KRASHEN
SECOND LANGUAGE ACQUISITION THEORY
FIVE HYPOTHESES

1. **Acquisition - Learning Hypothesis**

<table>
<thead>
<tr>
<th>Acquisition</th>
<th>Learning</th>
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<tbody>
<tr>
<td>similar to development of L1</td>
<td>explicit presentation of grammar rules</td>
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<tr>
<td>&quot;picking up&quot; the language</td>
<td>error correction</td>
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<tr>
<td>&quot;feel&quot; for the language</td>
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2. **Natural Order Hypothesis**

Students acquire grammatical structures in a predictable order. Certain structures are acquired early, others late. Existence of the natural order does not imply that we should teach second language along this order. No grammar syllabus at all!

3. **Monitor Hypothesis**

Acquisition is responsible for our fluency (ease & comfort) in L2. Conscious learning has only one function: an editor or monitor.

Conscious learning is used to make corrections before we speak or write. To use the Monitor efficiently, we need:

1) enough time
2) to focus on form (think about correctness)
3) to know the rule
4. **Input Hypothesis**

We acquire language by understanding input that contains structures that are just beyond our current level of competence (L + 1). We need to focus on helping students understand messages *not focus on L + 1, but rather use language that contains it* Speech emerges on its own.

5. **Affective Filter Hypothesis**

"Affect" effect of personality, motivation, anxiety, and other variables

1) Anxiety - keep it low!
2) Motivation - high motivation predicts more L2 acquisition
3) Self-confidence - acquirers with more self-esteem tend to do better in L2 acquisition

When the filter is "up, input may be understood, but will not reach the language acquisition device; it will not strike "deeply".

Other variables:

1) age, older students acquire faster in early stages of L2 acquisition
2) exposure and reported use: quality of L2 student hears (must contain L + 1)

**Krashen Research:**
- ESL/EFL Teaching Principles for Success
  Pg. 19
- The Cross-cultural, Language and Academic Development Handbook
  Pg. 55-58
- Stephen Krashen's Theory of Second Language Acquisition