Krashen’s monitor model

5 theories

1. the acquisition-learning hypothesis

The basic premise for this theory is that language acquisition, on the one hand, and learning, on the other, are separate processes. Acquisition refers to the ‘Subconscious process identical in all important ways to the process children utilize in acquiring their first language’ (Second Language Learning Theories, 2019) and learning refers to the ‘conscious process that results in “knowing about” language’ (Second Language Learnings Theories, 2019) – In layman’s terms: acquisition is the result of natural interaction with the language via meaningful communication , which sets in motion developmental process akin to the process of outlined in first language acquisition, and learning is the result of the classroom experience, in which the learner is made to focus on form and to learn about linguistic rules of the target language.

1. the monitor hypothesis

The monitor hypothesis is laid out by Krashen and it sorts learners into 2 categories, monitor over users learners that over analyze their language inhibiting their natural fluency and making their speech halted. There are also monitor under users, these learners don’t care about form, to them it is more important to be understood and fluent. Krashen’s thinks that the monitor model can be a great too if used correctly.

1. the natural order hypothesis

Natural order of learning language. We have heard presentations about it before – so I will not dwell on this. The natural order hypothesis is the idea that second language learners, learn grammatical structures in a fixed and universal way. There is a sense of predictability to this kind of learning, which is similar to how a speaker learns their first language.

1. the input hypothesis

The input hypothesis states that the learner does not need to be introduced to the next level of grammatical structures, because the learner will learn those naturally if the learner is given ‘comprehensible input.’

1. the affective filter hypothesis

The affective filter hypothesis states the relationship between affective variables and the process of second language acquisition by positing that acquiries vary with respect to the strength or level of their affective filters. Those whose attitudes are not optimal for second language acquisition will not only tend to seek less input but will also – even those with high affective filter – the input will not reach the part of the brain responsible for language learning. Those learners with attitudes more conductive to second language learning will not only seek out more input, but they also tend to have lower or weaker filter. Meaning they will be more open and the knowledge will strike ‘deeper’.