Second language learning in the classroom
Six proposals for classroom teaching

1. Get it right from the beginning
   - Grammar translation and audiolingual approaches
   - Prevent bad habits before happening
   - Communicative language teaching: errors are natural, fluency before accuracy
   - Recently: allowing learners too much ‘freedom’ without correction and explicit instruction will lead to early fossilization.

2. Just listen ... and read
   - Provide comprehensible input through listing and/or reading activities.
   - Comprehension of meaningful language is the foundation of language acquisition.
   - Response 1: forcing students to reply on specific linguistic features in order to interpret meaning increased the changes that they would be able to use these features in their own second language production.
   - Response 2: Comprehension output hypothesis

3. Let’s talk
   - Comprehensible input and conversational interactions with teachers and other students
   - Negotiate for meaning
   - Task-based instruction
   - Interaction hypothesis
   - Genuine exchanges of information must enhance students’ motivation to participate in language learning activities.

4. Two for one
   - Content-based instruction
   - Bilingual education, immersion programs, content and language-integrated learning
   - Students can get ‘two for one,’ learning the subject matter content and the language at the same time.

5. Teach what is teachable
   - Development features develop along a particular development path.
   - Variational features can be taught at any time.
   - Quantity and quality of instruction affect the results.
   - Results are not available.

6. Get it right in the end
   - Many language features will be acquire naturally if learners have adequate exposure to the language and a motivation to learn.
   - Form-focused instruction and corrective feedback within communicative second language programs can improve learners’ use of particular grammatical features.
   - Opportunities for continued use may contribute to continued improvement.
When is form-focused instruction needed?

- Differ in non-obvious or unexpected ways from L1
- are irregular, infrequent, or lack perceptual salience in the second language input
- Do not carry a heavy communicative load