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Steven Krashen's Theory of the Second Language Acquisition

Abstract

Among modern language teaching methods, the theory of second language acquisition is one of the leading methods. Stephen Krashen's theory of second language acquisition represents an important shift in the way linguists and educators approach language learning. Founded in the 1970s and 1980s, Krashen's model focuses on the idea that language acquisition is a natural and subconscious process that differs from formal language learning. His development comes from the fact that real fluency comes from getting to know the language and mastering it, rather than memorizing grammar rules. At the same time, the educator emphasizes the special diseases of language learners' attention to emotion.

The five main assumptions included in Krashen's theory became teaching in language teaching, shaping methods such as immersion and communicative language teaching, which prioritize natural detail and understanding over rote learning. Krashen's theory emphasizes naturalistic, input-based approaches, and suggests that language learning environments should minimize formal grammar and material in order for my acquisition to work more effectively. Stephen Krashen's second language acquisition process suggests that the second language acquisition process closely mimics the natural language acquisition process found in first language learners. His work challenges several key assumptions about language learning.

Keywords: *language acquisition, appearance, natural order, association, emotional filter*

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Stefen Kraşenin ikinci dilin mənimsənilməsi nəzəriyyəsi

Xülasə

Müasir dil tədrisi metodları arasında ikinci dilin mənimsənilməsi nəzəriyyəsi aparıcı üsullardan biridir. Stefen Kraşenin ikinci dilin mənimsənilməsi nəzəriyyəsi dilçilərin və pedaqoqların dil öyrənməsinə yanaşma tərzində əhəmiyyətli dəyişikliyi təmsil edir. 1970 və 1980-ci illərdə işlənib hazırlanmış Kraşenin modeli, dilin mənimsənilməsinin təbii və şüuraltı prosesi olan dilin mənimsənilməsinin formal dil öyrənməsindən fərqli olması fikrinə diqqət yetirir. Onun araşdırması göstərir ki, əsl rəvanlıq qrammatik qaydaları əzbərləməkdənsə, dillə tanış olmaqdan, onu mənimsəməkdən irəli gəlir. Pedaqoq eyni zamanda dil öyrənənlərin emosiyalarında diqqətə alınmasının xüsusi əhəmiyyətini vurğulayır.

Kraşenin nəzəriyyəsinə daxil olan beş əsas fərziyyə dil tədrisində tətbiq oldu, immersion və kommunikativ dil tədrisi kimi metodları formalaşdırdı, hansı ki, təbii qarşılıqlı əlaqə və anlayışı əzbər öyrənməkdən üstün tutur. Kraşenin nəzəriyyəsi naturalistik, girişə əsaslanan yanaşmaları vurğulayır və dil öyrənmə mühitlərinin başa düşülən girişə məruz qalmağa diqqət yetirməli və mənimsəməyi daha effektiv dəstəkləmək üçün formal qrammatik təlimatı minimuma endirməyi təklif edir. Stefen Kraşenin ikinci dilin mənimsənilməsi nəzəriyyəsi, ikinci dilin əldə edilməsi prosesinin birinci dili öyrənənlərdə müşahidə olunan təbii dilin mənimsənilməsi prosesini yaxından

təqlid etməsini təklif edərək, dil təhsili sahəsinə dərinədən təsir göstərmişdir. Onun işi dil öyrənmə ilə bağlı ənənəvi baxışlara meydan oxuyan bir neçə əsas anlayışı vurğulayır.

Açar sözlər: dilin mənimsənilməsi, müşahidə, təbii nizam, ünsiyyət, emosional filtr

