exercises in relation to short-term and long-term vocabulary retention.

In addition, Kariuki and Bush (2008) found that the TPRS classroom outperformed the traditional methods classroom in vocabulary retention. They also found that the students in TPRS classrooms were more involved and engaged in the learning than students in the traditional setting. Both of these results indicate that the TPRS method of using CI in the classroom is a powerful tool to use in teaching a foreign language.

The study conducted by Gribbons et al. (2003) showed the effectiveness of CI in relation to vocabulary retention. The CI groups (the Reading and Reading-Discussion groups) both outperformed the traditionally taught group on the vocabulary checklist test, indicative of short-term vocabulary acquisition through CI. In addition, the Reading-Discussion group performed even better on the vocabulary test than the Traditional group. One plausible explanation for this finding is the Reading-Discussion group had more aural and visual input exposure than the Traditional group.

Prince (2012) conducted another experiment that showed the success of CI in vocabulary retention. This study examined the effectiveness of a teacher-provided story on the recall of L1 target words and meaning. Narrative chaining, combining mnemonic techniques and repetition of a narrative, was the CI technique used in the study. The study consisted of 48 participants in their first or second year at a French university studying Psychology. All of the participants had at least 8.5 years of learning English. The study separated the participants into two conditions: sentences connected in a story or sentences unrelated to each other.

The sentences connected in a story consisted of all the essential parts (character, plot, setting, conflict) of a narrative. The narrative framework centered on a character that lives in Japan. A pre-test was administered to the students, which consisted of a French to English translation of 16-targeted words. The experiment consisted of two phases: one on paper and one on a computer screen. After the pre-test, the two groups watched a PowerPoint presentation consisting of words presented either in a story context or non-story context followed by a picture. An immediate written post-test followed that consisted of a free recall and translation section. The study showed that more words were recalled in the story condition as opposed to the unrelated condition. In addition, the story condition translated more words correctly from L2 (French) to L1 (English). From these results, Prince's study concluded that the CI technique of narrative chaining improves short-term vocabulary performance and working memory tasks.

Similarly, Penno, Wilkinson, and Moore (2002) conducted a qualitative study that examined incidental short-term vocabulary learning from the CI method of listening to stories. The study consisted of 47 EL children (aged five to eight years old) at a suburban school in New Zealand. Two months before the study, the Renfrew Action Picture Test and Word Finding Vocabulary Scale (as cited in Penno et al., 2002) pre-test were administered to the participants. Then, one week prior to hearing the first story, the vocabulary knowledge of each participant was assessed using a multiple-choice vocabulary test.

The two stories that were read to the participants were *Anak the Brave* (as cited in Penno et al., 2002) and *No Place Like Home* (as cited in Penno et al., 2002).

Before the researcher read the first story, she gave a brief introduction to the story that highlighted the title, characters, and plot. Then, each student retold the story to the researchers in random order. There were three cycles of reading-retelling for each story separated by a week. The post-test was administered one week after the third reading-retelling of the story. This process was repeated with the second story.

There were two key findings from this study. First, the linear accuracy improvement of the use of the 16 targeted vocabulary words across the three retellings of each story confirms the incidental acquisition of the targeted vocabulary words. Therefore, more CI exposure, in this case listening to a story, results in more comprehensive understanding of the targeted vocabulary words. The second key finding was that the students made greater vocabulary growth when Penno et al. (2002) provided a clear explanation in the context of the targeted vocabulary words. This study not only makes a strong case in favor of incidental short-term vocabulary acquisition, but also confirms the research from Forsberg (2010) and Gorsuch (2011) in that the more repetition of vocabulary a student receives affects their learning.

In addition, Watanabe and Kawabuchi (2005) examined the effectiveness of the CI method of TPR in long-term retention of vocabulary among Japanese middle school students learning English. This study is based on Asher's (1977) Theory regarding the effectiveness of TPR in effective long-term vocabulary retention.

A total of 90 students were separated into two different groups: TPR and a control. Both classes received the same amount of input (23 sessions of teacher

instruction), but the required output of the students differed. The control group focused on imitation and immediate reproduction/speaking practices. On the other hand, the TPR group focused on listening comprehension, and students were not pressured into speaking until they felt comfortable doing so.

After 23 sessions, a listening test and a reading test were administered; the tests used 100 sentences varying from one to eight words. For the listening test, the students were required to respond physically; in the reading test, students were required to read imperative sentences and then find the corresponding picture. After 40 days, a delayed post-test was administered to measure long-term retention.

The results revealed two key findings. First, scores on the reading test decreased at the three-month follow-up, reflective of loss in long-term-memory. However, the TPR group maintained previous scores, revealing that TPR helped students retain word and sentence reading abilities. The researchers concluded that TPR helps form the union of sound and meaning in the minds of the students effectively; once this bond is formed, it will stay longer than in students not instructed with TPR. The researchers also found that low achieving students benefited more from TPR both in the listening and reading tests.

Watanabe and Kawabuchi's (2005) results supported Asher's (1977) research that concluded that delayed output with action was extremely effective for ELs because it promotes wait time. Furthermore, allowing students to internalize the target language allows for greater language development and retention later.

In addition, the study conducted by Ge (2015) demonstrates the effectiveness of the TPRS approach in Chinese ELs. As previously mentioned, the

results revealed that the TPRS method was more effective than rote memorization in both short-term and long-term retention.

Castro (2010) conducted the final study that showed how CI increased short-term vocabulary retention. The purpose of his study was to evaluate the effectiveness of TPRS compared to the traditional grammar-translation method for acquiring and retaining new vocabulary in an ESL classroom. Twenty-five Hispanic learners with limited literacy were chosen for the study and were divided into two groups: TPRS and Grammar-Translation. The students took a pre-test that measured their identification of common vocabulary terms. Then, Castro took 24 of the most unknown words from the pre-test and focused the TPRS and Grammar-Translation instruction around those words. After four weeks the students took a post-test that measured vocabulary acquisition and retention. The abovementioned process was repeated for another set of 24 vocabulary words.

The results revealed that TPRS had a positive difference in student vocabulary and retention. Student improvement on vocabulary and retention was 45% via TPRS. Castro (2010) also found that students enjoyed TPRS more than the Grammar-Translation because they interacted more and spoke publically in an environment with a low affective filter.

Despite the small sample size, Castro's (2010) study showed the impact TPRS had on student vocabulary acquisition and short-term retention over an eight-week period. Castro's findings are consistent with the results of other researchers such as Watanabe and Kawabuchi (2005), Varguez (2009), and Kariuki and Bush (2008).

To conclude, research from Sagarra and Alba (2007), Mason and Krashen

(2004), Kariuki and Bush (2008), Rodrigo et al., (2003), Prince (2012), Penno et al., (2002), Wantanabe and Kawabuchi (2005), Ge (2015), and Castro (2010) all highlight how CI can increase short and long-term vocabulary retention.

Increases cultural understanding. A second benefit of CI is increased cultural understanding; this benefit was found in three research studies from 2003 to 2012. Witten (2000) demonstrated how the use of CI enhancement techniques, such as pedagogical video programs, increased L2 learners' cultural competence. Aiming to enhance L2 learners' sociolinguistic competence, the study consisted of 106 first year Spanish students at a public American university.

