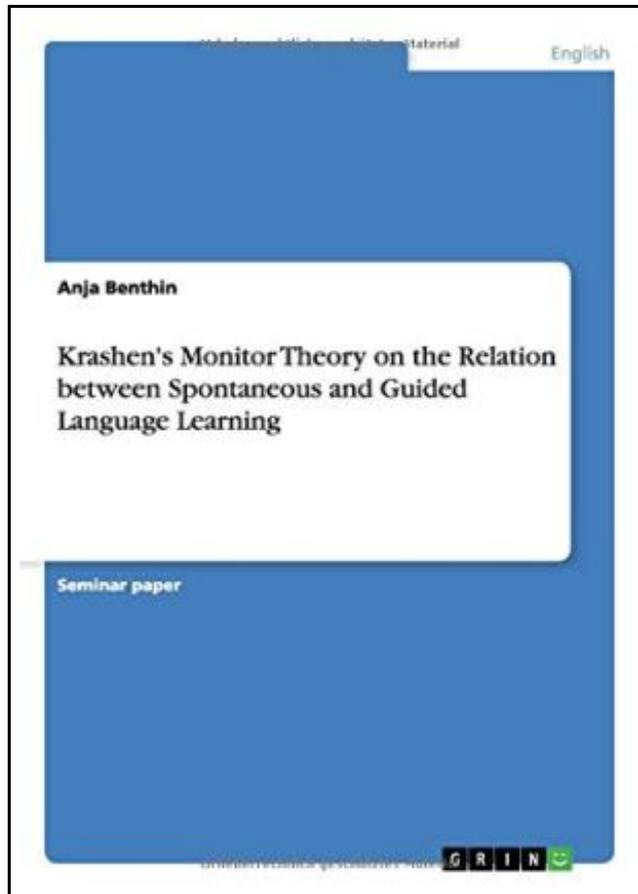


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KRASHEN'S MONITOR THEORY ON THE RELATION BETWEEN SPONTANEOUS AND GUIDED LANGUAGE LEARNING



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GRIN Verlag Mai 2015, 2015. sonst. Bücher. Book Condition: Neu. 213x149x29 mm. Neuware - Seminar paper from the year 2005 in the subject English Language and Literature Studies - Linguistics, grade: 1, University of Frankfurt (Main), language: English, abstract: Stephen Krashen's monitor theory tried to provide two explanations of how exactly a second language learner acquires or learns a second language. His theory, although developed around twenty years ago, had an undeniable influence on many linguists and teachers alike. However, there have also been many opponents to his hypotheses. By taking a closer look at Krashen's theory one will realise that there are a variety of ambiguities and paradoxes involved. Other linguists have conducted studies that show evidence for a different relationship of the two ways of acquiring a second language. First of all, this essay will provide definitions of the two ways in which a learner can acquire a new language, according to Krashen, which are spontaneous language acquisition and guided language acquisition or using Krashen's terms acquisition and learning. I will go on trying to demonstrate just how many errors and inadequacies Krashen's theory contains by providing a summary of Krashen's monitor theory, containing all of Krashen's ambiguous ideas. After having gained a general overview of Krashen's monitor model, objections and criticisms to Krashen's hypotheses by some of his harshest critics will follow. In the very last part of this research, I will try to outline some more recent views on the relationship of spontaneous and guided language learning, based on research and studies conducted by other linguists. This will demonstrate that Krashen's monitor model is not the ideal description of the way learners acquire or learn a second language. 20 pp. Englisch.

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