

# Bridging the Gaps in Krashen's Monitor Model for Second Language Performance

Meroua Senouci, Samar Larbi

**Abstract:** The Monitor Model for Second Language Performance is a theory of second language acquisition developed by Stephen Krashen that attempts at explaining various aspects of second language performance. Although the model is considered to be one of the most influential theories in second language acquisition, it remains flawed. This study, therefore, aims at evaluating the Model and its fundamental hypotheses in an attempt to bridge all gaps for the end result of implementing the revised version in EFL teaching. The present work is divided into three chapters; the first is dedicated to the research methodology where the researchers opted for a mixed-method approach to collect data using three tools; a questionnaire, two sets of interviews, and a theory-testing experiment. The second chapter covers the literature review offering a comprehensive view of the topic at hand and critiques evoked to the model by other scholars, and the third and final chapter analyzes and interprets the data collected from the selected research tools, introduces updates to the model, as well as provides some strategies to best apply the revised model. One of the major findings was that the researchers created and developed a new Input hypothesis that takes into account individual differences as well the need for interaction. In conclusion to this work, the researchers acknowledge the significance of implementing personalized teaching to serve the needs of the individually unique learners of an EFL classroom.

**Keywords:** Monitor Model, Acquisition, Learning, Natural Order, Monitor, Affective filter, Comprehensible Input, LAD, Second Language Acquisition, EFL.

## General Introduction

Over the history of second language teaching, many different theories were set by various scholars in an attempt to build comprehension of how language learning takes place, what variables influence the process, and ultimately guide second language teachers in managing their culturally and linguistically diverse classrooms. In this respect, the established theories in second language acquisition are crucial in molding the course's content, objectives, and goals.

Undeniably, one of the most influential and controversial theories in SLA is Stephen Krashen's Monitor Model for Second Language Performance. The theory was first proposed by Krashen in the 1980s, since then it has been enriched and refined routinely and continuously. It consists of five interconnected hypotheses illustrating how language is acquired and what influences the acquisition process. Krashen's theory has been so influential that to this day several institutions across the globe lecture and implement it in their teaching, however, the theory remains flawed with each of the five hypotheses lacking either proof or clear and exact explanations.

Several scholars criticized Krashen's model as lacking credibility and scientific proof to the claims he made. Therefore, the overall aim of this work is to provide quantifiable evidence by testing the validity of Krashen's hypotheses through an analysis of 92 responses of an online questionnaire the researchers specifically designed asking questions related to Krashen's hypotheses as well 23 semi-structured interviews to bilingual/multilingual speakers from various geographical regions, all different age-wise (with the youngest being 6 and the oldest 70).

The current study is guided by the following questions:

1. Comparing Krashen's model to its critiques, how accurate are the hypotheses, and what are the weak arguments in each?
2. How can the model be revised and enhanced for implementation in the EFL classroom?
3. Following the revised model, which techniques/tools should be used to achieve better outcomes?

In an attempt to answer the above-mentioned questions, the following hypotheses are proposed:

1. Four out of the five hypotheses (eliminating the Natural Order Hypothesis) have a good basis of accuracy, yet each of the four necessitate some level of revision.
2. When acquisition and learning are not treated as independent systems, output and interaction are at equal importance as input, and both learning and acquisition are monitors for output, then the outcome will be a strong, valid theory for classroom implementations.
3. Techniques such as visualization, gamification, peer/self-assessments, and tools including realia, and audio-visuals would be immensely effective in reaching better results in teaching English as a foreign language.

To test the above hypotheses and answer the research questions, the researchers followed a mixed-methods approach in constructing the research design using a set of semi-structured interviews, an online questionnaire, and a theory-testing experiment. To collect enough data that would draw a decisive conclusion on the topic of discussion, the questionnaire was hosted on Microsoft forms, the interviews were over Zoom video conferencing, and the experiment was conducted in a physical classroom. The researchers analyzed the questionnaire results

using Microsoft Power BI and created the corresponding visual figures using the same tool.

The respondents of the questionnaire were Algerian EFL/ESL speakers, the Interviewees were bilingual/multilingual speakers from different geographical regions around the world namely, Algeria, Spain, Sweden, Switzerland, the United Kingdom, the United States of America, and Turkey, and the subjects of the experiment were Algerian adolescent learners.

The current study consists of three chapters; the first is devoted to the methodology employed where the researchers combined both qualitative and quantitative methods using (a) two semi-structured sets of interviews, one for an adult population (23 to 70 Y.O.) and one for younger participants (6 to 12 Y.O), (b) an online questionnaire, and (c) a theory-testing experiment with two groups of adolescent learners. The second chapter focuses on the related literature to the topic of concern, it provides a comprehensive explanation of the key concepts within the thesis including Krashen's model and its five hypotheses, and most importantly, it pinpoints the major critiques and flaws of each hypothesis. The third chapter discusses the analysis and interpretation of the data findings collected from the questionnaires and interviews that were addressed to the target bilingual/multilingual population. It also provides adjustments to Krashen's model and introduces a new and revised input hypothesis developed by the researchers alongside some strategies for implementing the revised model in the EFL classroom.

## **Chapter One: Research Methodology**

### **1.1. Introduction**

The first chapter is concerned with revealing the procedures and techniques, used to identify, select, process, and analyze the required information in relation to the research topic which is "Bridging the Gaps in Krashen's Monitor Model", as well as aiming towards answering the research questions stated in the General Introduction. This study's overall objective was to pinpoint the gaps in the Monitor Model and contribute with some adjustments. A clear reporting of the representative sample and the instruments applied is stated in this chapter, as the most beneficial and widely used tools are said to be the questionnaire and the interview, which were implemented among bilingual/multilingual speakers. In addition to the adaptation of a mixed approach.

### **1.2. Types of Methods Used in the Study**

In a constant attempt to bridge the gaps in Krashen's Monitor Model (KMM), the researchers aligned their initiatives with the use of a grounded theory study, in which the goal was to discover and establish a theory trusting given data obtained and analyzed using various research tools. This study is widely compliant, however, it can be taken as a "complex methodology", as the researchers were in a constant

2

challenge of trying to expand, adjust and fully analyze KMM by pointing out its key elements, and then putting the constructed categories in face of experiments, as a way of resulting in a non-expected theory.

To conduct the needed inquiry, the study relied on mixed methods research (MMR). Creswell and Plano Clark (2007, p. 5) defined it as a research designed with philosophical assumptions as well as methods of inquiry. "As a methodology, it involves philosophical assumptions that guide the direction of the collection and analysis of data and the mixture of qualitative and quantitative data in a single study or series of studies. Its central premise is that the use of quantitative and qualitative approaches in combination provided a better understanding of research problems than either approach alone". "The MMR has grown in popularity in the last years because of the advantage of employing the strengths of the two research methods, quantitative and qualitative" (Creswell, 2009, p. 203). This method was chosen as a leading aspect in this research because it ensured that the study findings relied on the experience of participants, it had great flexibility to clarify more information than can only be gained in one research approach and helped the researchers adapt to numerous designs, like, observer studies and randomized tries. It also, represented how the researchers were able to collect information naturally, including quantitative and qualitative data. Nevertheless, the most important point, is that this method was useful to understand inconsistencies between quantitative and qualitative results. It is widely common that quantitative methods emphasize objective standards and statistical reviews of the data obtained, by means of polling results, questionnaires, and surveys, or by the overall usage of secondary research, i.e.: adjusting and reviving some pre-existing data. Qualitative methods on the other hand stress subjectivity by the total understanding of concepts, statements, and points of view. In addition to non-statistical reviews of the resulting data by means of audios, videos, or even texts. Therefore, the mixed-method research would lead to a perfect understanding and coverage of all the research areas, and it was most likely to result in a wider and more accurate knowledge. The determination of using the MMR in the research paper was fully intended, many benefits could be taken into this choice's consideration, however, the highlighted principal idea remained the need for a full study, coverage, and understanding of the research topic, next to providing all the needed data, solutions, assumptions, and recommendations.

The use of quantitative methods pointed out several planned aims, including generating the necessary knowledge and understanding about the bilingual/multilingual social community. It helped the researchers observe the implementation of the monitor model and its effectiveness in this social distribution and the recovery of some pre-indicated results. The qualitative methods as well had some pre-arranged aims as it contributed to reaching an excellent insight through participants' firsthand experiences and real-life journeys and delivering truthful

reporting. Next to many other advantages such as giving the researchers a chance to quote participants from their real conversations.

The major characteristics that can be mentioned when referring to quantitative research, are the large sample size, where the researchers based their findings on a large representative sample (23 Interviewees, 92 Questionnaire participants,) to generalize on a full level. Structured research methods, precisely the use of an online questionnaire, remote interviews, and Observations to conduct quantitative research, and with the use of modern technology and the internet, it was quite easy to practice the different tools beyond geographical borders, as the researchers interviewed individuals from various world-wide territories. And eventually a highly reliable outcome, predictively, with the use of the prementioned strategies correctly, a credible and trustworthy outcome would not come as a surprise. When dealing with qualitative research, it was more likely to come across a naturalistic inquiry, where the researchers did their absolute best to make all the participants feel at ease and comfortable. "Naturalistic inquiry is thus contrasted to experimental research where the investigator attempts to completely control the condition of the study." (Patton. 42). Next to close personal contact and insight with the researchers' constant attempt to blend in with the target group, as a way of getting deeper results, however, with the continuous obligation of being careful of biases. Finally, in dynamic systems, here the researchers were not focusing on ending up with a straightforward yes/no, wrong or right answers, instead of vast and unlimited investigations were very much allowed. Both quantitative and qualitative research's effectiveness was fully based on the researchers' awareness and skilled capacities. First of all, engaging the participants making them feel needed, at ease, and part of something bigger to get absolutely the best outcome possible. And second of all, the correct usage of the lead to data, as it might get at ever confusing, uncalled for, or impossible to replicate a whole, yet a skillful researcher would always know how to take advantage of every single detail.