The learners' were separated into two different groups: a control group (instructional methodology group) and a test group (interactive viewing group). In the control group, the students were asked to independently watch nine different episodes of *Destinos: An introduction to Spanish* (as cited in Witten, 2000). *Destinos* is a pedagogical Spanish video series that exposes L2 learners to authentic language and culture via the soap opera format. Following each viewing session, students took a five-point in-class quiz on the plot. The test group watched the nine *Destinos* episodes separately while filling out a take-home quiz that focused on finding examples of grammatical and sociolinguistic competence in addition to the plot summary. At the end of the semester, both groups completed three feedback instruments to assess the impact of the *Destinos* episodes on their sociolinguistic awareness. The interactive viewing group outperformed the instructional methodology group in learning more about sociolinguistic differences between the English and Spanish language. In addition, the interactive video viewing positively

increased the time in which students were actively engaged and enhanced sociolinguistic competence. Finally, both groups increased the L2 learners' global cultural competence.

Witten's (2000) experiment showed the benefits of how using an authentic culturally appropriate CI technique enhances L2 learners' cultural awareness. In her opinion, this experiment also revealed the need for educators to develop more authentic CI instructional materials that best address how to raise L2 learners' communicative competence levels.

In addition to Witten (2000), Lu's (2014) research showed how CI increases L2 learners' cultural understanding. In the study, the ELs increased their communicative competence from watching the movies. The students were able to use the language in contextually and culturally appropriate situations.

Similar to Witten (2000) and Lu (2014), Nguyen et al. (2014) also showed how CI increased L2 learners' cultural understanding. This research looked at how the CI approach of storytelling affects Chinese as foreign language (CFL) learners in China.

The participants were 30 adult learners and 15 CFL instructors who participated in a 14-week course. The language curriculum was traditional as well as TPRS. The primary teaching method was focused on a mixture of intensive lecturing complemented with discussion and TPRS. The researchers used surveys for students and teachers based on their research questions.

According to the study, TPRS helped CFL learners connect with cultural experiences and increased their cultural awareness. TPRS increased CFL learners'

ability to connect with Chinese idioms and figurative language. In addition, through TPRS, CFL learners indicated that they were able to connect more to the Chinese cultural experience by becoming more aware of the Chinese culture, customs, values, and beliefs. This study demonstrates how storytelling can be an effective strategy for language and cultural learning as well as a good teaching tool. However, according to the researchers, storytelling in the CFL classroom is viewed as separate to the academic curriculum to language learning. Therefore, future research on using TPRS with CFL teaching must be explored.

In conclusion, Wittin (2000), Lu (2014), and Nguyen et al. (2014) all demonstrate how CI can increase L2 learners' cultural understanding. Next, research on how increased cultural understanding may impact learner motivation will be reviewed.

Increases motivation. The third benefit of CI is it increases L2 learner motivation; this benefit was found in three research studies from 2002 to 2014. Yang (2009) showed that storytelling increased student motivation. Yang concluded that stories increased the students' interest in English, which increased their motivation to learn English. In addition, before the study the participants lacked confidence in reading in English and therefore didn't participate much in class. Through pre- and post-test questionnaires, he found that students' confidence in English rose from 10% to 16% in using TPRS. The researcher concluded that students' L2 motivation increased as well as a result of the increased confidence.

Nguyen et. al. (2014) also found that CI increases the motivation of L2 learners. Their study found that one of the eight educational benefits of storytelling

in CSL is increased confidence. The researchers concluded that the specific context of storytelling helps L2 learners concentrate, which motivates and encourages them to participate, improve their skills and become more involved in the classroom, reduce their stress, and lower the affective filter.

Furthermore, Professor Davidheiser from the University of the South has personally used TPR and TPRS in his classroom for several years and has found that through the five attributes of successful TPRS (Davidheiser, 2002), the motivation of L2 learners increases. Davidheiser's (2002) attributes include: "promoting active learning, personalized learning, comprehensible input, includes and validates, its fun or in other word lowers the affective filter" (p. 32).

Finally, Tsou (2011) found how using Readers Theater (RT) as a form of CI increases Taiwanese ELs' motivation. Tsou used a mixed-method approach to investigate the effectiveness of RT on young Taiwanese EL students' English reading and writing proficiency skills, as well as their learning motivation after one semester of instruction.

Using a triangulation design, fifth grade students were separated into two different groups: using RT and not using RT. Each group met once a week for 40 minutes, and both groups had the same instructor. Before the present study, a RT English course was piloted to gather information about any modifications the present curriculum would undergo as well as gathering data to find an adequate RT script.

Via qualitative interviews, the data revealed that RT promoted an increase in motivation. According to the results, RT consistently elicited a positive response to

EL learning and positively affected EL learning experience through sociocultural interactions. As demonstrated by the interviews and in use of RT, students had a purpose for interacting in class, working with others, learning with others, and at the same time, enjoyed their learning. The results from Tsou's (2011) study align with the previous research conducted by Davidheiser (2002) and Nguyen et al. (2014) as they all show that CI techniques increase learner motivation.

In conclusion, Yang (2009), Nguyen et al. (2014), Davidheiser (2002), and Tsou (2011) all reveal CI techniques increase learner motivation. This leads us to the fourth benefit.

Personalizes learning. A fourth benefit of CI is personalized L2 learning; this benefit was found in four research studies from 2003 to 2012. Castañeda (2013) concluded that a benefit to digital storytelling is personalized learning. This study found that digital storytelling ensures that students assume ownership for connecting their learning with future goals. Also, digital storytelling provides real world tasks by engaging L2 students in authentic tasks. Finally, digital storytelling advocates a student- centered view of teaching that helps personalize the writing process by helping students discover their own voice and allowing them to choose their topics.

Sagarra and Alba (2006) examined the most effective method to teach vocabulary. They concluded that the personalization of new vocabulary via the keyword method leads to better L2 vocabulary learning during the early stages of acquisition. The researchers also found that the more time students spent creatively generating a personal connection to the target vocabulary, the higher the

retention rate.

Davidheiser (2002) found that CI personalizes L2 learning. Active learning, which fits the learning style of so many L2 learners, makes TPRS successful. Davidheiser's study found that 63% of Davidheiser's senior class consisted of experimental learners who thrived on physical and social activity in the classroom. TPRS reaches not only experimental learners but creative learners as well by engaging muscular movement. Davidhesier also found that TPRS helps students take ownership over their learning therefore allowing students to personalize their learning. With TPRS, students are given the opportunity to act out the target vocabulary and retell stories using their own words. This process allows students to make personal connections with new vocabulary, think more critically about the target vocabulary, and apply it to the world around them.

Finally, Lee and Hsu (2009) conducted a yearlong study that looked at how the personalization of learning through students' choice of reading affected L2 learning. The research consisted of two studies that examined the impact that sustained silent reading (SSR) had on writing. The study contained 86 Taiwanese vocational college students, the majority of which had not been previously successful in academic areas such as English. In the first study, students were placed into two groups, a reading group and a textbook group. The instructors choose their reading material from the Penguin and Oxford reading series. The students completed a reading log and wrote a brief reflection paragraph or summary, in English or Chinese, after they finished each reading piece. The results from this experiment showed that both groups improved their writing ability

through the same increases in organization, content, vocabulary, language use, spelling/mechanics, and fluency.

Lee and Hsu's (2009) second study differed in that the students in the SSR group were able to choose what to read according to their own interest and language proficiency level; it was suggested that they read at least one book per week. The results from this experiment revealed more improvement in their writing skills plus better achievement on reading tests and writing development. Their study aligns with similar studies in that the personalization of learning through student choice in what to read allows for greater improvement in L2 learning.

In conclusion, Castañeda (2013), Sagarra and Alba (2006), Davidheiser (2002), as well as Lee and Hsu (2009), all showed that personalization is beneficial to learning and is main ingredient in effective CI teaching. This leads to the fifth and final benefit of CI methods.

