

## CONTROVERSIES and CONJECTURES S KRASHEN

### GRAMMAR (WHAT THE BRAIN DOES POORLY)

conditions for Monitor use, revisited

- I. know the rule (deductive or inductive, a.k.a. rule search)
- II. focus on form, thinking about correctness (not all written tests focus on form)
- III. time (not all oral times have time pressure)

Note that (1) > (2), but not vice-versa

the grammar study experiments (FLA, 1999), Explorations, 2003; Truscott, Second Language Res. 1998)

- (a) subjects = experienced learners
- (b) comparisons = nothing, or impoverished CI, sometimes FF
- (c) tests immediate or soon after treatment
- (d) Monitor conditions met on ALL tests
- (e) Very modest advantage for instructed groups

Example: Master (in Odlin, ed., 1994): six hours of study on the article over nine weeks; cloze type test (Carlos is \_\_\_ student at our university.); university students (good "learners")

study 1: UCLA	pretest	posttest	gain
experimental	26.8	29.1	6.5%
control	26.6	27.2	2%
study 2: Fresno			
experimental	23.8	26.9	9%
control	19.7	20.8	1%

experimental group gains significant, but very tiny, eg from 76.5% to 83%; from 68% to 77%. Note that ALL conditions for Monitor use fully met, gains equivalent to C to B-, from D+ to C. Highly likely that students had studied this form before.

COMPREHENSIBLE OUTPUT? we acquire when to attempt to transmit a message but fail and have to try again, eventually arrive at correct form; Swain (1985): CO a supplement to CI.

Scarcity: a problem for strong versions of all output hypotheses

- Pica (1988) one per hour (low level ESL students and teachers)
- Pica, Holliday, Lewis, and Morgenhaller (1989): CO in responses to 6% of NS signals of noncomprehension. (Intermediate ESL, in task requiring negotiation)
- Van den Branden (1997): one every five minutes
- Lyster and Ranta (1997): one per hour in French immersion classes

Acquisition without Output

- Via Reading: read and test studies, SSR studies
- Richard Boydell, Malcolm X, Richard Wright.

Does CO lead to language acquisition? Only one study

- Nobuyoshi and Ellis (1993): six subjects with previous knowledge of past tense
- Experimentals n = 3
- Session 1: requests for clarification for past tense errors
- Session 2: general requests
- Comparisons (n = 3): only general requests.

One subject made no improvement. Two improved, only one significantly.

Both had studied rule, were focused on form, interacted with teacher!

Low number of obligatory occasions: E1 from 4/13 to 8/9.

The discomfort of CO: talking at the top of the list for anxiety-provoking activities. CO forces you to use structures not yet acquired.

The need hypothesis

## THE ECSTASY OF LANGUAGE ACQUISITION

A. The pleasure hypothesis: activities that are good for language acquisition and literacy development are perceived to be pleasant by students and teachers. Those not good for language acquisition and literacy development are considered not pleasant..

What is good for language acquisition: comprehensible input

What is not good: forced speech, correction, grammar study

1. evidence that CI is pleasant

a. continuation data in foreign language classes based on CI

b. recreational reading

1). FVR as flow (Csikszentmihalyi, 1991): state reached when deeply but effortlessly involved in an activity; concerns of self, everyday life disappear, sense of time altered, only activity matters: challenges and abilities matched, both at high level; easily recognized: motorcycle riding, mountain climbing, wide cross-cultural agreement

2). reading: most often mentioned flow activity in the world

Massimi et al, 1992: "I immediately immerse myself in the reading, and the problems I usually worry about disappear"

Nell, 1988: "reading removes me ... from the .... irritations of living ... for the few hours a day I read 'trash' I escape the care of these around me, as well as escaping my own cares and dissatisfactions ...." (p. 240).

Nell, 1988, quoting Somerset Maugham: "Conversation after a time bores me, games tire me, and my own thoughts, which we are told are the unfailing resource of a sensible man, have a tendency to run dry. Then I fly to my book as the opium-smoker to his pipe" (p. 232).

3). why bedtime reading is so pleasant:

Nell: 33 pleasure readers measured for heart rate, muscle activity, skin potential, respiratory rate = level of arousal, while reading in the lab

a. baseline - eyes shut, listen to white noise, mental arithmetic, visualization

b. arousal increased during reading

c. decline in arousal after reading, sometimes below baseline

d. Nell's interpretation: pleasure in bedtime reading linked to the decline; it is relaxing

e. of 26 pleasure readers, 24 read in bed "almost every night" or most nights;

- I enjoy reading in bed "because it is a part of life and a fitting way to end the day and also a habit I do not wish to break. Even if I do it for only 5 minutes, I must do it, a compulsion like that of a drug addict!" (p. 250)

- "My addiction to reading is such that I almost can't sleep without a minimum of 10 minutes (usually 30-60 minutes) of reading" (p. 250).

