

Language Acquisition: Some Fundamentals
S. Krashen

BASIC THEORY

1. acquisition-learning
2. Monitor hypothesis: the limits of learning
3. The Comprehension Hypothesis
 - a. an outrageous claim
 - b. how it happens
 - c. mystical facts about language acquisition: effortless, involuntary
 - d. what helps language acquisition
 - e. an important corollary: talking is not practicing
4. The Affective Filter

APPLICATION

1. Role of the classroom, limits of the outside world
2. Goal of the classroom: develop intermediates
3. Beginning level: TPR(S), Natural Approach
 - a. organized
 - b. role of grammar
 - c. research

Isik: low intermediate EFL in HS in Turkey, 36 weeks

	comprehensible input	grammar	effect size (d)
Oxford grammar test:	67.6 (5.0)	45.6 (9.6)	2.87
PET: reading	22.25 (1.07)	14.5 (4.26)	2.87
PET: listening comprehension	24.9 (2.29)	17.45 (3.3)	2.66
PET: writing	19.4 (2.6)	7.5 (3.3)	4.03

PET = Preliminary English Test
from: Isik (2000)

- d. objections
 - (1) sloppy talk
 - (2) lowering of standards
 - (3) not enough: conversational language only
4. Intermediate level: sheltered subject matter teaching
 - (1) for intermediates
 - (2) focus is subject matter, not language
 - (3) research

Krashen, S. 2003. Explorations in Language Acquisition and Use. Heinemann.