Uses multiple modalities. The fifth benefit of CI is that this method increases learning in one or more modality (reading, writing, listening and speaking), as concluded by ten studies from 2002 to 2014. The study conducted by Watson (2009) examined the effects TPRS had on all four modalities of learning. Watson conducted a quantitative experiment that compared two groups, TPRS and traditional. The study consisted of 73 high school students in first year Spanish during the 2007-2008 school year. The students were separated into three classes (2 TPRS and 1 traditional). Both groups read every week and had outside reading assignments. The traditional class read *Pobre Ana* (as cited in Watson, 2009) and

the TPRS class read both *Pobre Ana* (as cited in Watson, 2009) and *Patricia va a California* (as cited in Watson, 2009) as class readers. The two sections of TPRS had the same instructor; whereas, the traditional class used a different teacher. All classes were in a high-income school with only 3.2% of the student population qualifying for free and reduced lunch. Four percent of the students in the TPRS classes spoke Spanish at home whereas 50% of the traditional class students spoke Spanish at home. At the end of the year, students took a final exam consisting of reading, writing, and listening sections as well as an oral examination.

The traditional and TPRS classes showed vastly different results. The two TPRS groups performed nearly identically on both the final and oral tests; and both groups outperformed the traditional group in all four modalities. Watson (2009) attributes this significant difference in results to the teacher-fronted percentage and the amount of L2 input. The TPRS classes were teacher-fronted 68% of the time and input was nearly 100% in Spanish. On the other hand, the traditional class was teacher-fronted 29% of the time and L2 input was a mixture of Spanish and English.

Despite the small sample size, the superior results of the TPRS students to the traditional students were significant. In addition, the findings revealed that the TPRS students outperformed traditional students in all modalities of learning; this is consistent with previous studies on the superiority of CI-based methods such as those conducted by Gibbons et al. (2004).

In addition, Pippins (2016), a high school Spanish teacher, conducted another study that showed how CI increases learning in all four modalities. This study compared TPRS scores of students who have had TPRS based instruction in high

school to the entire group of students who took the AP Spanish test. The AP Spanish language examination measures academic language achievement in all four-language modalities.

The study contained a cohort of 13 students enrolled at a high school in Oklahoma, all of which took Spanish 2, 3, 4, and then AP Spanish. The instruction for this cohort for each level of Spanish 2-4 emphasized CI- based methods and included TPRS techniques, SSR, daily PQA, reading and discussion of novels, Reader's Theater, and numerous songs. Unlike the traditional classroom, the instructors in this cohort had no error correction, no explicit grammar teaching, and no grammar worksheets. After Spanish 4, the cohort had a prep class, led by an authorized AP teacher, to prepare them for the AP Spanish test in May 2014. Pippins (2016) compared the AP scores from the Oklahoma students to the scores provided by the College Board for all non-native Spanish-speaking students. The AP scores from the school in Oklahoma were nearly identical to the national sample; therefore, he concluded that substantial SLA could be acquired through ample amounts of CI.

Despite the small sample size, this study used an extremely prestigious, comprehensive and rigorous exam and explores how students taught via CI methods measure up to those taught via traditional methods. Pippins (2016) proved how classes that included a substantial amount of CI- based method instruction did not produce disastrous results on the AP exam; on the contrary, students increased learning in all four modalities.

In addition to Pippins (2016), Brown, Waring, and Donakawbua (2008)

conducted another study that examined the effect CI had on listening and reading comprehension. The study compared incidental vocabulary gains when the same stories were read in three different exposure conditions: reading only, reading while listening to the text, and listening only. The study consisted of 35 Japanese EL learners, aged 18-21. The three graded readers used were all within the subjects' current reading ability level. After reading or listening to the stories, two tests, a meaning-translation test and a multiple-choice test, were administered three separate times - immediately after the story, one week later and three months later.

The results showed that the reading-listening mode was the most successful, all three times, followed by the reading-only mode and then the listening mode. As seen through TPRS, Brown et al. (2008) attributed the success of the reading-listening group to the repetition effect, in that words met more often yield a higher likelihood of being retained. Therefore, this study affirms the findings from Forsberg (2010), Penno et al. (2002), Prince (2012), and Horst (2010) in that repetition is essential for SLA.

Another study conducted by Watanabe and Kawabuchi (2005) examined the positive effect TPR had on two modalities, listening and reading, on Japanese Junior high school students. The study found that TPR helped students retain their words and sentence reading ability. In addition, the TPR group retained their high scores on the listening and reading tests over the traditional group.

Similar to Watanabe and Kawabuchi (2005), Varaguez (2009) researched how CI increased listening and reading comprehension. The study compared reading and listening comprehension among a traditional classroom and TPRS

classroom. The results showed how two modalities, reading and listening comprehension, were strengthened with the CI- based method, TPRS.

In addition to Varaguez (2009), Dziedzic (2012) conducted a study that revealed how CI benefits L2 learners in speaking and writing. The Spanish teacher, at a Denver High School, compared the effects of CI based teaching and traditional instruction had on L2 learning. In addition, both methods used SSR as an added input measure.

A total of 65 Spanish 1 students were separated into four groups: two using CI methods of either TPR or TPRS and the other using traditional textbook method. To increase fidelity, Dziedzic (2012) taught all four classes. Because none of the students had prior exposure to Spanish, a pre-test was eliminated. After the school year, the Denver Public School Proficiency Assessment was administered that measured students' performance in all four modalities.

Both groups had personalized instruction during the academic school year. The traditional class focused on grammar-based instruction and dominantly focused on output. They used a textbook, *Buen Viaje* (as cited in Dziedzic, 2012) a reader, *Pobre Ana* (as cited in Dziedzic, 2012) student driven SSR for a portion of the year, and worksheets. Similarly, the students in the CI classroom had SSR for 10 minutes for the second half of the year. However, the CI classrooms used CI-based methods of TPR, TPRS, stories such as *Look I Can Talk* (as cited in Dziedzic, 2012) and two readers, *Pobre Ana* (as cited in Dziedzic, 2012) and *Piratas* (as cited in Dziedzic, 2012).

The traditional and CI classroom performed equally on the input- based tests,

which consisted of listening and reading. In contrast, the CI classrooms outperformed in relation to the speaking and writing output tests. Even though other studies, Watson (2009) and Varguez (2009), found improvement from CI method in all four modalities, Dziedzic (2012) attributed his differences to the added SSR to the traditional methodology. Nevertheless, Dziedzic's study did find that the students in the CI classes significantly outperformed those of traditional students in speaking and writing. These results affirmed Krashen's (1989) research that concluded that speaking and writing are the last modalities to develop because they are the most advanced and require the highest cognitive processing skills.

Furthermore, Gorsuch (2011) showed how ample amounts of input increased L2 learning in reading and speaking. Gorsuch examined if an input approach would improve international teaching assistants' (ITAs) spoken English fluency and reading comprehension. Two sets of pre- and post-test measures were taken. The first set was a RR (repeated reading) recall pre- and post-test in which students read the text and wrote as much as they could remember, after the final reading. The second set consisted of an oral presentation pre- and post-test.

Gorsuch's (2011) procedure was as follows: twice a week for 10 weeks 28 ITAs engaged in (RR) sessions to increase their English fluency and reading comprehension. The ITAs engaged in RR treatments in which they silently and repeatedly read the same 500-word segment; the ITAs also listened to the text read by a native English speaker. In addition, the ITAs simultaneously read out loud with the tape recorder. At the end of the session, the ITAs wrote a summary of the text either in their L1 or L2. During this process, gains in reading fluency and reading

comprehension were traced through measuring reading and speech rate, percentage of fluent pause groups, percentage of split pause groups, and percentage of filler pause groups.