Quantitative data collection methods were established by measurable means such as interviews, surveys, experiments... These are known to be easily quantified and calculated, and the data is simply extracted and more likely analyzed. The quantitative data analysis usually counts on descriptive statistics, where the researchers restated the results and sought to draw conclusions. Qualitative data collection methods though were established in more vernacular settings that looked into the participant's feelings, experiences, points of view, and background. Analyzing such data can come as a challenge, for drawing a conclusion can take many paths, many guessing, and no certitude.

Quantitative data involved numerical statistics that were opted from the researchers' use of the prementioned quantitative research methods. The results were most likely to be usable, trusted, and similar among the same community individuals. "Quantitative data consists of numbers

that are obtained by using structured and validated data-collection instruments and statistically analyzed. The findings should be generalizable and thus can be applied to other populations, being able to look at cause and effect as well as making." predictions (Leung, 2015).

Qualitative data consisted of some non-practical statistics, which were ones more obtained from the researchers' use of the prementioned qualitative research methods. Its rulings were as well usable and trustworthy, yet very rarely to be generalized.

Table1.1: Comparison of Qualitative and Quantitative Research

	<b>Qualitative</b>
Definitions	A systematic subjective approach used to describe life experiences and give them meaning.
Goals	To gain insight; explore the depth, richness, and complexity inherent in the phenomenon.
Characteristics	<ul style="list-style-type: none"> <li>• Soft science.</li> <li>• Focus: complex &amp; broad</li> <li>• Holistic.</li> <li>• Subjective.</li> <li>• Dialectic, inductive reasoning</li> <li>• Basis of knowing: meaning &amp; discovery.</li> <li>• Develops theory.</li> <li>• Shared interpretation.</li> <li>• Communication &amp; observation.</li> <li>• Basic element of analysis: words.</li> <li>• Individual interpretation</li> <li>• Uniqueness.</li> </ul>
	<b>Quantitative</b>
Definitions	A formal, objective, systematic process for obtaining information about the world. A method used to describe, test relationships, and examine cause and effect relationships.
Goals	To test relationships, describe, examine cause and effect relations.

Characteristics	<ul style="list-style-type: none"> <li>• Hard science.</li> <li>• Focus: concise &amp; narrow.</li> <li>• Reductionist.</li> <li>• Objective.</li> <li>• Logistic, deductive,</li> <li>• Reasoning.</li> <li>• Basis of knowing: cause &amp; effect, relationships.</li> <li>• Tests theory.</li> <li>• Control.</li> <li>• Instruments.</li> <li>• Basic element of analysis: numbers.</li> <li>• Statistical analysis.</li> <li>• Generalization.</li> </ul>
-----------------	--

Adopted from: University of Missouri accessible at:  
<http://www.umsl.edu/~lindquists/qualdsgn.html>

Researcher uses tools, such as questionnaires or equipment to collect numerical data.
Data is in the form of numbers and statistics.
Objective: seeks precise measurement & analysis of target concepts, e.g., uses surveys, questionnaires etc.
Quantitative data is more efficient, able to test hypotheses, but may miss contextual detail.

Adopted from: Miles & Huberman (1994, p. 40). Qualitative Data Analysis, accessible at:  
<http://wilderdom.com/research/QualitativeVersusQuantitativeResearch.html>

Table1.2: Features of Qualitative and Quantitative Research.

<b>Qualitative Research</b>
The aim is a complete, detailed description.
Recommended during earlier phases of research projects.
The design emerges as the study unfolds.
Researcher is the data gathering instrument.
Data is in the form of words, pictures, or objects.
Subjective – individuals' interpretation of events is important, uses participant observation, in-depth interviews etc.
Qualitative data is 'richer', time consuming, and less able to be generalized.
<b>Quantitative Research</b>
The aim is to classify features, count them, and construct statistical models in an attempt to explain what is observed.
Recommended during latter phases of research projects.
All aspects of the study are carefully designed before data is collected.

### 1.3. Statement of the Problem

Krashen's monitor model (KMM), consists of five hypotheses: (1). The Learning-Acquisition hypothesis, (2). The Natural Order hypothesis, (3). The Input hypothesis, (4). The Affective Filter hypothesis, and (5). The Monitor hypothesis. In its general overview, cited claims related to second language performance by Professor Stephen Krashen that created a literal revolution in such fields, it was applied by many educational systems and rejected by many others. The model tackled many second language performance-related areas from childhood experiences to contemporary personality attributes and argued to give a definite explanation to many problems related to those areas. Which made it by far, one of the most criticized language teaching and linguistic contributions, considering the fact that Krashen did not base the model on any concrete and reported experiments, it was fully structured from experiences, observations, and scientific pre-knowledge. Many researchers and linguists refused the idea of ever calling KMM a theory, instead, it should have been supplanted by the term "assumptions", illustrating their arguments with real-life proof and more scientific knowledge, which again created other revolutionary beliefs. The researchers in this study invested their time and effort in trails using various methods, tools, and approaches for the sake of examining the validity of the five hypotheses, spotting the gaps, adjusting, and reforming some of the ideas presented in KMM.

### 1.4. Research Overall Objectives

The presented research purposed into investigating deeply and differently Krashen's Monitor Model (KMM), while trying to draw attention to any inconvenient gaps that might ever interfere with the reliability of this model. In addition to taking into account many assumed critiques and testing their credibility. By the end, the study aimed to arise an adjusted, fixed, and connected model relying on the gathered data.

### 1.5. Sample Population and Location

The investigation was done through probability sampling where a random, non-age balanced representative sample was targeted by the researchers for intended purposes. The participants chosen for the interviews varied from being primary school pupils, middle school learners, university students to employees, with age ranges from 6 to 70-years-old. The older+ medium, population (13 - 70 Y.O.) were selected for the fact that they had all faced or are currently facing exposure to EFL or other nonnative languages, as for the younger population (6 - 10 Y.O.), it was due to their close and direct exposure to second language patterns. The sample population for the questionnaire was selective to English EFL speakers in Algeria, precisely university students majoring in English, since the fastest way to find advanced English speakers in the country is by going through the ones majoring in the language. In the end, this compilation of people from different ethnic groups and age ranges gave clearer and exclusive overviews, therefore more credible results. The participants were contacted from online social platforms, home settings, and internet video-audio calls.

### 1.6. Data Collection Tools and Procedures

Knowing that the research's initial imminent aims were engaging adjustments and recreations in The Monitor Model. Many tools were taken into action to achieve the prementioned objectives. The researchers opted for three different instruments which are: The Questionnaire, where the pilot study was initially used, to better illustrate; the form of the first questionnaire version was nothing more than a test, in order to spot what are the changes that needed editing methodologically speaking and content-wise, in the determination of engaging more participants. A second, revised and customized final version was soon released, it included multiple-choice questions (where several answers were provided to the respondents from which they must choose), scaling questions (more known as ranking on scales questions) and open-ended questions (giving the participants the chance to freely express opinions and narrating experiences), indeed, the objective was fulfilled as it was submitted by over 90 individuals from different Algerian universities. Next comes the interview, the focus was to involve different bilingual/multilingual people with unlike, backgrounds (pupils, students, linguistic professors, translators, teachers, university professors, and people of other occupations in life), across the globe (United States of America, Switzerland, Spain, Turkey, Algeria, Sweden, United Kingdom) to gather unlike, perspectives, experiences, and language journeys. The dedicated interview type was a behavioral-based, semi-structured interview recognized by the researchers' effort to inspire communication, creativity, flexibility, and organizational skills, next to leaving the borders open for more open-ended expressive questions with a touch of structured formal one answer questions. And finally, the use of observational tools must be mentioned (5 hours of observation in 3<sup>rd</sup> year/ Master 01 grammar and oral classes plus a

theory-testing experiment with younger individuals), yet the results were rather useless, unsatisfying, and uncalled for, in exception of the theory-tested method that made a sub-part of the observational method and prompted some fairly advantageous results. Overall triangulation is stated to be the big topic here (Questionnaires, Interviews, Observations)

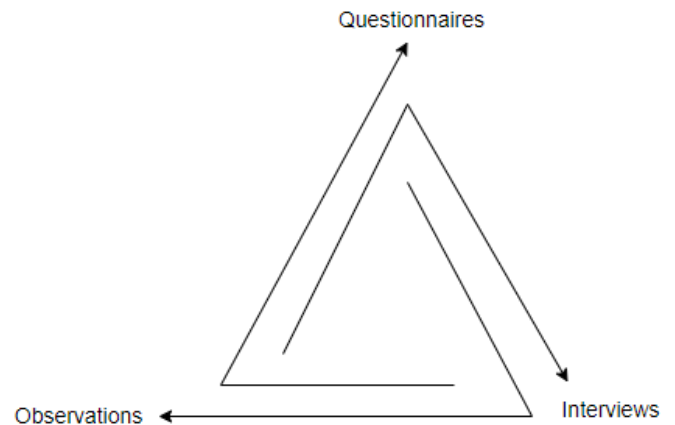


Figure 1.1: Triangulation

#### 1.6.1. The Questionnaire

In the effort of uniting further data and information about the research topic's concern. The researchers relied on the convention of the questionnaire, which was electronically spread among several Algerian university students with a total emphasis on EFL departments. With the corporation of office forms, a digital online questionnaire was shaped in an attempt to make it unforced, safe, easy-going, and flexible to the current pandemic, COVID-19 situations, as not much contact was allowed for the sake of health circumstances.

