Krashen's "Monitor Model"

1. Acquisition/learning distinction
Acquisition: a natural process
Learning: a conscious effort
According to Krashen, these are two distinct ways of developing competence in adults.

2. The natural order hypothesis
Krashen argues that natural acquisition of grammar structures takes place in a predictable order, almost in all languages.

3. The monitor hypothesis
Acquisition is the only initiator of spontaneous speech in a second-language.
Learning functions only as a 'monitor' or 'editor' for the production of speech.
The monitor works only if there is ample time, and if the speaker is focusing on the form and knows the rule being used.

4. The input hypothesis.
The input has to be comprehensible.
(i + 1) The language used in the classroom should contain structures that are *a little beyond* the current level of competence, but are still comprehensible through the larger linguistic and cultural context.

5. The affective filter.
Comprehensible input can be acquired only when affective conditions are optimal:

> -high motivation
> -self-confidence and positive self image: "I can do that", rather than "This is far too complicated for me to do!"
> - low anxiety

When learners are 'defensive' the affective filter is high.
Error correction raises the affective filter and it should be used when the purpose of the activity is learning. Corrections are of no use and are actually harmful when the goal is acquisition. For instance, corrections during free conversation may result in inhibiting students and increasing their sense of insecurity. (Students already feel fairly insecure operating in the new linguistic/cultural universe. They need to find their own 'voice', rather than being interrupted everytime they exercise a limited amount of creativity through the new medium.)
Speaking fluency cannot be taught. It 'emerges' naturally over time. If students are not ready to speak, you cannot really 'teach' them to speak. Moreover, early speech is expected to be grammatically inaccurate. Accuracy will develop over time as the student is exposed to an increasing amount of comprehensible input.
See:

Higgs, Theodore V. and Clifford, Ray . "The Push Toward Communication," Curriculum, Competence, and the Foreign Language Teacher. The ACTFL Foreign Language Education Series, vol.13.

Krashen, Stephen. *Principles and Practice in Second Language Acquisition*. NY: Pergomon Press, 1982.

McLaughlin, Barry. "The Monitor Model: Some Methodological Considerations." *Language Learning* 28, ii (1979): 309-32.

Omaggio, Alice C. "The Proficiency Oriented Classroom," in *Teaching for Proficiency, the Organizing Principle*, (ed.) Theodore V. Higgs, Lincolnwood, IL, 1984, 43-85.