The results revealed that as CI increased, pauses in speech decreased, and reading fluency increased; therefore this caused an increase in both oral fluency and reading fluency. Gorsuch (2011) concluded the amount of input a L2 learner receives affected their learning. Therefore, as current research verifies, the most effective way to increase students' fluency is to increase the amount of input they receive (Dziedzic, 2009; Pippins, 2016; Segalowitz et al., 2004; Spangler 2009; Watson, 2009). To conclude, Gorsuch's study attested that reading and speaking increased in lieu of CI.

Furthermore, Tsou's (2011) research showed how CI increased reading and writing modalities through CI-based instruction. As previously stated, Tsou investigated the effectiveness of RT on young Taiwanese ELs' English reading and writing proficiency skills. The English proficiency levels of the ELs were low intermediate and beginning. The researcher analyzed the results using the quantitative means of tests. A reading pre-test and post-test were administered to the students. The reading test used was called Hill and Feel's Alpha Assess Kit (as cited in Tsou, 2011), which measured reading accuracy, fluency, and comprehension. The writing pre-test and post-test measured grammar, vocabulary, word count, and sentence completion.

According to the results, the RT group outperformed in reading accuracy and reading fluency, but not in reading comprehension. Tsou (2011) attested this to the

fact that lower-level reading processing skills were not the sole foundation of good reading comprehension. Background knowledge and higher-order comprehension skills also influence readers' comprehension performance. In addition, the RT group outperformed the control group in relation to writing proficiency except for sentence structure.

Horst (2010) conducted another study that looked at how CI, in the form of teacher talk, impacted listening comprehension and incidental vocabulary acquisition on ELs. Horst explored opportunities for incidental vocabulary acquisitions in a 121,000-word corpus of teacher talk, addressed to twenty high-intermediate and advanced EL students. The nine-week course met twice a week; class recordings measured compressibility and lexical frequency of teacher talk.

Horst's (2010) results confirmed both the effectiveness of teacher talk towards incidental vocabulary acquisition and increased in L2 listening comprehension. First, the spoken input by the teachers was comprehensible. Second, the ELs were exposed to dozens of new words through listening to the teacher. Finally, opportunities for incidental vocabulary acquisition proved substantial through listening to teacher talk.

Horst (2010) highlighted the need for word repetitions in the target language, which is the focus of TPRS. Horst concluded that in order for L2 acquisition to be efficient and effective, exposure to meaning-focused spoken input followed by repetition, is vital. Therefore, Horst's research confirmed Gorsuch's (2011) findings in that the amount of input a student receives affects their learning.

In addition to Horst (2010), Spangler (2009) conducted another study that

compared the achievements of reading, writing, fluency, and anxiety levels on middle school and high school students. The study used two different teaching methodologies, CLT and TPRS. Spangler's sample consisted of 33 middle school students in Road Island and 129 high school students in California. These novice L2 Spanish learners were separated into two different groups: students taught via TPRS and students taught via CLT. Because the students were novice Spanish language learners, no pre-test was used. In the study, the same teacher taught both the CLT class and TPRS class in Road Island; as did the same teacher taught both the CLT and TPRS class in California. After 14 weeks of instruction, the study used the Standard-based Measurement of Proficiency Test (Stamp) (as cited in Spangler, 2009) to test reading, writing and fluency. Per Spangler, STAMP is a web-based assessment tool that measures students' proficiency levels in reading comprehension, writing, and speaking. The American Council of Teaching of Foreign Languages (ACTFL) proficiency benchmark are linked to this test. To measure anxiety levels, the study used the Foreign Language Classroom Anxiety Scale (FLCAS) (as cited in Spangler, 2009).

According to the results, no significant statistical difference was seen in either teaching method in regards to reading, writing, and anxiety levels in the middle school and high school students. However, middle school and high school students taught using TPRS showed statistically higher levels of speaking fluency. Spangler's (2009) rationale for this is at the beginning levels, students benefit more in their own speaking fluency from receiving more input, which is the main focus of the TPRS teaching method. This rationale confirmed the research conducted by

Gorsuch (2011) in that the amount of input a student receives does affect learning; and in this case, the speaking domain is affected.

Spangler's (2009) experiment exemplified three main strengths. First, she used reliable and validated test; second, the consistency of the teachers increased fidelity. In addition, she used a sufficient sample size. Her experiment demonstrated that through the CI-based method of TPRS, the modality of speaking is increased.

Another study that looked at how using CI benefits L2 learners in the speaking modality was conducted by Segalowitz et al. (2004). This is a unique study in that it compared differences in linguistic development between two different contexts: L2 college age learners of Spanish in an at home classroom setting and L2 college age learners of Spanish in a study abroad program in Spain. The linguistic dimensions studied included oral proficiency, oral fluency, grammar, vocabulary pronunciation, and communication strategies. The students, in both groups, had a low-intermediate Spanish language level. The two groups obtained vastly different amount of CI. The at home setting met once a week for three to five hours; the class focused to increase reading, writing, and speaking skills. On the other hand, the study abroad class met 17 hours a week. The curriculum focused on the same skills as the aforementioned at home setting, but also added conversation and Spanish society and culture. The testing instruments used were questionnaires, interviews, and computer based tasks of which were administered before and after the 13 weeks of the study.

The results showed that the study abroad group improved more in oral

proficiency and fluency. In addition, there were no differences between the two groups in grammar and vocabulary levels. However, the study abroad group learned how to maintain a conversation with a native speaker, more so than the at home group, with less frequent need to rely on communication strategies. Finally, both groups displayed gains in pronunciation. Segalowitz et al. (2004) demonstrated that oral proficiency and oral fluency increased as a result of more CI. These findings are consistent to Spangler (2009), Watson (2009), Gorsuch (2011), Pippins (2016), and Dziedzic (2012).

In conclusion, the following chart summarizes how the previously mentioned researchers have shown that CI increases L2 learning in one or more modalities.

Chart of Summary of Results (in order of which they were presented)

Researcher	Year	Modality positively affected by CI			
		Listening	Reading	Writing	Speaking
Watson	09	✓	✓	✓	✓
Pippins	16	✓	✓	✓	✓
Brown et al.	08	✓	✓		
Watanabe & Kawabuchi	05	✓	✓		
Varguez	09	✓	✓		
Dziedzic	09			✓	✓
Gorsuch	11		✓		✓

Tsou	11		✓	✓	
Horst	10	✓			
Spangler	09				✓
Segalowitz et al.	04				✓

Drawbacks of CI

Lack of substantial sample size. One drawback highlighted from the previous research is a lack of ample sample size. First, Castañeda (2013) used a total of 12 students (six females and six males) to participate in her case study. In addition, Forsberg (2010) had a total of 36 participants, which were separated into six groups of six participants. As highlighted in the discussion section, Forsberg stated that if the sample size had been greater, it was more likely that the results would have shown a greater difference between the ability to grasp complex sentence structures between the beginner and intermediate group.

Another study that had a small sample size was Lu (2014), which contained a sample size of 12 Pre-K to fourth grade students. In addition, the study limited the treatment to only young children; therefore more research is needed to assess the effectiveness of CI through audio-visual means among older age groups.

In addition to Lu (2014), Yang (2009) had a minute sample size of only twenty participants. Yang only collected data from one age group—junior high school students. In addition to the small sample size, Yang highlighted the uneven amount of males to female ration (16 males: 4 females) could have impacted the results. Finally, in the interview section of the data, only males were chosen, which

could account for contradictory English interview results.

Finally, Nguyen et al. (2014), which showed how CI increases L2 learners' cultural understanding, only had a sample size of thirty participants. The rationale for choosing a small sample size points towards the next drawback of CI—the lack of basic resources, materials, credentials, and access to research, and its application of language acquisition.