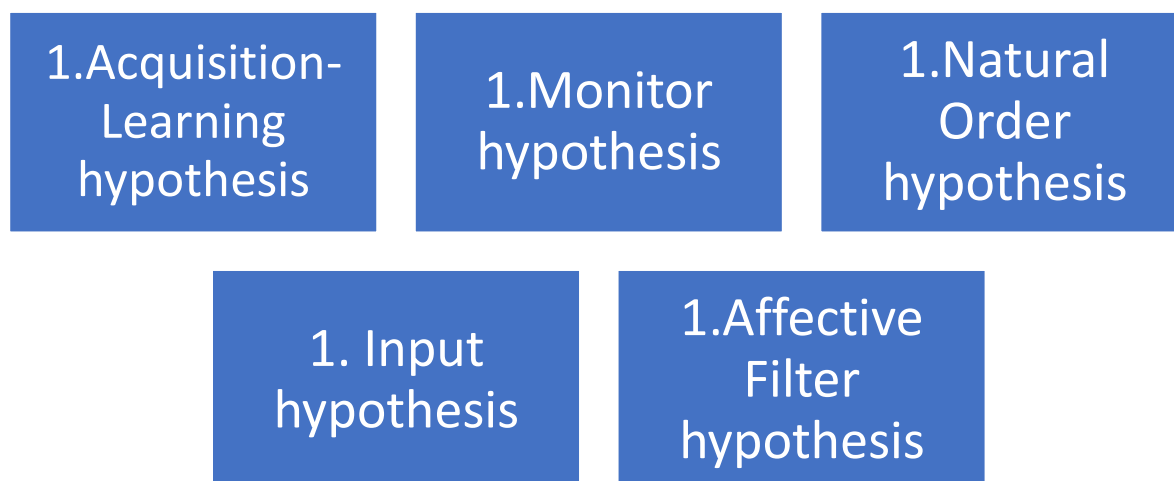
Introduction

In the modern world, the interest in learning a second language is increasing day by day. In particular, it is more common among the younger generation. If the demand and enthusiasm for a foreign language increases, a series emerges. Thus, the process of acquiring a second language does not result in the same for every person. While some learners have short-term success, others do not or take longer. There is no amount, the methodology used here is very important. This article will explore the theories of Stephen Krashen, an educator who has put forward key ideas about second language acquisition. Stephen Krashen, professor emeritus at the University of Southern California, was born in Chicago in 1941. PhD in Linguistics, author of articles and books on bilingual education and reading, second language acquisition. Campaigns against anti-bilingual education policies in the state of California concern useful linguists, who are writing articles and organizing events to dispel public misconceptions about bilingual education. It is estimated that Krashen sent more than 1,000 letters to editors protesting what was published in newspapers defending the policy of bilingual education.

Research

Steven Krashen's most important contribution to linguistics is his theory of second language acquisition. According to his thinking, the study of grammatical rules and structures, which should be learned through a natural approach, should be abandoned (Krashen's Theory of Second Language Acquisition: A Practical Approach for English Language Classrooms Nikhitha Raju, 2018). In this case, the second language will give the effect of learning the mother tongue as if it were not another language.

His theory is based on 5 main assumptions. These are:



Acquisition-Learning Hypothesis. This is the most basic assumption in Krashen's theory. According to the educator, language acquisition is the way a language learner develops by immersing himself in language skills. This hypothesis is a widely used method among linguists. Krashen notes that there are 2 different systems in the brain that are independent of each other in the process of learning a second language (The Language Acquisition Mystique: Tried and Found Wanting).

One is natural language acquisition and the other is conscious language learning. To be more precise, according to the teacher, acquisition and learning are different problems. He says that learning happens consciously – the language learner tries to learn about the structure of the

language, to master the grammatical rules. Acquiring is mastering the language and it is a subconscious process. In fact, both ways are learning methods, but the second one is terminologically unacceptable. This is based on the fact that "learning" is an umbrella term and assigning it a limited meaning can lead to confusion. However, a person can achieve a more positive result if he actively replaces what he learns consciously with random learning. According to Krashen, if we compare language learning with language acquisition, it is both a longer process in terms of time, and as a result, it is far from natural spoken language and a slow process. Because, when learning a language, a person who focuses on grammar will acquire a relatively and unnatural spoken language later (Krashen, 1988).

Monitor hypothesis. If we want to replace this hypothesis with a more understandable word, it would probably be "observation". This hypothesis actually explains the relationship between natural learning and conscious learning. Krashen says that natural language acquisition exposes the learner to speaking in the second language they are learning. However, when a person consciously learns a language, he becomes his own audience and even editor. A language learner consciously plans the sentence he will make, the words he will choose, and the grammar he will use. But what does Krashen, who does not prioritize grammar when learning a language, mean by this hypothesis?! According to his hypothesis, the monitor hypothesis acts as a kind of polish. That is, this hypothesis helps not to deviate from normal speech. He also divides the monitor users into 3 groups: those who use it excessively, those who use it little, and those who use it in an appropriate way. However, according to Krashen, this hypothesis has a limited function. Therefore, it acts as a monitor and does not contribute to the development of fluency. Krashen says that it is difficult to use the monitor. But if you want to use it successfully, then you should pay attention to 3 conditions (Krashen, 1987):

1) If we consider the grammar monitor, the learner must know the rules. Let's note one nuance, even research linguists admit that they do not know all the rules, they know less than those who write grammatical texts.

Krashen also emphasizes that language teachers do not teach students all grammar rules and students do not learn all the rules taught, even the best students do not remember every rule they learn, and most importantly, even the best students cannot always use the rules they memorize. They often make it difficult to use some rules during the conversation.