A questionnaire is an essential research data instrument consisting of a range of different questions that target different objectives. The involved questions aim into collecting individual answers from the participants. Questionnaires offer a fairly cheap, fast, and efficient method for obtaining a large number of people with large amounts of information. It can even be deemed as a sort of a written interview. Questionnaires are very accommodating and adaptable, as they can be conducted with direct facial interaction, telephones, emails, computers, or social media posts. Questions within, are made to go by the researchers' own styles and full control, related to the research's general intention in addition to separate goals associated with every single question. Dörnyei (2007, p. 102) outlines the questionnaire as "any written tool that contains a series of questions and statements which the respondents answer either by using their own words or choosing answers from those they are provided with".

The questionnaire is required to be simplified, understandable, and coordinating with all of the participants' levels.



This tool is seen to be extremely beneficial. It assists in accomplishing the research's overall purposes, the numerous types of questions engaged contribute massively to assembling all sorts of information about preferences, attitudes, opinions, behavior, and other fact-based information that can be utilized in countering the study's problematic. It can also, tackle both facts and subjective points of view, according to the Food and Agriculture Organization of the United Nations, a questionnaire whose objective is to collect facts is often more useful. Back to the precedent point, this instrument takes directions in both quantitative and qualitative data collecting. According to James P. Key, a professor at Oklahoma State University, a well-written questionnaire aims for objectivity. It does not include leading questions that suggest the desired response. The researcher is never at liberty to implement bias either by manipulating questions' pathways or giving arguments. A fulfilled questionnaire aims to grouping complete, accurate and credible data, its designer is responsible for the production of clearly worded questions that goes hand in hand with the learners' educational background and interests.

The questionnaire designed in this study consists of (08) multiple-choice questions which helped the researchers discover several aspects such as, the participants' age range, classroom preferences, teacher-student relationship, EFL level, EFL performance source (the acquisition-learning hypothesis in referring to KMM), the effect of the native language on English processing (natural order hypothesis in referring to KMM), psychological aspects and its control over EFL development (the affective filter hypothesis in referring to KMM), the preferable level of English used for communication and knowledge reporting (the input hypothesis in referring to KMM), the backup source preferred and relied-on in correcting and detecting mistakes (the monitor hypothesis). (03) scaling questions aiming into identifying EFL fluency and oral performance levels. And (03) open-ended questions with the objective of figuring out in more details a prementioned intent which is the foundation of the current oral fluency level whether it is academic or common social factors impact, (the acquisition-learning hypothesis), spotting and correcting mistakes in addition to a brief explanation behind the process of mistakes-adjustments (the monitor hypothesis). leading to a total of (14) purposeful and research guiding questions.

### 1.6.2. The Interview

Pondering the plan of further increasing the gathered data and information to end up with wealthier and more accurate answers, the interview was used as another key tool in shaping the research. The accomplished interviews were a set of open-ended questions heading to total self-expressive, free answers related once more to separate objectives. The interviews were arranged on Zoom video conferencing for adults (23-70), and from home for the younger and medium, age range (6-13) with their legal gradians' approvals. All the procurations for COVID-19 safety purposes were yet again respected and taken into

## 6

consideration. The participants' conditional necessities were being bilingual/multilingual, with English's obliged presence in one of their preformed languages.

An interview implies a private and gentle discussion between a number of people, it consists of the one(s) who asks the questions (Interviewer), as well as the one(s) who provides the answers (Interviewee). It is with no suspicion regarded as an influential shepherding instrument in paving the research's pathways. This tool goes through four phases. Opening the interview, where the researcher's role here is giving the Interviewee(s) a friendly welcoming, in addition to giving an indication of what is coming through the rest of the interview. Next, constructing the connection, the researcher's ultimate aim here is to create a relaxed atmosphere by relying on giving satisfactory first impressions, that would lead the participant(s) to give honest and sincere answers. Following comes the actionable step i.e., asking the questions, this is deemed as the most sensitive part, as it requires full preparation of the questions and the way planned for it to be asked, along with the question's meant objectives so, the researcher can have a complete consciousness whether the goals are being encountered in the given response or vice versa. And the final step, which is concluding the interview, it is once more essential to reinforce a good connection, it can also, be a chance for the Interviewee to take the wheel and ask some concluding questions. The Interviewer should end it up with a respectful thanking, and a few compliments.

Despite the current popularity and preferable use of electronic non-facial surveys, interviews and face-to-face interactions will always come up with exceptional and unique advantages. First of all, accurate feedbacks, unlike, behind-screen questioning, a direct connection will enforce more honest answers, as it leaves no time nor chances for a participant to come up with any supplementary nonexistent details. An interview will deliver verbal and non-verbal reactions, such as body language which is known to give a further analysis of the collected data. It can also, indicate a level of enthusiasm for the topics being discussed in the interview. Last but not least, with the Interviewer in full control of the interview and feeling the need to run it, a sense of focus and motivation will always be present.

Generally speaking, several types of interviews can help lead the study. Unstructured interviews are more in connection with regular speech with a touch of a daily, common conversation going around, it is a relatively formless interview style that researchers use to establish connection and comfort with the participant and is extremely helpful when researchers are discussing sensitive topics, the researcher is projected to examine participants to obtain the richest and in-depth information possible. A semi-structured interview is a tool where the research is at liberty to use few points of a guiding protocol, it maintains some formality structure (semi-structure), but it also, provides the researcher with the

ability to probe the participant for additional details. And the very last type are structured interviews. Easy to conclude that these ones are the exact opposite of the first type, as these interviews strictly adhere to the use of the protocol to guide the researcher.

The conceived interview in this study was a semi-structured interview in point of providing a great deal of flexibility for the researchers and granting them the advantages of preparing the questions beforehand, besides guiding the conversation according to what better served the research, next to the overall acceptance of open-ended questions and expressive and storytelling answers, plus the relentless practice of the communicative approach. The interview consisted of (02) dichotomous questions to get the participants' data sharing approvals, the residual questions were all a set of open-ended question that acknowledged self-articulation to target the Interviewees' personal backgrounds, language backgrounds, bilingualism/multilingualism's emergence basis, personal opinions about the learning and the acquisition systems (the acquisition-learning hypothesis in referring to KMM), foreign languages' levels faced during the participants' journeys plus their own involvements (the input hypothesis in referring to KMM), the conditions needed to be offered towards fulfilling language development next to language holdups (the monitor hypothesis in referring to KMM), individual foreign languages' chronology and native language's effect (the natural order hypothesis in referring to KMM), personal attributes (the affective filter hypothesis in referring to KMM).

The researchers reached out to Krashen proposing to schedule time for an interview, he kindly refused by sending the following email **"Very sorry dear I just can't, simply no time... Good luck with your thesis.... Thank you and the university for examining my model. Please follow and message me on twitter and I'll keep you updated about the latest research results! On twitter I am @skrashen."** (Personal communication, June 19, 2021)

### 1.6.3. Theory-Testing

Another personal method that took a slight role in the research, was the theory-testing process, where the researchers endeavored to prove Krashen's possibility of neglecting to learn once acquisition is accessible. The theory was tested and recorded on four middle-aged youngsters divided into two categories (learning, acquiring), once more with their legal guardians' approvals and total concern for COVID-19 safety instructions. This method is regarded to be exceedingly insightful and precise, as it landed visible, instant data that counted on the noticeable outcomes, body languages, and background evidence. Its usage aimed towards building primary research that was backed up by truthful demonstrated experiences and factual credible conclusions. In the researchers' experience theory-testing was comfortable, easy-going, entertaining, and non-time-consuming, however, it was captured on the other hand as complicated, unpredictable, uncontrollable, and

energy-consuming. The experience required entire planning and organization before it is the actual occurrence, it demanded the corporation of several tools (white-board, tables, pen, chairs, papers), the implementation of a grammar teaching approach for the first category, and the denial of explicit teaching environment indications for the second category.

### 1.7. The Procedure of Data Analysis

Data Analytics is the process through which statistical and logical techniques are systematically applied to describe, explain, condense, recapture, and evaluate data. according to Shamoo and Resnik (2003) various analytic procedures "provide a way of drawing inductive inferences from data and distinguishing the signals". As stated earlier, the data were analyzed using quantitative and qualitative methods (MMR) for all of the prementioned tools.

#### 1.7.1. Quantitative Questionnaire Analysis

Quantitative Analysis of the Questionnaire provides the knowledge and capability for a greater understanding of the gathered data, "it highlights how to uncover and explore what lies within data that cannot be achieved through descriptive statistics" (Steve Humble, 2020), It includes meaning testing, contingency tables, correlations, exploratory and confirmatory principal component analysis. Throughout this process the researchers wholly relied on providing calculated data that sets from Power-BI (digital calculating program) for multiple-choice and scaling questions, structuring figures, and percentages, exploring how to articulate the calculations and theory around statistical techniques, in addition to offering visible examples with notions, submissions, and evidence to help produce a higher quality of research outputs. The quantitative analysis took a greater part of the questionnaire as it comprised mostly of multiple-choice questions and scaling questions.

