The Story

I was video taping a talk when it started. The room began to shake. I've been in many earthquakes, but this one was different. It started slowly, and it got bigger, louder, and meaner. I froze. "This is bad," I said to myself. I knew it was time "move to safety." I turned off the camera, opened the door, and stood under the door jam.

By now everything in my office was jumping, flying, rolling, falling. The whole building shook like a dog that had just left the water. When it finally stopped, I felt lucky to be alive. Then I thought, "Oh, no! I turned off my camera. I guess my "stress" blocked my ability to get "input" in my camera so I could really see and "understand" what happened.

Today's Main Point

This story shows how stress can block input. In the 1970’s, Dr. Stephen Krashen developed a set of 5 theories, which emphasized input and lowering stress. He challenged skills teaching, drills, and grammar-oriented language teaching. Today, critics claim Krashen over-emphasizes input, but his input hypothesis remains important.

Key Words

Acquisition/Learning - Extensive Graded Reading
Conscious/Subconscious - Linguistic Competence
Comprehensible Input - Fluency/Accuracy
Affective Filter - Self-Esteem
The Monitor Model - Hypothesis
Cognitive Development - Free Voluntary Reading

Grammar Translation Method

- It comes from the way we have taught Greek and Latin.
- Students learn grammatical rules.
- They use rules by translating sentences between the target language and the native language.
- Key point: Grammar takes priority over communication.

GT Theory

- "It is a method for which there is no theory. There is no literature that offers a rationale or justification for it or that attempts to relate it to issues in linguistics, psychology, or educational theory."

Do you like drills?

- With audio-lingualism, we drill students in grammar patterns and dialogs.
- Students imitate, practice, and memorize.
- Aural-oral training is the foundation.
- Students over-learn grammar habits.
- Students make good habits and avoid mistakes.
- Repetition, reinforcement, and correction.

Quiz!

- What do students think of audio-lingual method of drilling and repetition?
- Students often could not transfer skills acquired through ALM to communication in the real world.
- And they found the approach boring and unsatisfying.

"We acquire languages by understanding messages."

Acquisition-Learning Hypothesis

- We have two ways for developing language ability.
  - (1) Learning: a conscious process
    - Learn about language and rules. Teachers correct mistakes. (Error correction and conscious learning are limited.)
  - (2) Acquisition: acquire language naturally
    - We acquire L without thinking about rules. "Get a feel for it."

1. Acquisition-Learning Hypothesis

- Learning refers to knowing about language.
- It requires thinking and thinking time.
- Acquisition refers to knowing language.
- We can use language correctly without thinking.
Do we go through stages in language acquisition?

2. The Natural Order Hypothesis

- We acquire the parts of language in a predictable order.
  - L1 learners acquire the progressive -ing early.
  - They acquire the 3rd person singular -s 6 months/1 year after -ing.
  - About 6 months/1 year after acquiring -ing: I think John likes Mary.
  - Before that, they might say: *I think John like Mary.

L2 learners also acquire the progressive -ing early.

- Adult L2 learners sometimes never acquire the 3rd person singular -s.
  - *He speak English well.
  - Even some advanced speakers don’t acquire it.

(4) Syntax and Sequence

- Learners learn relative clauses in stages.
  - The relative clause that refers to a subject is easiest.
  - "The alien who was crazy ate George."

- Relative clauses referring to object are second easiest.
  - "The story that I wrote about aliens was amazing."

- Relative clauses for possession are next to the hardest.
  - "I know the alien whose brother was crazy."

- Relative clauses for object of comparison are hardest.
  - "The alien that ET is bigger than is scary."

Part of speech

<table>
<thead>
<tr>
<th>Relative clause</th>
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</thead>
<tbody>
<tr>
<td>Subject</td>
</tr>
<tr>
<td>Direct object</td>
</tr>
<tr>
<td>Indirect object</td>
</tr>
<tr>
<td>Object of possession</td>
</tr>
<tr>
<td>Possessive</td>
</tr>
<tr>
<td>Object of comparison</td>
</tr>
</tbody>
</table>

Does it help to correct grammar?

3. The Monitor Hypothesis

- We produce language by acquired linguistic competence.
  - We use our conscious learning as a "Monitor" or editor.

- After we produce some language, we may check it with our learned system to correct errors.

- The monitor can help us a little with accuracy.
  - Acquisition helps us the most with accuracy.
  - Acquisition gives us our fluency and most accuracy.

2. The Natural Order Hypothesis

- Krashen says that we cannot change the natural order
  - by explanations, exercises, and drills.
  - skill-building vs. comprehension hypothesis.

3. The Monitor Hypothesis

- The monitor can help with some hard rules.
  - lie, lies, lying, lay, lain (no object)
    - The book lay open on the table.
  - lay, lays, laying, laid, laid (with object)
    - She laid the baby in his bed.
  - Too much monitor slows you down. You’ll produce less information.

Rodney Dangerfield "No Respect"

- "I tell you when I was a kid I got no respect at all, you know. They always made me take the family picture. That was I wouldn’t be in it.
- "My old man, (father) he didn’t help either. He kept taking me to the zoo. He said he was hoping that my real parents would claim me.
- Why are people laughing?
  - We enjoy jokes (messages)."
4. The Input Hypothesis

- We need and enjoy messages.
- This connects to the most important question in language education.
  - How do humans acquire languages? Here is Krashen's answer:
    - We acquire languages by understanding messages.

- The ALBUM Theory
- Acquire
- Languages
- By
- Understanding
- Messages

- Krashen defines the Input Hypothesis as i+1.
- Think of it in terms of the Natural Order. We learn rules in order.
  - So if it is the last rule you learned, say rule #33.
  - Then +1 is rule #34.
  - When you are ready, you'll acquire this rule
    by understanding messages.

- Evidence
- You acquire more the more you live abroad.
- When students receive more comprehensible input than in traditional classes, they acquire more.
- You can acquire a language without formal study.
- Grammar is too complex to be consciously learned.
- The success of extensive reading supports the input hypothesis.

5. The Affective Filter Hypothesis

- Affect refers to emotions, motivation, and self-esteem.
- Negative emotions and low self-esteem limit acquisition.
- So one person will acquire a language and another person will not...
  - even when they both receive the same input.

Summary

- Krashen is controversial for a number of reasons
  - He states his views clearly and strongly.
  - He strongly emphasizes (overemphasizes?) input.
  - He has a low view of skill-building approaches.
  - He puts little value on grammar and vocabulary study, drills, and output.
  - He doesn't accept the general consensus about output.

Summary - So What?

- Krashen provides a broad SLA that
  - is easy to use and enjoyable for students
  - is supported by much research
  - provides a clear guide for teachers and learners
    - to use engaging messages to promote SLA
  - He's controversial. There's conflict.
  - But it pushes us to answer questions.