2) In addition, attention should be paid to the form and meaning of the constructed sentence. It is not easy to pay attention to both form and meaning at the same time.

3) For most people, the lack of time to use the monitor on a normal conversation basis is a problem. Several linguists can monitor during the conversation, but they must be quite professional.

Natural order hypothesis. In fact, the goal is not to master the language in a mechanical way, so Krashen completely rejects grammar and grammar. According to him, some grammatical knowledge can be learned earlier and some relatively late. For example, anyone can learn the Present Indefinite Tense form faster than the Possessive Noun form (Krashen, 1981). However, the possessive form of the Noun can be considered a simpler grammatical rule. Many factors influence his hypothesis. These include the learner's age, exposure to the language being studied, and first language knowledge.

Input hypothesis. This hypothesis explains how a student acquires a second language. If a student is exposed to a level of language that is comprehensible to his/her own, he/she will acquire the second language more quickly. If we explain it in a more comprehensible sentence, people can master the language by understanding the messages given or by receiving understandable information. A greater share falls on the teacher, because he must make sure that the student understands the knowledge he has acquired. A successful outcome is not only realized by understanding what is being said, but at the same time changes in the situation must be followed and mastered. For example, what time was the sentence given or what form did the plural form of the noun take in the constructed sentence, etc. In addition, the most important nuances are to regularly read books, listen to music, watch videos and try to communicate with locals in the language you are learning.

Different methods can be used in English language classrooms to create an atmosphere suitable for comprehensible input.

These methods can be characterized as follows:

The language teacher as the main resource: The teacher is the only living resource available for students' second language (L2) acquisition in the classroom setting. If L2 is the object and medium of instruction, teachers should focus on using more simplified language forms, as well as making the input understandable to learners. They must repeat the language for the teacher should minimize the use of the first language (L1) in the second L2 classroom. This will have a positive effect on the development of their speaking in a foreign language.

Using a wide range of target language experience:

It is important to encourage the student to use versatile external sources such as watching videos or movies, cartoons, reading magazines, newspapers in the target language to gain language access in an unstructured environment.

Chat with native speakers of your target language: You need to communicate with native speakers live or online. This will create a high level of conditions for mastering the second language.

Experiencing different types of reading: The student should be encouraged to use different reading styles. These types of reading can be classified as follows:

– **Narrow reading:** is the practice of reading a text by an author or about a topic of interest that helps ensure comprehension and natural repetition of vocabulary and grammar (Krashen, 1981).

– **Free reading:** Free voluntary reading involves the use of extensive reading in language education. At this time, students are free to choose the book they like and read it at their own pace.

– **Shared reading:** This is an interactive reading experience in which students join or share in the reading of a large book or other extended text, guided and supported by a teacher or experienced reader. This allows students to enjoy material they may not be able to read on their own.

– **Interactive reading:** This type of reading is a type of reading that is often used in a classroom environment. Interactive reading is ideal for developing students' desire to share their knowledge with classmates or peers. This model allows the reader to bring their own background knowledge to bear on understanding the text.

– **Active reading:** Active reading is simply reading something with the purpose of understanding it and evaluating it according to your needs.

Apart from all these, forming listening habits is one of the main issues facing the teacher. Apart from the teacher as the source of listening, it is necessary to encourage the student to listen to radio programs in the second language or apply other listening activities. An example of these are audiobooks, which help students understand a concept by listening rather than reading (McLaughlin, 1987).

Cooperative learning is also one of the main methods. So, at this time, by forming small groups of students with different abilities, a very good teaching strategy is applied for the student's L2 understanding, thereby creating an environment for language acquisition.

The emotional filter hypothesis. Here, it is emphasized that emotional change has an involuntary role in facilitating the process of second language acquisition. This includes self-confidence, anxiety, motivation (Krashen, 1981). That is, you have to believe that you will succeed in the language you will learn. And this can be achieved with high motivation. In other words, when the negative emotional filter is active, language acquisition is inhibited. That is, the student must be in a free and safe environment to acquire the language. Thus, if the student is affected by affective filters such as low motivation, high level of anxiety, it will be difficult to talk about the targeted result (Krashen, 1994).

On the other hand, although positive affect is necessary for language acquisition, it is not sufficient by itself. There are various methods that can be used in second language classrooms. These are:

Teacher as a motivator. The language teacher's attitude and interest influence the second language classroom environment. A second language teacher should encourage learners in a

developed environment to acquire the language and avoid negative talk about the target language. The teacher should make the classroom activities more accessible to every student in every aspect, thus helping students' motivation and also reducing the level of anxiety.

