**English Department – Tlemcen**

**MASTER 1 – LS CONTRASTIVE ANALYSIS** *(S2)*

*Teacher: Prof. Zoubir DENDANE*

Lecture 3 **Krashen’s and the Monitor Theory (1981)**

Stephen Krashen put forward the view that adults have two independent systems for developing ability in second language acquisition:

**Subconscious** language acquisition vs. **Conscious** language acquisition

***i n t e r r e l a t e d***

but **subconscious acquisition** is far more important

|  |  |
| --- | --- |
| **Language Acquisition** | **Language learning** |
| - Very similar to the process used children acquiring their 1st language (or even 2nd L)  - requires meaningful interaction, i.e., *natural* communication  - speakers not concerned with *form* of utterances but with *message* conveyed  - no explicit error correction  - order of structure acquisition | - very different from L1 acquisition > conscious learning of grammar rules  - interaction not essential + *prescribed* (through dialogue learning/ practice)  - helped with error correction  - rules presented explicitly  - from simple to complex (though sequencing is different from acquisition) |

**The Acquisition - Learning Hypothesis**

Thus, for Krashen (1981, 1982\* , 1994, 2004) language acquisition occurs subconsciously (having a conversation, reading a book, watching a movie, etc…),

* knowledge is stored in the brain, the subject not being fully aware;
* the process is sometimes referred to as ‘picking up’ the language.

Research supports the view that even adults can acquire a language subconsciously.

Subconscious process is contrasted with the conscious development of learning a language as it occurs in class, at school with various types of rules to be studied and practiced. ---------------------- Five hypotheses were proposed by Krashen ----- >>>>>>>>>

* Krashen, S.D. (1981). S*econd Language Acquisition and Second Language Learning* ; Pergamon, Los Angeles, CA.
* Krashen, S.D. (1982). *Principles and practice in second language acquisition*; Pergamon, Los Angeles, CA.