- "It takes my mind away from the day's tensions and sends me to sleep" (p. 250).

c. reading aloud to children

study like it?

Walker and Kuerbitz, 1979 35/36

Mason and Blanton, 1971 171/180

Wells (1985): mothers report 89% of the children enjoyed being read to "very much" or "quite a lot"

Feitelson et. al. 1986: first graders in Israel read to from Kofiko series. from the teacher's personal record:

11:20: The class is busy copying home assignment questions from the blackboard. At 11:25 the teacher reminds the children that "we need to hurry because we want to read Kofiko." There are immediate shouts of approval and children hurry to finish the task. A few faster children go to the desks of the slower ones and assist them. Cries of "hurry up" and "let's get it done so we don't lose time," are heard from various directions ... " (p. 348).

experimental class: 13/31 owned one or more Kofiko books; 45 all together

comparisons: single volumes in 3 homes, in one class, one in four, 2 in 5 in another class; "in very case, these belonged to older siblings and the interviewed first grader had not read them" (p. 350).

2. Activities not good for language acquisition.

a. forced output - anxiety provoking (Young, FLA., 1990; Loughrin-Sacco, CMLR, 1992; Price, 1991).

b. Grammar: apparently some like and some don't

1. Lalonde, 218 good high school students of German

What does grammar in foreign language instruction mean to you?

dry, boring work: 18%

fun: 24%

interesting exercises: 37%

2. Horowitz et al (1991): 75 college Spanish students

overwhelmed by the number of rules you have to learn?

agree, strongly agree = 34%

neither = 32%

disagree, strongly disagree = 33%

3. Koch and Terrell (1991): de-emphasis on grammar in natural approach

anxious = 26% (decreased to 11% by third quarter)

comforting = 35%

4. but do they do it on their own? Egasse (p.c.)

c. correction: They claim they want it.

1. Cathcart and Olsen (On TESOL, 1976)

1. do you want your teachers to correct your mistakes? yes = 188, no = 0; all the time = 111, most of the time = 25, not often, never = 13; results of total correction: "... students agreed it was impossible to think coherently or produce more than fragmented sentences when they were interrupted constantly"

2. Young, 1990: "I would enjoy class if we weren't corrected at all": 49-89% disagree. But

"I would be more willing to volunteer answers in class if I weren't so afraid of saying the wrong things" - high school students = 62% agree; university students = 52% agree

3. Koch and Terrell, 1991: first quarter of natural approach

uncomfortable with lack of correction = 40%; decreases to 26% in third quarter

comfortable with lack of correction = 30%

Language acquisition = a process that the brain does well

Language learning = a process that the brain does not do well. unnatural

B. The Din in the Head (Barber, 1980); conjecture: Krashen (FLA, 1983): LAD in action, depends on CI, i+1, only for beg, int

2. the studies:

1. Parr and Krashen (System, 1986): 162 foreign language students: 69-78% experience the din

no sex differences, no relationship to level, but all in first few years of study

28 advanced performers: 90% do not experience the din

2. Bradford (FLA., 1986): 160 FL, SL students; 68% experience the din "sometimes or more"

SL = FL; more likely after conversation than grammar/drill; frequent after CI: drills in class, conversation

in class

no correlation with age, amount of study, weak correlation with grades, aptitude (conscious learning),

one hour warm up

3. deGuerrero (FLA., 1987); 52 EFL students in Puerto Rico; 79% experienced the din

more likely after CI compared to drill, grammar study

increases desire to speak: less English-shy

one hour start up

no correlation with grades, attitude toward English study

4. Seville, 1992: 40 children, grades 4-6, ages 8-12, all recently reclassified as fluent English speakers;

children told a story: "By the end of the first week of school, I started hearing English words and sentences swimming in my head. The words and sentences I heard .... increased each day and I found out that it was easier and easier to speak English. I could not control those words and sentences in my head."

Children asked if they had had a similar experience:  
overall: 23/40; foreign born: 16/20 - later exposure to English

C. Speculation = din a result of general learning: musical, visual, kinesthetic, intellectual = infatuation?