#### 1.7.2. Qualitative Questionnaire Analysis

Qualitative analysis a method that is used to interpret and describe the analysis of the participants' personal opinions and journeys. It is defined by Hsieh & Shannon (2005, p. 2) as "a research method for subjective interpretation of the content of the text data through systematic classification process of coding and identifying themes or patterns". The qualitative analysis for the presented study questionnaire was rather more in-depth and demanded a greater amount of focus and attention in comparison to the quantitative analysis, it was applied to the remained open-ended questions from the questionnaire. The researchers opted for the inductive reasoning approach that did not initiate from any expectations or assumptions to begin to process, rather it was more of open-ended questions data gathering as a first step, afterward identifying patterns and trends within that data set. And the ending conclusions were the controlling points of the study's pathway.

### 1.7.3. Quantitative Interview Analysis

The quantitative method was vaguely present in the research's interviews, it submitted a helpful overall understanding of few close-ended questions such as age ranges, native languages, number of spoken languages, and preferences concerning acquisition and learning within KMM. Statistics' calculations were done manually. Structured figures and percentages were incorporated.

### 1.7.4. Qualitative Interview Analysis

The qualitative method, however, was exceedingly employed in analyzing the accomplished interviews, for the massive amounts of open-ended questions existing in the designed interviews. It was regarded as the most time-consuming element, as the responses were much richer and more in-depth than those of the quantitative counterparts, a lot of effort went into categorizing responses and sifting through every word for meaning. In the procedure of qualitatively analyzing the interviews, the researchers selected both of the inductive reasoning approach, where once more the expected results did not rely on any assumptions or theories, yet it counted on a scratch starter by gathering data from some of the responses and then establishing common conclusions and concepts. Next to the deductive reasoning approach where the researchers began with initial hypotheses and expectations for the data set, the results collected were then used to either prove or disprove those expectations.

### 1.7.5. Quantitative Theory-Testing Analysis

Regarding the theory-testing tool as a very minor part of the study, its quantitative analysis was effortless, brief, and straightforward. It entailed a small number of manually calculated data that was enough to determine the approval or the rejection of Krashen's belief.

### 1.7.6. Qualitative Theory-Testing Analysis

Its qualitative analysis on the other hand dealt with further explanations demanded from the participants by the researchers after the results.

### 1.8. Limitations

"There are limitations and challenges inherited in any research method. Realizing and explaining limitations of a study is one way of showing the trustworthiness of the study to its readers" (Glesne, & Peshkin, 1992). The submitted study is no exception to that, as many obstacles can be stated.

Cautious attention was given to the used language while trying to collect the needed data. Specifically interviews, as it was not at all a laidback procedure. A limitation in interpreting some of the interviews' end results surfaced a challenge due to the necessity of translating the younger agers' interviews from MSA to English. The choice of participants to use MSA was inevitable as none of them was at total competence to speak

English, and any language barrier would have obstructed the flow of the interviews.

The researchers were obliged to hold the responsibility of working eight hours a day each, for five weekdays, which was by far, the toughest obstacle. Not much focus was easily delivered towards both activities, it demanded lots of hard work, effort, time management and sacrifices. Hence, it is safe to say that the introduced work is the result of many tiring days, sleepless nights, and countless road rides.

COVID-19 circumstances were of absolutely no help, as the researchers had to wait for long, separate periods of time to directly assist oral/grammar classes, or to even get a chance of interviewing teachers, due to the obliged reduction of physical and direct contact that included educational settings.

MMR poses a big deal when it comes to complicating and conducting data. Creswell (2003) stated that this method necessitates a well-designed plan to go over every part of the research, including the study sample for qualitative and quantitative sections, timing, and the expected process for integrating the data. Taking into account that the used representative sample was regarded as both a challenge and a benediction. It resulted in many valuable data, however, the analysis of over 20 interviews and over 90 questionnaire responses took an extremely extensive period and demanded double the efforts and time in comparison to the other parts included in the study.

Some of the findings of the research cannot represent the general entity, as those outcomes were based on personal experiences and characteristics. However, that does not dispose them in a useless and non-used place. The gathered data was still credible and beneficial to the study.

### 1.9. Conclusion

This chapter outlined the research layout of the investigation. The methods, the participants, the instruments used (questionnaire and interview), the data compilation process, and the data analysis. Leading to a broad and compatible understanding of the approach the researcher would take in analyzing KMM and paving the path to better target the existing gaps and establishing some improved, advantageous, and constructive adjustments in addition to personal contributions, which can be seen in the next chapters.

## Chapter Two: Literature Review Related to Krashen's Monitor Model

### 2.1. Introduction

This chapter is exclusively dedicated to reviewing the previous works of scholars related to Krashen's Monitor Model by chiefly examining the five hypotheses through means of first, explaining each hypothesis and second, pinpointing the flaws through the critiques other linguistic



scholars addressed to each of the former mentioned. It also, provides definitions and explanations of some of the major concepts of the model so, that the readers would be able to have a complete and clear understanding of the topic of concern.

## 2.2. Learning and Acquisition According to Krashen

Krashen asserts that language acquisition and language learning are completely separate systems. According to Herrell & Jordan, Krashen considers the distinction between the two to be "vital to the support of students' gradual acquisition of fluency in a new language." (Herrell & Jordan, 2016, p. 2)

### 2.2.1. Language Acquisition

The subconscious process in which language is naturally acquired and used proactively. It follows the same pattern as in the development and understanding of the mother tongue. For example, a child born into an American family of English-speaking parents learns English subconsciously through language acquisition. A school setting example might include an English-speaking student and a Spanish ESL student engaging in playground conversations during breaks where they would not follow grammar rules.

### 2.2.2. Language Learning

The learning of a language consciously through formal education. It included learning about the rules of a language i.e., learning vocabulary, grammar rules, language functions, etc. The previously mentioned are taught explicitly through formally planned and structured courses.

## 2.3. Linguistic Performance

The use of language in the production and comprehension of meaning in day-to-day communication; including grammatical errors and other non-linguistic features such as hesitations and other disfluencies.

## 2.4. Second Language

A second language is any language that a person knows and uses that is not their first or native language. Modern linguists frequently use the term L1 to refer to a first or native language, and the term L2 to refer to a second language or a foreign language that a person uses. According to Vivian Cook, "L2 users are not necessarily the same as L2 learners. Language users are exploiting whatever linguistic resources they have for real-life purposes [...] Language learners are acquiring a system for later use." (Cook 2002 cited in Nordquist, 2020)

## 2.5. Second Language Learning

Second language learning is a conscious process of learning another language other than the first or native language (L1). This process takes place after the first language(s) has/have already been acquired. i.e., Second language learning could also, refer to the third, fourth, or fifth language the learner is currently learning. (Wee, 2016)

## 2.6. Second Language Acquisition

The acquisition of a second language is twofold; in a general sense, it is a term that describes learning a second language. In a precise sense, it is the name of the theoretical framework by which a second language is acquired or collected. This is essentially a natural process that takes place during day-to-day communication. According to Krashen, second language acquisition (SLA) is contrasted to learning a second language, which explains how higher education of the language allows us to learn more conscientiously. i.e., SLA is not only the process of developing the native language but also, the process of developing other languages. For example, when a native Farsi-speaking child begins to learn English, his second language acquisition process will determine his English fluency. While the terms "second language learning" and "linguistic acquisition" are used synonymously by most academics, these terms vary. Language acquisition means acquiring the language with little or no formal training or education; one example of acquiring a second language is when you go to a country where people speak a different language than your own. On the other hand, Language learning means formal academic learning in a classroom. It is important to note that A second language is oftentimes referred to as the target language, while the mother tongue is called the "first language", oftentimes referred to as L1. A second language, however, is characterized by:

- Being presented by second-language speakers.
- Being introduced as a second language included in the school curriculum.

## 2.7. Second Language Performance

The actual use of a non-native language by a speaker in different situations; including grammar errors and other non-linguistic features, like, doubts and other influences. The nature and characteristics of a specific linguistic performance instance and its products are determined through a combination of factors:

- the speech-linguistic hearer's skill or unconscious language skill.
- The nature and limitations of the speech and perception mechanisms of the speaker-hearer.
- the memory, concentration, attention, and other mental abilities of the speaking person and their limitations.
- the speaker's social environment and status.
- The speaker-dialectal hearer's environment.
- Speaking of the speechmaker in an idyllic and individual style.
- Factual knowledge and understanding of the world in which the speaker-hearer lives.
- The health of the speaker-hearer, the emotional state of the speaker-hearer, etc.

## 2.8. The Monitor Model for Second Language Performance

The Monitor Model for Second Language Performance is one of the most important theories in second language acquisition. Proposed and developed by Stephen Krashen, the Monitor Model aims at answering questions such as how is language acquired? what influences language acquisition? and in what sequence is language acquired? As one may notice, the Model strongly focuses on the word "acquisition" and that is due, largely in part, to the fact that Krashen believes that the best way to develop a language is to naturally acquire it and not learn its fundamental rules. The Monitor Model consists of five hypotheses, listed in no particular order: the acquisition learning hypothesis, the input hypothesis, the natural order hypothesis, the monitor hypothesis, and the affective filter hypothesis, all of which emphasize, either directly or indirectly, the importance of implicit instruction and argue that the best way to acquire any knowledge is by not realizing you are acquiring it in the first place.

