**The Monitor Model**

**A. The five hypotheses of the model (from/based on Krashen, 1982)**

1. **The acquisition-learning distinction**
   Adults have two distinct and independent ways of developing competence in a second language. **Acquisition** is a process similar to the way children develop ability in their first language. It is a subconscious process and the result of language acquisition, acquired competence, is also subconscious. **Learning** is just opposite to acquisition. It is a conscious process of getting to know the rules of a language. Learned knowledge is also conscious.
   
   **Related claims:**
   a. Adults can acquire a language.
   b. Error correction is useful for learning but has little or no effect on subconscious acquisition.
   c. Learned knowledge can’t be transferred to acquired competence.

2. **The Natural Order Hypothesis**
   The acquisition of grammatical structures proceeds in a predictable order. Acquirers of a given language tend to acquire certain grammatical structures early, and others later.
   E.g., grammatical morphemes, question formation, negation

3. **The Monitor Hypothesis**
   Acquisition and learning are used in second language performance in very specific and different ways. Acquisition “initiates” utterances and is responsible for our fluency and learning has only one function, and that is as a Monitor, or editor. Learning comes into play only to make changes in the form of our utterance, after it has been “produced” by the acquired system. This can happen before we speak, or write, or after (self-correction)
   
   **Related Claims:**
   a. L2 users can use conscious rules only when three conditions are met: Availability of Time, Focus on Form, and Availability of Explicit Knowledge.
   b. L2 learners vary in their monitor use. Three types of monitor users can be identified: Monitor over-users, Monitor under-users, The optimal Monitor user.

4. **The Input Hypothesis**
   This hypothesis explains how a second language can be acquired. It relates to acquisition, not learning.
   
   **Related Claims:**
   a. We acquire by understanding language that contains structure a bit beyond our current level of competence (i + 1). This is done with the help of context or extra-linguistic information.
   b. When communication is successful, when the input is understood and there is enough of it, i + 1 will be provided automatically.
   c. Production ability emerges. It can’t be taught directly.

5. **The Affective Filter Hypothesis**
   Affective factors such as motivation, attitude, self-confidence, and anxiety affect L2 acquisition. Acquirers with a high or strong affective filter may not tend to seek as much input as those with a low filter. Even if the input is available and understood by them, it will not reach that part of the brain responsible for language acquisition, or the language acquisition device. While input is the primary causative variable in second language acquisition, affective variables act to impede or facilitate the delivery of input to the LAD.

**B. Criticisms of the model**

1. Many concepts are vague.
2. Many claims are not testable or falsifiable.
3. Much counter-evidence exits against the model.