

المحاضرة الأولى

المادة: مقدمة في اللغويات التطبيقية

الفرقة: الثالثة انجليزي – أساسي

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Natural acquisition theory

- **Stephen Krashen's natural acquisition theory consists of five hypotheses:**

➡ First, in the **acquisition-learning hypothesis**, Krashen contrasts these two terms. We 'acquire' as we exposed to samples of second language we understand in much the same way that children pick up their L1-with no conscious attention to language form. We 'learn' through conscious attention to form and rule learning.

➡ According to the **'monitor hypothesis'**, the acquired system initiates a speaker's utterances and is responsible for spontaneous language use. The learned system acts as an editor or 'monitor', making minor changes and polishing what the acquired system has produced. Such monitoring takes place when the speaker/writer has plenty of time and has learned the relevant rules.

➡ The **natural order hypothesis** is based on the finding that L2 acquisition, as L1 acquisition, unfolds in predictable sequences. The language features that are easiest to state (and thus to learn) are not necessarily the first to be acquired. For example, the rule of adding an –s to the third person singular verb in the present tense is easy to state, but even some advanced L2 speakers fail to apply in spontaneous conversation.

➡ the input hypothesis is that acquisition occurs when one is exposed to language that is comprehensible and that contains $i+1$. The 'i' represents the level of language already acquired, and the '+1' is a metaphor for language (words, grammatical forms, aspects of pronunciation) that is just a step beyond that level.

➡ Krashen argues that large quantity of exposure to comprehensible input does not guarantee successful language acquisition, but the **affective filter hypothesis** has a role. The affective filter is a metaphorical barrier that prevents learners from acquiring language even when appropriate input is available. Affect refers to feelings, motives, needs, attitudes, and emotional states. A learner who is tense, anxious, or bored may filter out input making it unavailable for acquisition.

Although Krashen's theory was criticized for the difficulty to investigate the hypotheses, many teachers and students accept the distinction between 'learning' and 'acquisition', recalling experiences of being unable to use L2 spontaneously even they had studied it a classroom. That is because in the classroom the emphasis is on the ability to talk about the language not on using it communicatively.

Answer the following questions

- **“The natural acquisition theory offered an explanation of how learners are unable to use L2 spontaneously although they have studied it in the classroom”. Discuss this statement and explain the hypotheses of this theory.**
- **Discuss the ‘monitor hypothesis’. Support your answer with an example**
- **According to the natural acquisition theory, how can the affective filter hinder L2 acquisition.**