### 2.8.1. The Acquisition Learning Hypothesis: Claims & Critiques

Stephen Krashen made a clear-cut distinction between acquisition and learning. He defined acquisition as "a subconscious process; language acquirers are not usually aware of the fact that they are acquiring language, but are only aware of the fact that they are using the language for communication." (Krashen, p. 10, 2004). On the other hand, described learning as the "conscious knowledge of a second language, knowing the rules, being aware of them, and being able to talk about them." (Krashen, p. 10, 2004). Some of the main claims in this hypothesis include: (A) "the result of language acquisition is called acquired competence, it is subconscious i.e., the individual is generally not consciously aware of the rules of the languages they acquired. Instead, they have a "feel" for correctness. Grammatical sentences "sound" right, or "feel" right and errors feel wrong, even if they do not consciously know what rule was violated." (Krashen, p. 10, 2004). (B) the ability to "pick up" a language does not vanish after puberty, in other words; adults can access the same language acquisition device (LAD) as children, however, they cannot, in most cases, achieve the same level of native-like, levels in a second language as children. On the other hand, Krashen uses the term learning to refer to "conscious knowledge of a second language, which includes knowing the rules, being aware of them, and being able to discuss them. In layman's terms, learning is knowing about a language, which most people refer to as grammar or rules." (Krashen, 2004, p. 10).

This hypothesis posits a lot of vagueness in terms of; (1) terminology; as McLaughlin (1978) argues, Krashen did not give detailed explanations of what he means by the terms 'conscious' and 'subconscious'. (Zafar 2009) adds to this by pointing out that 'acquisition', 'learning', 'implicit', 'explicit' also, do not have accurate definitions; (2) It is difficult to perceive how acquisition and learning,

'housed' in two separate linguistics systems, could be put into use by L2 learners (Gass and Selinker, 1994 cited in Zafar 2009); (3) if adults can access the same LAD that children use, why it is that only a few adults successfully acquire a second language?

### 2.8.2. The Monitor Hypothesis: Claims & Critiques

This hypothesis states that, in the case of second language development, learned competence merely functions as a monitor to the acquired competence. According to Krashen "Our "formal" knowledge of the second language, our conscious learning, may be used to alter the output of the acquired system, sometimes before and sometimes after the utterance is produced" (Krashen, 2003) Yet, knowledge from the learned system is not enough for the monitor to operate, three variables must also, be met and those are (1) knowing the rule, (2) thinking and focusing about the correction, and (3) having time to apply the correction.

Krashen does not provide any empirical evidence that proves the existence of such a monitor, as Mitchell and Myles, 2004 note: "The problem with such claims, even though they might have some intuitive appeal, is that they are at present impossible to test empirically: how do one know when a learner is consciously applying a rule or not, or, in other words, whether the source of the rule that has been applied is the acquired system or the learned system?" Krashen's claim that learning is the "monitor" for acquisition has also, drawn disapproval from many scholars including McLaughlin who argues: "People have rules for language use in their heads, but these rules are not those of the grammarian. People operate on the basis of informal rules of limited scope and validity. These rules are sometimes conscious and sometimes not, but in any given utterance it is impossible to determine what the knowledge source is". (McLaughlin, 1987, p. 30). The fact that Krashen limited the existence of such a monitor to second language users rose a lot of debate around how would the model function for first language users? Or does it even exist, to begin with?

### 2.8.3. The Natural Order Hypothesis: Claims & Critiques

The natural order hypothesis claims that children acquiring their first language begin with developing grammatical structures in a predetermined, 'natural' order, with some being acquired earlier than others. This hypothesis is based on focused research of morpheme studies (an approach to second language acquisition introduced by Dulay and Burt that focuses on the sequence in which specific English grammatical morphemes are acquired), where children developing English as their first language were reported to acquire "the progressive marker -ing (as in "He is playing baseball".) and the plural marker /s/ ("two dogs") first while the third person singular marker /s/ (as in "He lives in New York") and the possessive /s/ ("John's hat") were typically acquired much later, coming anywhere from six months to one year later." (Krashen, 2004, p.12). Whilst children developing English as their

second language reported a different natural order than the previous group, however, distinct groups of second language learners shared remarkable similarities. In general, the similarities that English as a first language and English as a second language acquirers shared were the bound morphemes having the same relative order (ING, PLURAL, IR. PAST, REG. PAST, III SINGULAR, and POSSESSIVE) whilst the differences (AUXILIARY and COPULA) tended to be acquired relatively later in first language acquisition than in second language acquisition. (Krashen, 2004).

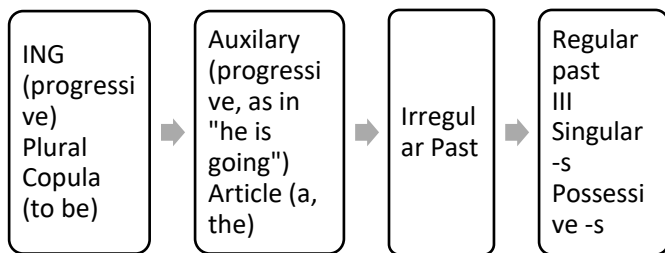


Figure 2.1. "Average" order of acquisition of grammatical morphemes for English as a second language (children and adults) adapted from Krashen, 2004.

Several scholars disagree with the claim that Krashen makes on the existence of a shared "natural order" to acquiring the English grammatical elements for many reasons; including the fact that this hypothesis is solely anchored on English morpheme order studies, completely disregarding the influence of learners' L1 on their L2 acquisition. (Zafar, 2009, p. 142) argues that Krashen has overlooked the fact that with a specific L1 some learners might find the learning of L2 more difficult in comparison to other learners. Individual variations also play an important role in the process, for example, an ESL learner whose mother tongue is Afrikaans and one with Chinese as a mother tongue might not adopt the same path in acquiring English language structures, and the same applies to someone with learning disabilities such as Dyslexia versus a regular learner with no disabilities thus, assuming that all learners acquire the English grammatical rules in the same order is a fatal mistake to commit as a teacher or language instructor. Furthermore, (Mason 2002, cited in Rohani, n.d.) asserts that the studies on which Krashen based his hypothesis do not provide conclusive evidence as to whether a morpheme has been acquired or not. "The fact that a student uses a particular grammar feature does not necessarily mean that they use it properly or understand how it works," he argues.

#### 2.8.4. The Input Hypothesis: Claims & Critiques

This hypothesis attempts to answer the question: How language acquired? Krashen builds the base for his argument upon his assumption of the existence of a natural order claiming that to move from one's current competence "i" to the next "i+1" along the natural order, one must receive comprehensible input that is a bit beyond the current

level i+1 where "comprehensible" means the acquirer focusses on the meaning and not the form of the message. (Krashen, 2004) And to understand structures that have not been acquired yet, the learner must use more than his linguistic competence; that includes context, knowledge of the world, and extra-linguistic information to help understand the language direct to him/her.

Several scholars have argued the vagueness of Krashen's claim that language is acquired in "only one way", that is, by understanding messages, or by receiving 'comprehensible input since in nowhere does Krashen explain what "comprehensible input" is, or how can a language instructor know/measure if the input they are providing is comprehensible or not which makes it immensely harder to identify the level that is "a bit above" the learner's current level (+1). Krashen used caretaker speech (baby talk) as an example of comprehensible input because (a) it is light; very few words and extremely short sentences are used to convey meaning, and (b) it is simple; those words and sentences are often, if not always, repetitive, reduplicative, and diminutive for example, din-din (instead of dinner) and doggy (instead of dog). Butzkamm (2009) extends this theory further by stating that understanding the input is not enough for acquisition to happen. In his words: "In order to make progress, the child must not only understand what is meant, but must also, see through the linguistic structure, i.e., identify elements of the world within the flow of language, and relate changes in the situation [...] An intuitive understanding of the French phrase "maman t'aime" (which, when pronounced, could be heard as a three-syllable word) is not enough. Ultimately, the child must not only understand that this is an expression of love (easy), and that it is "maman" who loves (easy), but the child must also, detect where she herself, i.e., the loved person / the person spoken to is hidden in that phrase and must separate it out from the idea of loving. The latter is the more difficult because she does not see this phrase in print but only hears a continuous flow of language. Without an understanding of their structure such phrases "provide no less but also, no more than holistic signals and gestures of affection, greetings, farewells, requests or thanks."

Another controversial statement in this theory is "the silent period" as Krashen claims that when acquiring a language, learners go through a period characterized by an absence of speech during which the individual is purely internalizing the language around them. Gibbons (1985) confirmed through his research the existence of a silent period in some learners – not every learner exhibited a silent phase – when acquiring a foreign language, however, he does not refer to this period as a phase of "intake processing" but rather as a period of silent incomprehension, he also, notes that if the silent period is prolonged this may be a result of psychological withdrawal rather than language acquisition processes. It is also, important to note that "despite an initial silent period, the major thrust in language development comes when

they [children] start using and playing with words in their early years. The absence of a role for output in Krashen's theory also seems to fly in the face of what both language learners themselves [first and second language learners observed in the research] report and what language instructors have observed about the role of output in learner development" (Burden, 2006). Swain also argued this fact in her Output hypothesis where she conducted several observations of students in immersion programs in Canada. Her research revealed that learning takes place when learners notice that they have a gap in their knowledge, and the only way they would notice is through language productions (written or spoken).

