

MONITOR MODEL
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THE MONITOR MODEL

The most ambitious theory of the second – language learning process is Stephen Krashen's Monitor Model.

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KRASHEN PROPOSED 5 HYPOTHESIS:

1. Learning Acquisition hypothesis
2. The monitor hypothesis
3. The natural order hypothesis
4. The input hypothesis
5. The effective filter hypothesis



1-THE ACQUISITION LEARNING HYPOTHESIS

There are two ways of developing language ability :

- 1 **By acquisition:** it is a subconscious process, as the case of child learning its own language or an adult picking up a second language.
2. **By learning:** it is a conscious process of developing a foreign language through language lessons and a focus on the grammatical features of that Language.



2-THE MONITOR HYPOTHESIS

We are able to use what we have learned about the rules of a language in monitoring or self correcting our language input.

Clearly , this is possible in the correction of written work .it is much more difficult when engaging in regular talk .



3- THE NATURAL ORDER HYPOTHESIS

Here, language is acquired in a predictable order by all learners . This order doesn't complexity of the grammatical features involved .

The natural order of acquisition can't be influenced by direct teacher of features that learner is not yet ready to acquire.

4- THE INPUT HYPOTHESIS

We acquire language in one way only :

When we are exposed to input “written or spoken language” that’s comprehensible to us .

Comprehensible input is the necessary but also sufficient condition for language acquisition to take place.

It require no effort from the learner.

5-THE EFFECTIVE FILTER HYPOTHESIS

Comprehensible input will not result in language acquisition if that input is filtered out before it can reach the brain's language processing faculties .

The filtering may occur because of anxiety , poor self esteem or low motivation.

CRITICISM

Krashen's Monitor Model has attracted enormous attention from psychologists, fellow linguists and educators.

His theory has been criticized for apperceived lack of scientific rigor and for his down playing of the importance of language output and grammar instruction.



CONCLUSION

The students acquire knowledge in different ways than they do when they are specifically taught skills .

As the learner progresses on his \ her path of language acquisition , there are various stages which are like the stages of a butterfly .

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