Lack of resources. The second disadvantage of using CI strategies is the lack of available resources. As mentioned earlier, Short et al. (2011) implemented the CI method of SIOP to test if this method had an effect on the academic literacy development of ELs. The researchers highlighted one of their biggest challenges was the availability of credible and trained teachers, in the SIOP instruction. In addition, one of the studies took more time to persuade many treatment teachers of the value feasibility of the SIOP instruction in the treatment teachers' classrooms.

In addition to intellectual resources, CI requires materialistic resources. As seen through Castañeda (2013), Lu (2014), and Witten (2000), these CI strategies require audio-visual resources. In addition, the use of the CI-based method of TPRS/TPR, curriculum, as well as specific training, is required to execute these input-based learning approaches. The following researchers justified this rationale: Spangler (2009), Davidheiser (2002), Nguyen et al. (2014), Dzedzic (2009), Watson (2009), and Varguez (2009).

Misconceptions/fears towards CI. A third obstacle to CI is the misconceptions or fears educators have towards CI. Wong (2012) conducted a qualitative study, during the 2009-2010 school year. She studied six beginning or

intermediate Spanish instructors (three males and three females), at the university level, who used CLT as their teaching methodology. The six instructors took a methods course that provided specific instruction on CI-based instruction.

To obtain the most valid and accurate data, the researcher conducted non-participant observations, interviews, and collected a variety of documents (syllabi, copies of the textbook, and handouts). The observers took detailed notes on how the instructors carried out CI-method instruction, on six different occasions, and recorded the students' response to the teaching. The researchers used ongoing analysis and recursive analysis methods to analyze their data.

The researcher found there were many misconceptions on the correct way to implement CI-method instruction. Teachers held varied conceptions of what CI means and how the implementation of CI was to look like in the classroom. For example, one instructor described implementing CI as "a teaching approach with focus on oral communication more than anything else" (Wong, 2012, p. 24). This contrasted with another teacher's perception - "instructor to carry out, to design activities in order to possibly take students to start developing their oral skills" (Wong, 2012, p. 24). In addition, there was a mixture of teachers' attitudes towards the types of CI- based methods. All teachers used some or all of the following CI methods: structured and unstructured input activities (TPR, TPRS), grammar-based activities, and communicative activities such as conversations and picture descriptions. From this data, Wong concluded that all six teachers believe that CI-based instruction contained teaching values that facilitate student's communication in the target language; however, the way the participants perceived varied.

Inconsistent data. The last drawback of using CI- based methods in the classroom is the inconsistency of some of the data. As the aforementioned research conducted by Tsou (2011) states, the study found mixed results in writing proficiency. In addition, the researcher concluded that CI-based methods were not beneficial to the students to increase reading comprehension. This contradicts the results found by Pippins (2016) - the AP students increased in reading comprehension.

In addition, Dziedzic (2012) found that CI-method based classes outperformed the traditional classes in writing, and speaking, but not in listening and reading. However, Watson (2009) found that CI-method based classes outperformed the traditional classes in all four modalities.

In conclusion, this subsection reviewed major studies that examined the various drawbacks of implementing CI into the classroom. Those drawbacks included: 1) lack of sizeable research sample size, 2) shortage of resources, 3) misconceptions or fears surrounding implementing CI-based instruction, and 4) inconsistency of data results. Despite the drawbacks, students in CI-based instruction usually outperform students in traditional classrooms on measures of all means of language communication (Krashen, 2003, Watson 2009, & Pippins 2016).

The next chapter discusses how these findings affect current foreign-language teachers, as well as offers suggestions, as to how teachers can progressively make their classroom a place in which optimal L2 language can occur.

Chapter III: Discussion and Conclusion

Summary of Literature

The purpose of this study was to investigate current research on teaching grammar, vocabulary, literacy, and culture using CI-based methods. My guiding research questions were: What are some ways research shows CI-based methods are an important and effective strategy in a second language classroom. I also sought to find out what are some of the benefits of providing CI-based methods in a second language classroom. Finally, I investigated what are some of the barriers to implementing CI-based methods in a second language classroom.

The first purpose of this thesis was to examine current research on optimal ways to use CI in teaching grammar, vocabulary, literacy, and culture. Research on grammar from three studies, concluded that exposing L2 learners to more CI-based instruction increased their grammatical framework; therefore this process allowed the learner to more effectively acquire the TL. Next, this thesis examined vocabulary, and investigated research on the best ways to educate L2 learners. Three of the four studies (Ge, 2015, Kariuki & Bush, 2008, & Mason & Krashen, 2004) all reviewed how using TPRS affected L2 learners' vocabulary retention and acquisition. All three of these aforementioned studies confirmed that students in a TPRS classroom acquired, as well as retained, more vocabulary words than a traditionally taught classroom. Even though the study conducted by Sararra and Alba (2006) did not use the specific practice of TPRS, these researchers found that the keyword method was the most effective method of vocabulary acquisition, as well as retention. Then, through four studies, this thesis explored what research says regarding to CI-based instruction of literacy. Varaguez (2009) used TPRS, as opposed to the research conducted by Short et al. (2011), who used the SIOP

instruction for sheltered instruction. Then, through three studies, this thesis analyzed the best ways to teach culture through CI-based methods. Two studies (Castañeda, 2013 & Lu, 2014) found that by using the audio-visual approach, L2 learners developed more cultural awareness and communicative competence. In addition, Yang (2009) discovered that TPRS was a method of teaching culture.

The second purpose of this study was to find specific research-proven benefits that support the use of CI- based methods in the classroom. There were five main components found through the research (1) short-term and long-term vocabulary retention. Castro (2010), Ge (2015), Kariuki and Bush (2008), Mason and Krashen (2004), and Watanabe and Kawabuchi (2005) looked at how specifically TPR and TPRS increase short-term and long-term L2 vocabulary retention. Both Ge and Prince (2012) found the impact teacher provided input, in the form of stories, affected vocabulary retention. Horst (2010) explored how teacher talk supported incidental vocabulary acquisition and retention, thus agreeing with Ge and Prince in that the amount of input a student receives affected L2 retention. Finally, the research conducted by Sagarra and Alba (2006) showed that the keyword method yielded the best vocabulary retention; (2) increased cultural understanding. Witten (2000), Lu (2014), and Nguyen et al. (2014) agreed that in using authentic resources and using stories, aid in conceptual development of a L2 learner; therefore this can enrich their cultural framework; (3) increased L2 motivation. Yang (2009), Nguyen et al. (2014), Davidheiser (2002), and Tsou (2011) also found the usefulness of the methods to be highly successful in teaching a foreign language; (4) personalized learning through active engagement of students

and the ability to relate the material to real world experiences as seen through Castañeda (2013), Sagarra and Alba (2006), Davidheiser (2002), and Lee and Hsu (2009). 5) L2 learning in one or more modalities increases as seen through the following researchers: Watson (2009), Pippins (2016), Brown et al. (2008), Watanabe and Kawabuchi (2005), Varguez, (2009), Dziedzic (2009), Gorsuch (2011), Tsou (2011), Horst (2010), Spangler (2009), and Segalowitz et al. (2004). Regardless of the specific CI- based method the aforementioned researchers used; all studies showed that CI- based methods are superior to those of the traditional teaching methodology.