### Long's Interaction Hypothesis

Long saw some basis of validity in Krashen's hypothesis and some missing aspects namely interaction when he emphasized the importance of interaction in language acquisition. The interaction hypothesis compiles aspects of both Krashen's input hypothesis and Swain's output hypothesis where Long asserted that language is best acquired through personal and direct interaction because interaction is not only a means for the learner to study the language but also a way for them to practice what they have learned. According to this hypothesis, "negotiations" happen during conversations where a partaker does not understand what the other is saying showing signs of "negative feedback" sometimes seen in facial expressions such as crossing eyebrows or in verbal communication when asking for clarification by saying "Sorry?" "Come again?" The process in which the misunderstood partaker tries to clarify what s/he said is called "modification output" where s/he will try to use anything that shows an affirmative response from the other partaker including rephrasing, illustrations, body language, annunciating, and perhaps even google translate if available. The hypothesis insists on the importance of interaction between a second/foreign language learner and a native speaker so the learner can study the language in its most authentic setting. This hypothesis revolutionized Krashen's input hypothesis in the sense of filling in some of the underlooked stages in language acquisition through receiving input.

### 2.8.5. The Affective Filter Hypothesis: Claims & Critiques

Krashen claims in this hypothesis that a number of affective variables play a tremendous role in learners' language development, namely anxiety, motivation, and self-esteem. According to Krashen, when a learner has a high motivation, high self-esteem, and low anxiety the "affective filter" in their brain will allow for comprehension to reach their Language Acquisition Device (LAD) and thus allow for language acquisition to take place and for output to be produced.

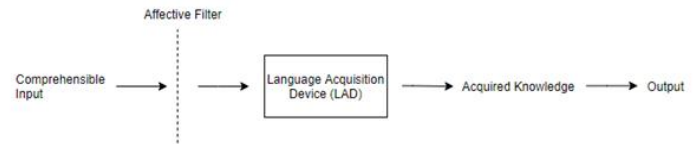


Figure 2.2. The affective filter in a low anxiety situation adapted from Krashen, 2004.

In a reverse situation, when anxiety is high, and motivation and self-esteem are low, the affective filter will then block comprehensible input from reaching the LAD and thus hindering the process of language production, i.e., forming a "mental block" that impedes comprehensible input from being used for acquisition.

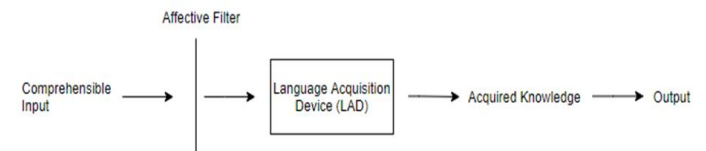


Figure 2.3. The affective filter in a high anxiety situation adapted from Krashen, 2004.

Although one cannot completely disregard this hypothesis, it still has a lot of holes to poke through. The first being that Krashen only focused on the adult acquisition and completely disregarded the fact that children can also, experience these affective variables (and others) when acquiring. (Zafar, 2009) questions how and why children successfully master their L1 even when they are faced by factors that are known to stand in the way of some adult learner's route to acquisition including anxiety, lack of self-confidence, and feelings of insecurity? And how does the filter determine which parts of language are to be screened in/out? Or even how can the process of fossilization and interlanguage development be determined by the filter? So, many unresolved questions reveal just how vague the hypothesis is. Furthermore, Krashen does not clearly state whether and how a single variable or all three combined are functions as filters for second language acquisition. (Gregg, 1984) Krashen also disregards all other variables that may impede a learner from acquiring a language such as lack of focus, personal mindsets, and attitudes, challenging personality traits, unsupportive environments, etc.

### 2.9. Conclusion

This chapter discussed and reviewed the major concepts related to the Monitor Model, examined, and analyzed linguistic scholars' critiques of



the former, and pinpointed the flaws in each of the hypotheses Krashen proposed providing a clear understanding of the model and its failings as well as paving the road to the following chapter where the researchers will validate or invalidate the hypotheses based on the collected results from a total of 115 responses of both questionnaire and interviews as well the results from the conducted theory-testing experiment.

**Chapter Three: Data Analysis, Discussion, and Interpretation**

**3.1. Introduction**

This chapter presents the data gathered from the semi-structured set of interviews, the online questionnaire, and the theory-testing experiment the researchers conducted. The findings are supported by visual graphics and are also correlated to other questions the researchers asked for the purpose of drawing decisive decisions on the topic of concern. It also provides revised methodological considerations to all five hypotheses and introduces a novel input hypothesis developed by the researchers. Lastly, it presents some strategies and recommendations for best implementing the model in an EFL classroom.

**3.2. Data Analysis, Findings, and Interpretations**

The below section will discuss the findings of both questionnaire and interview sets the researchers conducted.

**3.2.1. Questionnaire Findings and Interpretations**

Question 1 was aimed at identifying the respondents' age range to draw conclusions between their age ranges and their level of English in the questions that followed. The results showed that there is a good stretch of age spectrums between respondents with over half, 52%, being of 21 to 23, 26% between 24 and 26, followed by a 14% of 18 – 20-year-olds, and a 5% of 30+ year-olds, and lastly a total of 2% of people around 27-29.

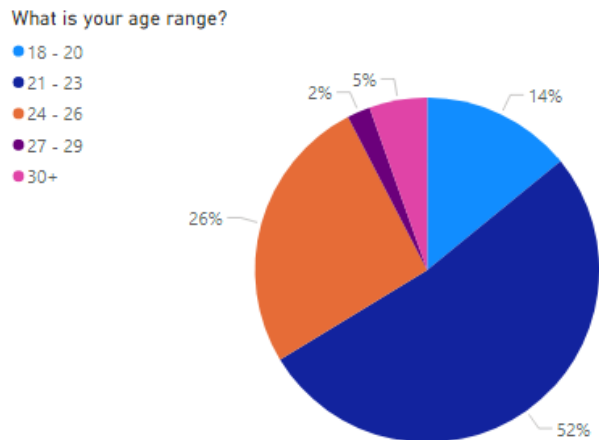


Figure 3.1. Age Range

Question 2 was aimed at identifying the population's current English level, the researchers asked this question to see if younger EFL/ESL

speakers have a higher level of mastery considering the influence of globalization on generations born in the late 90s. The results of this question showed that 35% considered themselves to have an upper intermediate level, 28% intermediate, 27% advanced, 5% lower intermediate, and 4% considered themselves as beginners. These results indicated the speakers' awareness of their own level.

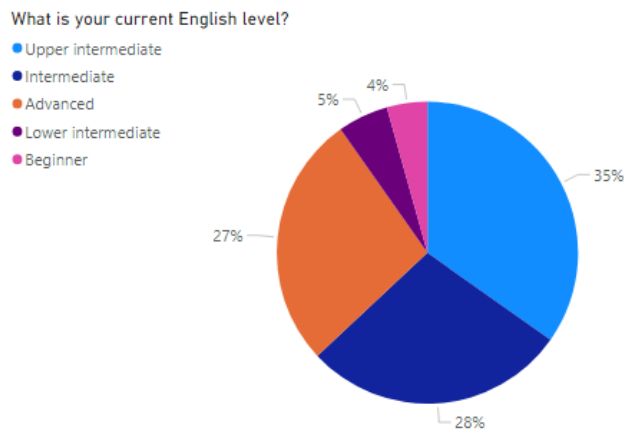


Figure 3.2. English Level

By correlating both figures 3.1. and 3.2, one can clearly notice that the older the population gets, the higher levels of English mastery they reach, for instance; both "27-29" and "30+" age ranges revealed that there is 0% of beginner level individuals which is only natural considering them being always exposed to the language and continuously adding to their baggage of vocabulary and overall knowledge of the language and culture. The results, however, did not show that certain younger generations have higher mastery levels as questioned prior.

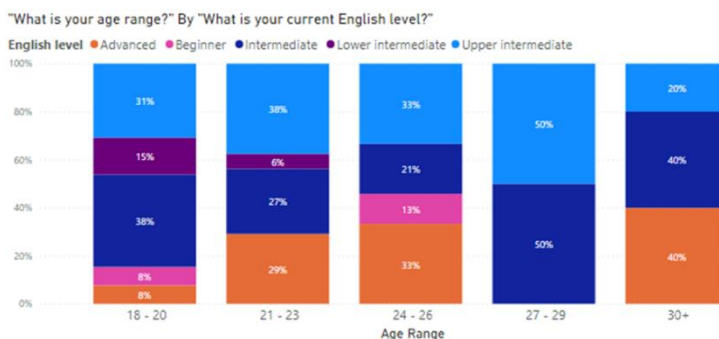


Figure 3.3. Age Range by English Level

The true and false section of the questionnaire was dedicated to identifying the population's individual patterns and backgrounds, the aim was to see if the collected responses would back some of Krashen's claims in the model or not. Statement one "I often interact with my teachers" was aimed at separating the population, ideally, into 2 categories, the ones who do and the ones who do not, by this the researchers planned to see if learners who do not interact with their teachers reported that they have a high or low level of English in a later



correlation. The results revealed that 50% of the respondents supported this statement while 34% were against it and 16% were indecisive in their answer.