Language games. Organizing various games in the classroom relieves anxiety and stress, instills self-confidence, and makes the lesson attractive. Games that are applied to topics that seem complicated to students, help them get out of the depressive state (Zafar, 2009, pp. 139-146).

An extracurricular lesson. As a result of language activities organized outside the classroom, the student feels in an informal environment, and in this case, the learning process for a year progresses more effectively.

Positive feedback. Giving positive feedback to a student who speaks in a second language will motivate him even more. Therefore, teachers should be careful when giving oral feedback on the speeches (Mahmudlu, 2022).

Textbook as additional language material. The teacher should use the textbook in such a way that the student's anxiety about difficulties is reduced. This can be partially achieved if the textbook is treated as if it were supplementary material. Here, the teacher's professionalism plays an important role.

Arrangement of non-parameters. It is necessary to create an informal environment in the classroom as much as possible. At this time, the process of acquiring a second language will become easier.

Action-oriented lessons. These types of lessons play an important role in language learning. Because it helps to get more language information from the natural environment. However, it should be taken into account whether the student is an introvert or an extrovert (McLaughlin, 1990, pp. 617-634).

Not to force. The teacher should not force the student who does not want to make a presentation in the second language as much as possible. Because this can lead to the emergence of a number of complexes in the student, which slows down the language acquisition process. An important factor is that the student feels psychologically ready.

Of course, Krashen's theory is subject to a number of *criticisms*. For example, according to McLaughlin, Krashen's hypothesis about second language acquisition is not successful, because Krashen did not make the predictions of the hypothesis clear, the empirical basis is weak, and he did not define his conditions precisely. Many critics complain that there is not enough empirical insanity.

Critics argue that Krashen's theory, particularly the Introduction hypothesis, lacks sufficient evidence to support the claims made. According to them, the theory is based mainly on anecdotal evidence and lacks serious experimental confirmation. According to some linguists, it is quite difficult and problematic to separate learners according to their language level (Long, 1996, pp. 413-468).

Krasche's theory is often regarded as an oversimplification of the complex process of language acquisition. Critics argue that his model does not adequately consider factors such as motivation, individual learning strategies, and sociocultural influences. At the same time, Krashen's emphasis on comprehensible information has been criticized for ignoring the role of speech (actively speaking and applying language) in language acquisition. Some argue that language learning involves not only understanding information but also actively using language in meaningful contexts. Critics argue that Krashen's theories have limited practical applications for language teaching.

A Comparison of Steven Krashen's Second Language Acquisition Hypothesis and Robin Callan's Method of Foreign Language Learning

If we compare the methods of these two outstanding educators, we can get certain results. First, let's look at Krashen's approach to inclusion and Callan's approach to interaction. Krashen's theory emphasizes the role of comprehensible input as the primary mechanism for language acquisition, while Callan's method advocates interactive communication and an open focus on linguistic form. Regarding the hypothesis of the role of conscious learning, Krashen advocates a more naturalistic

approach, minimizing the role of conscious learning processes, while Callan's method combines explicit instruction and corrective feedback to increase language learning outcomes (Swain, 1995, pp. 125-144).

Callan's method places a strong emphasis on empirical research and evidence-based practices to improve teaching methods and optimize learning outcomes.

This contrasts with Krashen's theory, which is based more on theoretical principles and conceptual frameworks. Much of the criticism about Krashen is about this. From this comparison, we can conclude that Stephen Krashen's second language acquisition hypothesis offers a theoretical framework based on comprehensible input and affective factors, while Robin Callan's method of foreign language learning offers a practical approach that emphasizes interactive communication, open instruction, and learner involvement. Both perspectives provide valuable insights into understanding and improving language acquisition according to different aspects of the complex process of learning a new language.

Conclusion

In conclusion, we can say that Steven Krashen's second language acquisition hypotheses open a new page in the foreign language learning method. Thus, Krashen's theory emphasizes the importance of comprehensible input, the role of affective factors in language learning, and the natural developmental sequence of language skill acquisition. His hypotheses influenced language teaching methodologies and continue to be an important framework for understanding how individuals acquire second languages.

Krashen's hypothesis emphasizes a naturalistic approach to language learning, advocating exposure to comprehensible input in a supportive and low-anxiety environment. And with these claims, it has been influential in shaping language teaching methodologies and continues to be a reference point for educators and researchers in the field of second language acquisition. Still, there are positive and critical opinions about his hypotheses, which indicates that Krashen's hypotheses are valid and successful.

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