The third purpose of this study was to further explore some of the drawbacks of using CI in the foreign language classroom. The first limitation was a lack of substantial participant size (Forsberg, 2010; Lu, 2014; Castañeda 2013; Yang, 2009; Nguyen et al., 2014). The second limitation was the availability of resources (Short et al., 2011; Castañeda, 2013; Lu, 2014; Witten, 2000; Spangler, 2009; Davidheiser, 2002; Nguyen et al., 2014; Dziedzic, 2009; Watson, 2009; and Varguez, 2009.) The third restraint as Wong (2010) concluded was the misconceptions in the proper way to execute CI and the fears educators have in doing so. Finally, the inconsistency of data was the final weakness that jeopardized the overall effectiveness of CI methods (Tsou, 2011; Pippins, 2016; Dziedzic, 2012; Watson, 2009).

Limitations of the Research

While Krashen's Theory has existed since the 1980s, the implementation of

CI-based methods in the classroom is surprisingly limited. Therefore limits the amount of research in the field. In addition, research has affirmed that input-enhancement techniques in such forms of hearing stories, TPR, TPRS, keyword method, RT, teacher talk, SSR, SIOP, and an audio-visual approach have all proven successful towards SLA; however, few world-language researchers have compared specific CI techniques to one another within the same study. Furthermore, numerous research studies used technology as a primary variable; thus, technology presents another limitation because it is inherently dynamic and advancements in technology are constantly improving. Finally, research was limited to the specific time frame of 2000 to the present.

Implications for Future Research

Given the limitations of the research, future research should determine which specific variable in an input-based instructional tool influences students' achievement in SLA. Does the variable lie in the student's age or language background? Is one age group or racial demographic more prone to be more successful at one input-based instruction as opposed to a different group? Does the variable lie internally in the L2's background knowledge, prior language experience, race, learning style preference, or something else? Or does the variable lie externally in the teacher's classroom management skills, classroom expectations, classroom routines or teacher's background language or cultural knowledge. Or does the variable lie in the world language department in terms of their collaboration, values, and how well the unit works as a team?

Also, it would be interesting to conduct a study that not only compares entire

teaching methods to each other, but then to follow that same set of students throughout their SLA career. This would raise more questions, in relation to if the success in SLA lies in a particular stage of development or in a particular life stage.

Professional Implications

In lieu of examining what research says about CI, there are three areas of recommendations to future educators—teaching using TPRS, teaching vocabulary using CI-based methods, and teaching grammar using CI-based methods.

Teaching using TPRS. First, the story needs to have repetitions of the same language pattern in a natural context, interesting characters, a clear plot and an ending that surprises students. As research has proven, CI is most effective when the story is compelling, meaning the story is so interesting that L2 learners are completely focused on the messages on what they are hearing or reading than the actual targeted grammar or vocabulary (Ge, 2015; Castañeda, 2013; Yang, 2009; Davidheiser, 2002; Prince, 2012 & Krashen, 1981). Second, the story needs to have language that the students already know but also some new language, thus supporting Krashen's Input Hypothesis Theory of $i + 1$. Third, an educator should develop a repertoire of storytelling strategies through attending workshops, mentoring, inviting a professional storyteller to class; in order for students to learn how to perform stories well, a teacher must be a model. Finally, implement digital storytelling in the classroom in addition to using TPRS. According to Castañeda, digital storytelling personalizes learning for L2 learners because it ensures that students assume ownership for connecting their learning with future goals and personalizes instruction. In addition, digital storytelling applies to students of all

ages and all cultural backgrounds.

Teaching vocabulary using CI-based methods. Research shows that students can only learn five or six new words at a time and therefore long lists are not beneficial for students, as they will not retain information (Sagarra & Alba, 2006, Castro, 2010 & Kariuki & Bush, 2008). In addition, repetition of those targeted vocabulary is key for long term retention. According to research, L2 learners need 610 encounters of a new targeted vocabulary word for stable lexical formation to be formed from the new word (Kariuki & Bush, 2008; Mason & Krashen, 2004). I also recommend that instructors use the keyword method as opposed to the rote memorization method. As research proves, the keyword method yields better long term memory as it requires deeper processing skills (Sagarra & Alba, 2006). Furthermore, provide multiple aids to process and recall (present words in an enriched context with different modalities (auditory and visual) or different contextual clues (translation, L2 sentence definitions). Finally, Krashen (1989) showed spelling and vocabulary are most efficiently attained by CI in form of reading authentic texts.

Teaching grammar using CI-based methods First, simply exposing L2 learners to grammatically appropriate rules is inadequate (Takimoto, 2007; Lee & VanPatten, 2003). Therefore, I recommend using input-based approaches such as structured-input based approaches as this approach demonstrates positive outcomes when teaching English pragmatics (Takimoto, 2007 & Lu, 2014). In addition, I recommend using TPRS to teach grammar as Krashen (1981, 1989 & VanPatten, 2003) proves L1 and L2 language acquires rules of grammar that have never been

directly taught; therefore acquisition without learning can exist. Finally, explicit teaching of grammar is inadequate; the best use of our class time is comprehensible input (Krashen, 1981; Krashen 1989).

Conclusion

This thesis focused on research related to the best teaching methods to teach CI in classroom. It included the areas of grammar, vocabulary, literacy, and culture. This thesis also looked at the benefits of using CI-based instruction in the classroom; then, looked at the drawbacks of using these methods. Results showed that providing multiple CI aids to process and recall the TL in an enriched context with different modalities or different contextual clues, can positively affect SLA. In addition, educators need to realize that language competence can occur without direct instruction. As Krashen points out L1 and L2 language acquires rules of grammar that have never been directly taught; TPRS proves acquisition without learning can exist.

Educators aim to make life-long learners who desire to continue to grow in the TL. As seen through research, different CI techniques are highly engaging, personal, engaging, and motivational. The use of CI- based methods prepares students to continue to learn the TL, and hopefully, the teacher can then add the essential ingredient to make the L2 learner a life-long learner. A 21st Century World Language Educator strives to meet the 5’Cs (Communication, Cultures, Connections, Communities, and Comparisons) all of which align with input-based strategies. Finally, with the use of input based curriculum that meets all the 5C’s, educators can set their learner up for lifelong success—effectively functioning in the modern

global marketplace.

The chart below highlights the following information in the aforementioned studies: purpose, findings, and themes. The foundation, of the conclusions made from this thesis, is found via the following chart. In addition, the chart clearly and accurately recaps the research presented in this thesis.

Summary of Research Chart (in alphabetical order)

Article/Study	Purpose	Findings	Theme(s)
Brown, R., Waring, R., & Donkaewbua, S. (2008). Incidental Vocabulary Acquisition from Reading, Reading-While-Listening, and Listening to Stories. <i>Reading In A Foreign Language, 20</i> (2), 136-163.	To examine the effects that CI has on reading and listening comprehension through comparing incidental vocabulary gains through exposure to three conditions.	Reading while listening mode was the most successful. Also, reading-listening group confirms repetition effect; in that words met more often yield a higher likelihood of being retained.	<ul style="list-style-type: none"> • Benefits of CI: Reading and listening
Castañeda, M. E. (2013). "I Am Proud that I Did It and It's a Piece of Me": Digital Storytelling in the Foreign Language Classroom. <i>CALICO Journal, 30</i> (1), 44-62.	To use CI in the form of digital storytelling as a viable means for teachers to create a platform for meaningful, real-world communication and for learners to engage purposefully with technology and language	Digital storytelling increases culture awareness and sensibility. Also the results indicated that the digital storytelling produces a low affective filter environment	<ul style="list-style-type: none"> • Teaching Culture • Benefits of CI: Personalize s Learning • Drawbacks: Sample Size & Lack of Resources
Castro, R. (2010). A Pilot Study Comparing Total Physical Response Storytelling[™] with the Grammar-Translation Teaching Strategy to Determine	To evaluate the effectiveness of TPRS compared to traditional approach grammar-translation for acquiring and retaining new vocab	TPRS has a positive difference in student vocabulary and retention.	<ul style="list-style-type: none"> • Benefits of CI: Vocabulary Retention