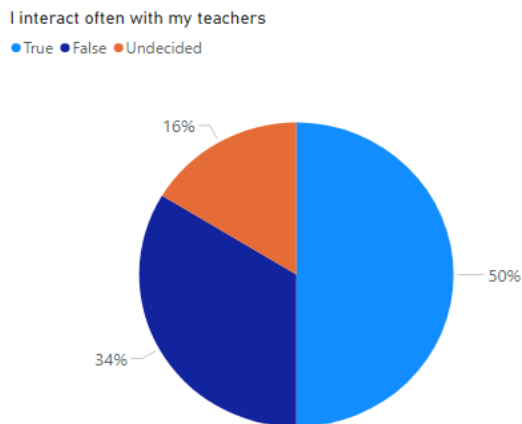


Figure 3.4. Interaction with Teachers

When correlating figures 3.4 and 3.2, the findings showed that the 50% who stated they interact often with their teachers, were those who reported having an either advanced, upper-intermediate, or intermediate English language level, and only a small percentage reported to have a lower intermediate level, these results emphasize the importance of classroom student-teacher interaction to the learners' language development.

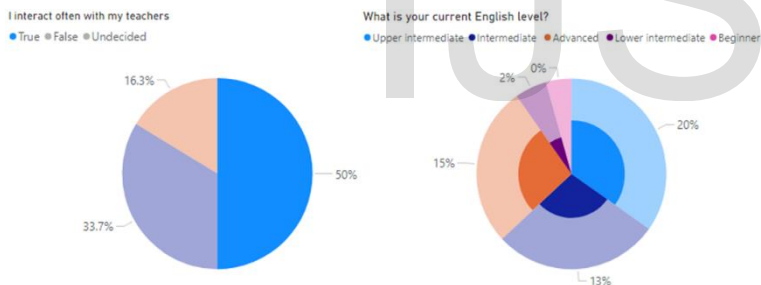


Figure 3.5. Present Interaction with Teachers by English Level

However, when filtering by the 34% who reported to not interact with their teachers as often, the results showed that 11% previously stated that they had an advanced level of English. Whilst the population who responded with a "yes" to the statement "I often interact with my teachers" had 0% of beginner level individuals, the population who responded with a "no" to the same statement indicated a total of 4% of beginner learners. The reason behind them not interacting with their teachers could refer to several variables on either side; teacher, topic, and student: (1) students might be either shy, introverted, uninterested, or unmotivated; (2) the topic might not be interesting, too complicated, or too easy, or a déjà vu, and (3) the teacher could either be biased in his teaching, authoritarian, a laissez-faire, or just not well experienced.

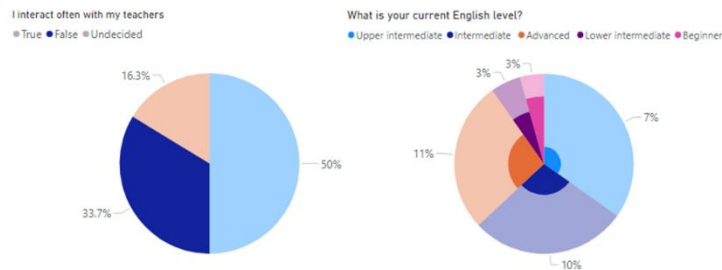


Figure 3.6. Absent Interaction with Teachers by English Level

The second statement "I often speak English outside the classroom" aimed at identifying the stance of English in the participants' daily life communication, the results revealed that the majority; 71% often do, 20% reported not to, and 10% were indecisive about this statement.

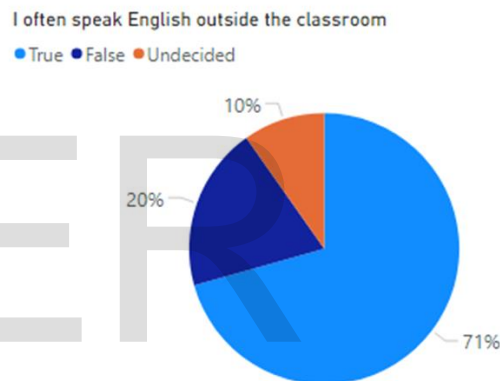


Figure 3.7. English Use Outside of the Classroom.

The main aim behind asking statement three "I consider myself fluent in English" was to, once more, correlate between this and speakers' levels as well as whether they interacted with their teachers. The results, presented separately, 45% responded positively while 29% did not and 26% were, again, indecisive.

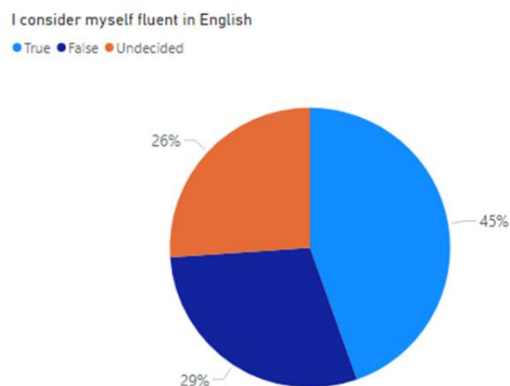


Figure 3.8. English Fluency.

An interesting finding the researchers noticed when correlating figure 3.8. with figure 3.7. was that both speakers who do not consider themselves fluent in English and those who were undecided stated that they do speak English outside of the classroom, that may be due to the fact that English is used on almost every platform surrounding those individuals, e.g., social media, gaming platforms, educational platforms, etc. Thus, forcing them to use the language to connect with wider audiences as well as get the best of what the internet has to offer.

rules in formal settings, as opposed to the 29% that first “learned” English in classroom environments.

I first learned English in a non-academic environment	Total
TRUE	78%
FALSE	17%
UNDECIDED	4%
I first learned English in an academic environment	Total
TRUE	29%
FALSE	71%

Table 3.1. Environment for the Speaker’s First Contact with English

The purpose of asking these two questions was to test a theory the researchers had; based on personal experiences, people who acquired English are more fluent at the language than people who learned considering they “picked up” English utterances and pronunciation as they are spoken in their most authentic setting. The results analyzed confirmed the researchers’ hypothesis where out of the 78% who learned English in a non-academic environment, 36% considered themselves fluent. On the other hand, just 10% of the population that learned English in an academic environment considered themselves fluent in the language. These results clearly show that most English performers achieved linguistic competence in non-formal settings, which can be explained by the fact that they listened to the language in its most authentic setting, i.e., from native speakers, which boosted their level tremendously.

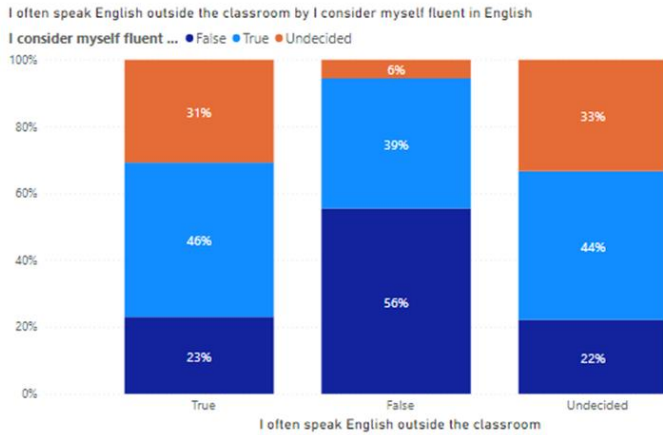


Figure 3.9. English Use Outside of the Classroom by English Fluency.

Furthermore, when the researchers correlated “I often speak English outside the classroom” with “I interact often with my teachers”, the results showed that 80% of the respondents who spoke English outside of the classroom were also, those who interacted with their teachers often. This may be because they are more self-confident in their level that they choose to use the language in and out of class.

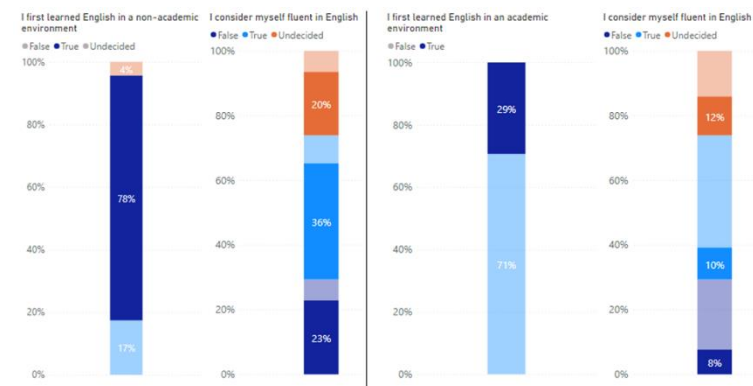


Figure 3.11. English Fluency by Environment for the Speaker’s First Contact with English

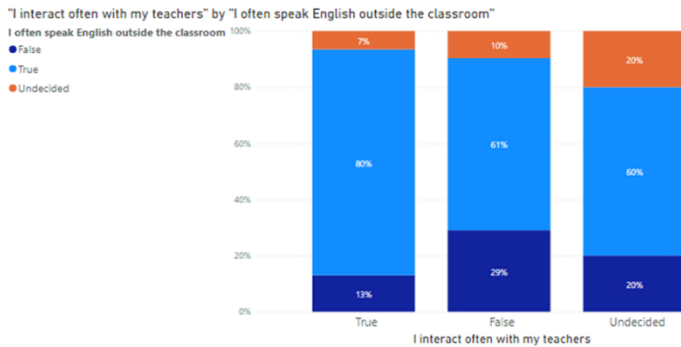


Figure 3.10. Interaction with Teachers by English Use Outside of the Classroom.

