

Krashen's Monitor Model

The Natural Order Hypothesis

- Krashen argued that "we acquire the rules of language in a predictable order, some rules tending to come early and others late. The order does not appear to be determined solely by formal simplicity and there is evidence that it is independent of the order in which rules are taught in language classes".
- Those, as Krashen argued, whose exposure to second language is nearly outside of language classes do not show a different order of acquisition from those who have had most of their second language experience in the classroom.

***** Evidence for a "Natural Order" :**

- The principle source of 'Natural Order' hypothesis comes from the so-called 'morpheme studies'especially the study by Dulay & Burt (1974). Their study was based on Brown's study (1973) on children learning English as a first language. The purpose of Dulay & Burt's study was whether children who acquire English as a second language learn 'morphemes' in the same sequence as in Brown's study. Dulay & Burt's study included 60 Spanish-speaking children in Long Island and 55 Chinese-speaking in New York. The study revealed that sequence of acquisition of the 'morphemes' was virtually the same for both groups.
- **Critics:**
Hakuta & Cancino (1977) argued that the semantic complexity of the morphemes may vary depending on learner's native language.

The Input Hypothesis

- This hypothesis postulates that "humans acquire language in only one way--- by understanding messages, or by receiving 'comprehensible input'..... We move from **i = our current** level, to **i + 1 = the next level**, by understanding input containing i + 1. Krashen regarded this as 'the single most important concept in second language acquisition' in that 'it attempts to answer the critical question of HOW we acquire language?'
- **There are two corollaries of the 'Input Hypothesis' :**
 - 1- Speaking is a result of acquisition and not its cause. Speech can not be taught directly but it emerges as a result of building competence via comprehensible input.
 - 2- If input is understood, and there is enough of it, the necessary grammar is automatically provided. The teacher does not need to teach grammar deliberately..... only if a sufficient amount of comprehensible is provided.

*** Some lines of evidence for the Input Hypothesis:

1- The silent period :

- In the silent period, Krashen argued that learners are making use of the comprehensible input they receive. Once competence has been built up, speech emerges.
- The phenomenon has been observed to occur in some children who come to a new country where that are exposed to a new language, and are silent for a long period of time. During that time, they are presumably building up their competence in the language by listening.

Critics:

- The merely fact that some learners are hesitant to speak for a long time when they are put in a new linguistic environment does not address the question of language is acquired.
- The silent period can be attributed to many factors.....among them are (anxiety, personality, individual differences).
- Critics asked " How, in the silent period, does an individual come to understand language that contains structures that have not yet been acquired?"
- Critics also asked " How does speech become comprehensible to a person who initially knows nothing about the language?"

2- Age Differences :

- Krashen maintained that older acquirers progress more quickly in the early stages because they obtain more comprehensible input than do younger learners. WHY?.....because older learners knowledge of the world makes the input more meaningful than it is for children.
- Older learners are able to participate in conversations earlier than younger learners relying on their background knowledge and first language.
- Older learners do better initially because they gain more comprehensible input via their superior skills in conversational management.

3- The Effect of Exposure :

- Studies show that the longer people live in a country, the more proficient their language will be----unless they live in immigrant communities where they use the second language relatively little and rely on their first language.
- Krashen used the term ' INTAKE' : where language acquisition comes from that subset of linguistic input that helps the acquirer learn language.