<p>Their Effectiveness in Vocabulary Acquisition among English as a Second Language Adult Learners.</p>	<p>in an ESL class.</p>		
<p>Davidheiser, J. (2002). Teaching German with TPRS (Total Physical Response Storytelling). <i>Unterrichtspraxis/Teaching German</i>, 35(1), 25-35.</p>	<p>To find what makes teaching TPRS successful.</p>	<p>The attributes that make TPRS successful are: promotes active learning, personalized learning, uses CI, includes/ validates, and lowers the affective filter.</p>	<ul style="list-style-type: none"> ● Benefits of CI: Motivation & Personalize s Learning ● CI Drawbacks: Lack of Resources
<p>Dziedzic, J (2012), A comparison of TPRS and Traditional Instruction, both with SSR. <i>International Journal Of Foreign Language Teaching</i>, 7(2), 4-7</p>	<p>To conduct a study for the purpose of comparing the speaking and writing abilities in a classroom taught via TPRS and a classroom taught via traditional means.</p>	<p>TPRS classroom outperformed in writing and speaking.</p>	<ul style="list-style-type: none"> ● Benefits of CI: Speaking & Writing ● CI Drawbacks: Lack of Resources & Inconsistent Data
<p>Forsberg, F. (2010). Using Conventional Sequences in L2 French. <i>International Review Of Applied Linguistics In Language Teaching (IRAL)</i>, 48(1), 25-51.</p>	<p>To examine complex sentence structures found in a target language and how this influences grammatical teaching.</p>	<p>The more students heard a particular sentence structure, the better they mastered it.</p>	<ul style="list-style-type: none"> ● Teaching Grammar ● CI Drawbacks: Sample Size
<p>Ge, Z. (2015). Enhancing Vocabulary Retention by Embedding L2 Target Words in L1 Stories: An Experiment with Chinese Adult E-Learners. <i>Educational Technology & Society</i>, 18(3), 254-265.</p>	<p>To investigated the effectiveness of the CI method of storytelling versus rote memorization on Chinese adult e-learners in vocabulary learning.</p>	<p>Storytelling method was more effective than rote memorization in both short-term and long-term retention.</p>	<ul style="list-style-type: none"> ● Teaching Vocabulary ● Benefits of CI: Vocabulary Retention
<p>Gorsuch, G. J. (2011).</p>	<p>To investigate the</p>	<p>As CI increased,</p>	<ul style="list-style-type: none"> ● Benefits of

Improving speaking fluency for international teaching assistants increasing input. <i>The Electronic Journal for English as a Second Language</i> .14(4).	effects input has on speaking fluency and reading comprehension on ITA.	pauses in speech decreased and reading fluency increased therefore revealing an increase in both oral fluency and reading fluency.	CI: Speaking and Reading Comprehension
Horst, M. (2010). How Well Does Teacher Talk Support Incidental Vocabulary Acquisition? <i>Reading In A Foreign Language</i> , 22(1), 161-180.	To investigate the effectiveness of teacher talk on listening comprehension and incidental vocabulary acquisition.	Substantial opportunities for incidental vocabulary acquisition through listening to teacher talk. Amount of input a student receives affects their learning.	<ul style="list-style-type: none"> • Benefits of CI: Vocabulary Retention & Listening Comprehension
Kariuki, P. K., & Bush, E. D. (2008). The Effects of Total Physical Response by Storytelling and the Traditional Teaching Styles of a Foreign Language in a Selected High School. <i>Online Submission</i>	To determine if there is a difference between vocabulary test scores between a TPRS classroom and a traditional classroom.	TPRS outperforms traditional methods in both students overall performance and their vocabulary retention.	<ul style="list-style-type: none"> • Teaching Vocabulary • Benefits of CI: Vocabulary Retention
Lee, S., & Hsu, Y. (2009). Determining the crucial characteristics of extensive reading programs: The impact of extensive reading on EFL writing. <i>The International Journal of Foreign Language Teaching</i> , Summer 2009, 12-20.	To find out the impact of SSR on writing on Taiwanese students.	Students in a SSR group improved in writing ability. Also, allowing students to personalize what they read increases their leaning.	<ul style="list-style-type: none"> • Benefits of CI: Personalize s Learning
Lu, L. Y. (2014). Pragmatics and Semiotics: Movies as Aesthetic Audio-Visual Device Expedite	To look into how EL children acquire culture in a CI classroom using an audio-visual	Students developed functional literacy and communicative competence. Also, audio-visual	<ul style="list-style-type: none"> • Teaching Culture • Drawbacks: Sample Size & Lack of

Second Language Acquisition. <i>International Association For Development Of The Information Society,</i>	approach.	approach expedites SLA for social function towards academic success	Resources
Mason, B., & Krashen, S. (2004). Is Form-Focused Vocabulary Instruction Worthwhile? <i>RELC Journal: A Journal Of Language Teaching And Research</i> , 35(2), 179-185.	To compare vocabulary growth in EL students through hearing a story with a combination of a story and story plus supplementary activities.	Calculations of words learned per minute for the first post-test as well as the delayed post-test revealed that the story-only group learned words more effectively.	<ul style="list-style-type: none"> • Teaching Vocabulary • Benefits of CI: Vocabulary Retention
Nguyen, K., Stanley, N., & Stanley, L. (2014). Storytelling in Teaching Chinese as a Second/Foreign Language. <i>Linguistics and Literature Studies</i> , 2, 29 - 38. doi: 10.13189/lis.2014.020104.	To explore how multi-cultural understanding through the use of CI via storytelling affects CFL learners in China.	Through TPRS, CFL learners displayed increase cultural awareness, cultural connection, and confidence/motivation.	<ul style="list-style-type: none"> • Benefits of CI: Cultural Understanding & Motivation • Drawbacks: Sample Size & Lack of Resources
Penno, J. F., Wilkinson, I. G., & Moore, D. W. (2002). Vocabulary Acquisition from Teacher Explanation and Repeated Listening to Stories: Do They Overcome the Matthew Effect? <i>Journal Of Educational Psychology</i> , 94(1), 23-33.	To assess the effect of stories on short-term vocabulary acquisition in EL children.	The improvement of the use of the targeted vocabulary words across the three retellings of each story confirms the incidental acquisition of the targeted vocabulary words. Also, students displayed greater vocabulary growth when provided a clear explanation.	<ul style="list-style-type: none"> • Benefits of CI: Vocabulary Retention
Pippins, Darcy. (2016). How Well do TPRS Students do on	To find out how well TPRS students do on the AP test	Students who were taught via CI performed	<ul style="list-style-type: none"> • Benefits of CI: Reading, Listening,

