

Some Fundamentals [www.sdkrashen.com](http://www.sdkrashen.com); twitter = skrashen

**The Acquisition-Learning Hypothesis:**

**ACQUISITION** – subconscious = "picking up" a language - While it is happening, we are not aware that it is happening.

- Acquired knowledge is stored in our brains subconsciously.

The language acquisition device never shuts off.

Acquisition - What the brain does well.

**LEARNING** – conscious = "rules", "grammar"

Error correction helps learning. When we are corrected, we are supposed to change our conscious version of the rule.

Learning – What the brain does poorly.

**The Natural Order Hypothesis:** acquisition, not learning. (1) You can't change it (2) not simple to complex. (3) not the syllabus

**The Monitor Hypothesis:** Consciously learned language only available as Monitor, editor - before we say/write or after.

Conditions for Monitor use: (1) Know the rule; (2) Think about correctness (focus on form) (3) Time.

Conditions fully met: When we take a grammar test.

Monitor weak but not useless: In editing stage of composing process: e.g. it's/its, lie/lay

**The Comprehension Hypothesis:** We acquire language only when we understand messages.

**AMAZING FACTS** about language acquisition: (1) Effortless: (2)

Involuntary: Given comprehensible input, you must acquire.

Corollary: Talking/writing is not Practicing

1) we acquire language by input, not output: more output does not result in more language acquisition

2) ability to speak: the **RESULT** of language acquisition

**The Affective Filter Hypothesis:** Affective variables prevent input from reaching the "Language Acquisition Device"

Affective variables: motivation, anxiety, self-esteem

**FILTER** (block) prevents input from reaching Language Acquisition Device.

**OUTSIDE** the Language Acquisition Device.

**COMPELLING** comprehensible input: so interesting you forget it is in a second language; in **FLOW** (Mihaly Csikszentmihalyi)

The case of "Paul": The power of children's television. Lao, C. and Krashen, S. 2014. Language acquisition without speaking and without study.

<https://tinyurl.com/yalk5xx9>

Language acquisition - not just pleasant but ecstatic.

Krashen, S. 2015. The end of motivation. [www.disal.com.br/newr/](http://www.disal.com.br/newr/)

Language acquisition is GRADUAL.

Each time you encounter a new item in a comprehensible context you acquire a small amount (5 to 10%) of the meaning (and form) (eg Nagy, W., Herman P., & Anderson, R. (1985). Learning words from context. *Reading Research Quarterly*, 20(2), 233-253.)

Can we trust context? YES. Beck, McKeown and McClaslin, (1983) 61% provide clues to the meanings of unfamiliar words, 31% of no help, only 8% were "misdirective." Beck, I., McKeown, M. and McCaslin, E. (1983).

Vocabulary development: Not all contexts are created equal. *Elementary School Journal* 83: 177-181.

**APPLICATION: THE CONDUIT HYPOTHESIS**

**STAGE ONE: STORIES**

**L1** (a) positive impact on language (b) they like it (c) leads to reading

**L2** ([storiesfirst.org](http://storiesfirst.org))

Story Listening (Beniko Mason): stories of universal interest; language comprehensible with drawings, occasional translation, gestures. Krashen, S., Mason, B., & Smith, K. 2018. <https://tinyurl.com/y7zbem9g>

Students NOT responsible for remembering the words; goal = enjoy the story: BUT more vocabulary acquisition than with direct instruction.

Efficiency! Mason, B. & Krashen, S. 2004. Is form-focused vocabulary instruction worthwhile? <https://tinyurl.com/y2ezzp8k>

Delayed test = five weeks later (surprise)

Words acquired per minute

	Gain	Time	Efficiency
Story only	3.8	15"	0.25
Story+study	11.4	70"	0.16

**STAGE TWO: READING** (eventually self-selected) > vocabulary, grammar, writing, spelling; knowledge (science, history, practical); habits of mind (empathy, tolerance of vagueness)

**Research on READING and LITERACY**

(a) one hour = .6 points on TOEIC! Mason, B., & Krashen, S. 2017. Self-selected reading and TOEIC performance: Evidence from case histories. <https://tinyurl.com/yc9tc8ha>

(b) UK study: fiction best predictor of vocabulary knowledge. Sullivan, A. & Brown, M. (2014). *Vocabulary from adolescence to middle age*. London: Centre for Longitudinal Studies, University of London.

**READING and KNOWLEDGE:** history, literature, science.

West, R., K. Stanovich, & Mitchell, H. 1993. Reading in the real world and its correlates. *Reading Research Quarterly* 28: 35-50.

**READING and HABITS OF MIND:** capacity to empathize. Kidd, D., & Castano, E. (2013). Reading literary fiction improves theory of mind. *Science*, 342 (6156), 377-380.

**Greater tolerance for vagueness. Djikic, M., Oatley, K. & Moldoveanu, M. (2013). Opening the closed mind: The effect of exposure to literature on the need for closure. *Creativity Research Journal*, 25(2), 149-154.**

**Reading stage begins with GUIDED SSR (stage 2a)**

**GUIDED SSR (Beniko Mason): EASY AND INTERESTING**

**Mason, B. 2019. Guided SSR before Self-Selected Reading. <http://beniko-mason.net/content/articles/2019-GSSR-before-SSR.pdf>**

**Most neglected part of foreign and second language education.**

**Truly compelling, comprehensible stories for beginners to read: not available in many languages, rarely required, encouraged, or even mentioned.**

**Self-selected with teacher guidance, pre-selected at first, gradual movement to full self-selection. This takes time!**

**Students start from the lowest level of graded readers = successful, stress-free reading on the very first day. "Simple Authentic reading" after several years.**

**(Current approach in foreign language: very little easy reading, rarely interesting, premature reading of difficult authentic texts.)**

**The importance of ACCESS!!!! Libraries and Librarians!!!**

**B. Mason: access to 5000 graded readers in English for 500 students.**

**State 2b: Self-selected authentic reading.**

**Stage 3: Self-selected specialized reading**

**Rolls & Rogers: one million words of reading science-fiction/fantasy, readers encounter nearly all of 318 science words (92%) that appear in different areas of science; 44% appear 10 or more times. McQuillan, J: "Where Do We Get Our Academic Vocabulary?"**

**Comparing the Efficiency of Direct Instruction and Free Voluntary Reading"**

**<http://www.readingmatrix.com/files/20-d7cevddef.pdf>**

**School responsible for stage 1 (stories) and stage 2a (GSSR).**

**OUR PROBLEM: The UNDERTOW pulling us to conscious learning**

**The pleasure of monitoring**

**Wanting to be certain**