the AP? <i>The International Journal of Foreign Language Teaching</i> , 11(1), 25-33	compared to students who are taught via traditional means.	identical to traditional method classroom	Writing, Speaking,
Prince, P. (2012). Towards an Instructional Programme for L2 Vocabulary: Can a Story Help? <i>Language Learning & Technology</i> , 16(3), 103-120.	To find out the effects of a teacher teacher-provided narrative can aid in the recall of L2 vocabulary and their meaning.	More words were recalled in the story condition and therefore show that narrative chaining improves short-term performance and is a beneficial technique for learning L2 vocabulary.	<ul style="list-style-type: none"> • Benefits of CI: Vocabulary Retention
Rodrigo, V., Krashen, S., & Gribbons, B. (2004). The effectiveness of two comprehensible-input approaches to foreign language instruction at the intermediate level. <i>System: An International Journal of Educational Technology and Applied Linguistics</i> , 32(1), 53-60. doi: 10.1016/2003.08.003.	To find a correlation between grammar and vocabulary acquisition using two kinds of CI based instruction.	Reading and reading-discussion group out performed the traditionally taught group on vocab and grammar tests. Also, This study support Krashen's CI theory that a CI based approach is more effective than traditional methodology.	<ul style="list-style-type: none"> • Teaching Grammar • Benefits of CI: Vocabulary Retention
Sagarra, N., & Alba, M. (2006). The Key Is in the Keyword: L2 Vocabulary Learning Methods with Beginning Learners of Spanish. <i>Modern Language Journal</i> , 90(2), 228-243.	To find out the success of using three methods of learning vocabulary: rote memorization, semantic mapping and keyword method.	The keyword method yields the best retention because it requires deeper processing through form and meaning associations. Also, using the keyword method with phonological keywords and direct L1 keyword-translation links in the classroom leads	<ul style="list-style-type: none"> • Teaching Vocabulary • Benefits of CI: Vocabulary Retention & Personalize s Learning

		to better L2 vocab acquisition.	
Segalowitz, N., Freed, B., Collentine, J., Lafford, B., Lazar, N., & Diaz-Campos, M. (2004). A Comparison of Spanish Second Language Acquisition in Two Different Learning Contexts: Study Abroad and the Domestic Classroom. <i>Frontiers: The Interdisciplinary Journal Of Study Abroad</i> , 101-18.	To conduct a study for the purpose of comparing linguistic development between two contexts: L2 learners of Spanish in a classroom in the US and L2 learners of Spanish in a study abroad program in Spain.	The study abroad group improved more in oral proficiency, fluency and narrative discourse.	<ul style="list-style-type: none"> ● Benefits of CI: Speaking
Short, D. J., Echevarria, J., & Richards-Tutor, C. (2011). Research on Academic Literacy Development in Sheltered Instruction Classrooms. <i>Language Teaching Research</i> , 15(3), 363-380.	To report on research from three studies that investigates the literacy ability of ELs through using SIOP instruction.	Students with teachers who were trained in the SIOP instruction and implemented it with fidelity performed significantly better on assessments of academic language and literacy than students with teachers who were not trained in the model.	<ul style="list-style-type: none"> ● Teaching Literacy ● Drawbacks: Lack of Resources
Spangler, D. E (2009). <i>Effects of two foreign language methodologies, communicative language teaching and teaching proficiency through reading and storytelling, on beginning-level students' achievement, fluency, and anxiety.</i> Available from ERIC.	To compare the achievements of reading, writing, fluency and anxiety levels on middle school and high school students through the use of, CLT and TPRS.	Middle school and high school students taught using TPRS showed statistically higher levels of speaking fluency. In addition, the amount of input a student receives does affect learning.	<ul style="list-style-type: none"> ● Benefits of CI: Speaking ● Drawbacks: Lack of Resources &

<p>Takimoto, M. (2009). The Effects of Input-Based Tasks on the Development of Learners' Pragmatic Proficiency. <i>Applied Linguistics</i>, 30(1), 1-25.</p>	<p>To find out the effectiveness of input-based approaches for teaching pragmatics to ELs.</p>	<p>The input-based approach groups outperformed the control group. Therefore, manipulating input strongly influences the development and competency of L2 pragmatics.</p>	<ul style="list-style-type: none"> ● Teaching Grammar
<p>Tsou, W. (2011), The Application of Readers Theater to FLES (Foreign Language in the Elementary Schools) Reading and Writing. <i>Foreign Language Annals</i>, 44: 727-748. doi:10.1111/j.1944-9720.2011.01147.x</p>	<p>To report research on how successful RT is on reading and writing proficiency skills and motivation.</p>	<p>RT students revealed an increase motivation. Also, RT out performed in reading accuracy and fluency not in reading comprehension.</p>	<ul style="list-style-type: none"> ● Benefit of CI: Motivation, Reading & Writing ● Drawbacks: Inconsistent Data
<p>Varguez, K.Z. (2009). Traditional and TPR Storytelling Instruction in the Beginning High School Spanish Classroom. <i>International Journal of Foreign Language Teaching</i>, 5(1), 2-11</p>	<p>To conduct a study that explores the central question of how listening and reading comprehension levels differ when students are taught in a traditional environment versus a TPRS environment.</p>	<p>The experiment yielded favorable results that indicate that one of the best ways to teach literacy in the classroom is via the CI teaching method of TPRS.</p>	<ul style="list-style-type: none"> ● Teaching Literacy ● Benefits of CI: Listening & Reading ● Drawbacks: Lack of Resources
<p>Watanabe, K., & Kawabuchi, K. (2005). Long-Term retention of English Through TPR in a Japanese junior high school. <i>Nara Municipal Heijouhigashi Junior High School</i> 53-58. Retrieved from ERIC.</p>	<p>To report research that further confirms Asher's studies that delayed oral practice with action bring considerable effectiveness in relation to TPR.</p>	<p>TPR helped students retain word and sentence reading abilities. Also, low achieving students benefited more from TPR both in the listening and reading tests.</p>	<ul style="list-style-type: none"> ● Benefits of CI: Vocabulary Retention ● Benefits of CI: Listening and Reading
<p>Watson, B. 2009. A</p>	<p>To conduct a study</p>	<p>The two TPRS</p>	<ul style="list-style-type: none"> ● Benefits of

<p>comparison of TPRS and traditional foreign language instruction at the high school level. <i>International Journal of Foreign Language Teaching</i> 5 (1): 21-24</p>	<p>that compares the effects TPRS and a traditional methods classroom has on reading, writing, listening, and speaking</p>	<p>groups performed nearly identically on both the final and oral tests and both groups outperformed the traditional group in all four modalities.</p>	<p>CI: Listening, Reading, Writing, & Speaking ● Drawbacks: Inconsistent Data</p>
<p>Witten, C. (2000). Using Video To Teach for Sociolinguistic Competence in the Foreign Language Classroom. <i>Texas Papers In Foreign Language Education</i>, 5(1), 143-175.</p>	<p>To undergo a study that assesses the sociolinguistic competence of L2 learners of Spanish using input enhancement techniques that required the L2 learners to actively view video.</p>	<p>The interactive viewing group outperformed the traditional methodology group in terms of learning more about sociolinguistic differences between the English and Spanish language and were more actively engaged.</p>	<ul style="list-style-type: none"> ● Benefit of CI: Cultural Understanding ● Drawbacks: Lack of Resources
<p>Wong, C. (2012). A Case Study of College Level Second Language Teachers' Perceptions and Implementations of Communicative Language Teaching. <i>Professional Educator</i>, 36(2).</p>	<p>To find out teachers' perceptions and implementations when using CLT.</p>	<p>Teachers held varied conceptions of what CI means and how the implementation of CI is to look like in the classroom. In addition, there was a mixture of teachers' attitudes towards what types of methods were considered</p>	<ul style="list-style-type: none"> ● Drawbacks: Misconceptions/ Fears towards CI
<p>Yang, C. R. (2009). A Case Study of the Use of Short Stories in a Junior Secondary ESL Classroom in Hong Kong. <i>Online</i></p>	<p>To conduct a study to investigate if Hong Kong EL students become more interested and more confident in</p>	<p>First, using TPRS successful means to teach culture in that students gained more cultural</p>	<ul style="list-style-type: none"> ● Teaching Culture ● Benefits of CI: Motivation ● Drawbacks:

<i>Submission.</i>	English with the use of TPRS.	understanding through the use of stories. Second, the confidence level showed an increase in writing and listening confidence levels in English. In addition, the participants were more willing to take risks thus indicating a decrease in their affective filter.	Sample Size
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