The researchers asked statements 3 and 4 to split the participants into two categories; the category that first learned English in a non-academic setting falls under “acquisition” and the category that first learned English in an academic setting falls under “learning”. The results offered a total of 78% of participants who “acquired” English prior to learning its

The sixth statement “when I make a spelling or writing mistake, I often self-correct” was aimed at identifying and qualifying participants who self-correct their mistakes for a later question in the survey dealing with the monitor theory. The responses showed that 82% often self-correct while 11% reported not to do so. As for the remaining 8%, they were indecisive. It is no surprise to see the dominant awareness of the respondents to their language mistakes and their need to correct them after having internalized the correct rules.

When I make a spelling or writing mistake, I often self-correct

True False Undecided

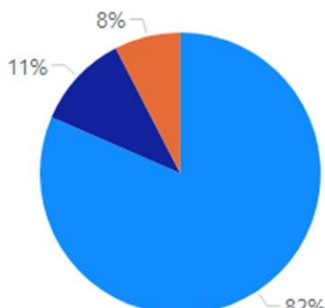


Figure 3.12. Self-correction

The greatest majority, 87% denied statement seven “I am developing English that same way(s) I did when I was younger” such an answer was anticipated by the researchers since scientific research proves that adults do not develop any developed language by going through the same “young” path because as children the brain is constantly creating new neural pathways that enable the child to learn faster and easier by taking shortcuts in learning, and the speed of producing these pathways decreases as one gets older and instead of finding “shortcuts” to take, the brain tries to find “familiar routes” from past experiences. People who denied developing English the same way(s) they did when they were younger have obviously experienced this fact.

I am developing English the same way(s) I did when I was younger

False True Undecided

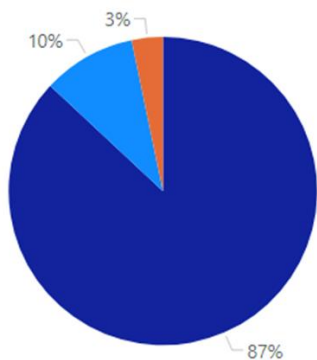


Figure 3.13. English Development as a Kid vs an Adult

The purposes of asking statement seven “I prefer to learn grammar in a direct and clear manner” and statement eight “I prefer to learn grammar

in an indirect way” were to; (1) identify the population’s learning preferences so that the results would later help the researchers in proposing teaching strategy for EFL/ESL instructors, and (2) testing Krashen’s belief that the best way to teach grammar is through “acquisition”, i.e., implicit teaching. The results showed a total of 58% supporting statement one (explicit grammar learning), and 48% supporting the second statement (implicit grammar learning). Proving that the leading sample, 58% are in dire need to receive clear explanations of the T.L rules while learning, which leads back to the fact that it might be easier to remember what you are developing if you are totally aware of it.

I prefer to learn grammar in a direct and clear manner	Total
TRUE	58%
FALSE	30%
UNDECIDED	12%
I prefer to learn grammar in an indirect way	Total
TRUE	48%
FALSE	43%
UNDECIDED	9%

Table 3.2. Implicit vs Explicit Grammar Learning.

Question 4 was asked to identify the chronology speakers followed in their language development processes, the researcher wanted to detect whether speakers who developed English at earlier stages were more fluent compared to others. The results alone showed that the major population was speakers of Darija as a native language, MSA as a second, French as a third, and English as a fourth. In addition to a probable extra language(s) which is not surprising considering the regional background of the participants (North African Community).

Classify the below list of languages in order of which you learned first

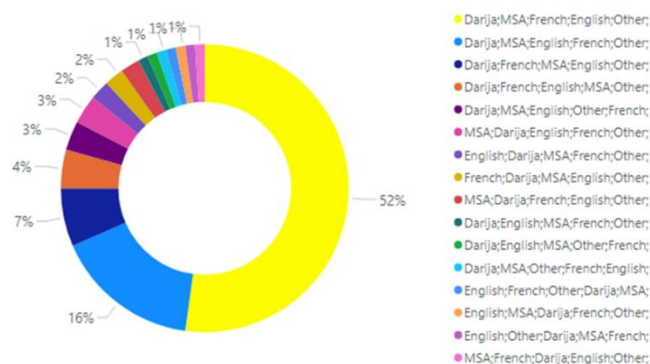


Figure 3.14. Language Development Chronology

When correlating the results with the speakers' levels, the results made it quite clear that individuals who developed English as their first or second language are way more fluent than others. That cannot be surprising, since learning English as a second or first language either means participants had the required insight at a very early stage and therefore had more time to practice or, in the case of early-stage language learning, their brain was fresh and constantly creating new neural pathways that enabled them to develop their capacities.

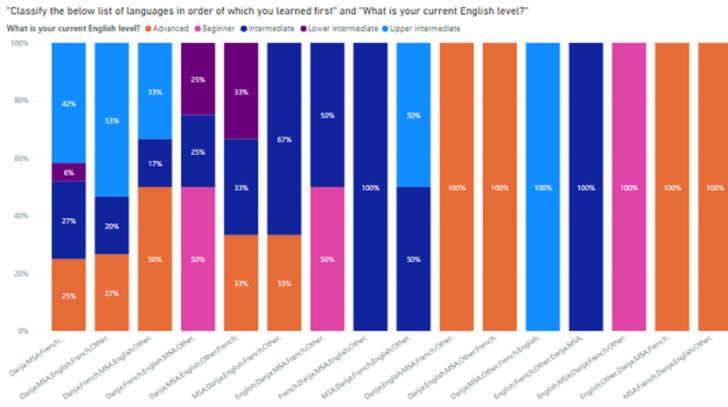


Figure 3.15. Language Development Chronology by English Level.

Question 5 was asked to check, in a later correlation, whether respondents who have high levels of oral fluency are those who interact often with their teachers. The data revealed that 39% have a moderate level, 38% low, 12% very low, 10% high, and only 1% reported to consider themselves as very high-level oral performers. A logical reason behind that would either be self-confidence, critiques or compliments from other people, or the familiarity level with the language.

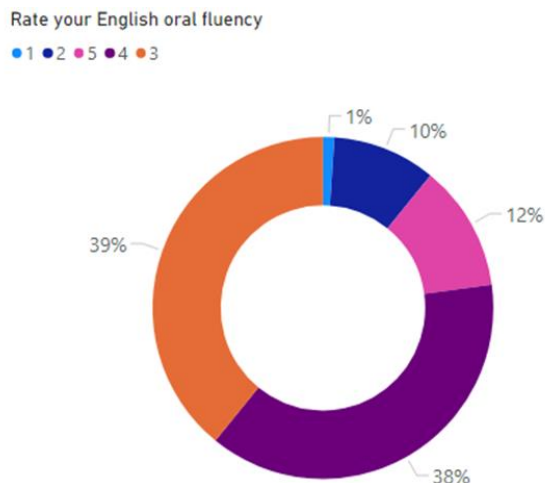


Figure 3.16. English Oral Fluency

When comparing the answers "I often speak English outside of the classroom" and "I interact often with my teachers" by the respondents level of English oral fluency, a huge gap was revealed amongst respondents where 88% of participants who do not interact with their

teachers and do not speak English outside of the classroom considered themselves to have a beginner level, that may be due to the fact that they are self-conscious of their level and choose not to participate in the class out of fear of being judged or laughed at, but that does not justify the teacher's act of not encouraging them to participate and not creating a healthy, supportive classroom atmosphere.

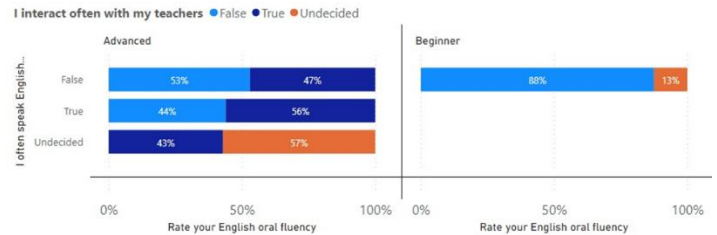


Figure 3.17. Interaction with Teachers by English Use Outside of the Classroom and English Oral Fluency.

The researchers asked question 6 "If you gave yourself 3 ratings or above in the previous question, please explain how you managed to develop your oral fluency." for two reasons (1) to see if Krashen's claim that says acquisition is something the brain does well and learning is something the brain does poorly is accurate, and (2) to gather as much information about the best ways and sources for teaching EFL.

The most common responses included talking with natives (or people from different nationalities in English) being comfortable with making mistakes and learning from them, access to online content providers (YouTube, podcasts, social media, films/movies, songs, audiobooks), and mirror talk, and one interesting response that validated Krashen's assumption was: "It was unplanned, I used to watch English programs from a very young age so, I didn't even realize I'm this good in oral till I noticed that now." Other interesting replies received were:

**"I only have English speaking friends, it has always been that way, I talked English outside and inside my house, all of my sisters talk English, which means all our conversations are in our dialect mixed with English, I text in English, I watch movies and series in English, and even if I watch foreign films, I watch them with English subtitles."**

**"I was able to develop my oral fluency through speaking without hesitation or thinking about my utterance whether they're correct or false. My major aim was to deliver a comprehensible input to the listener."**

**"I developed my oral fluency just by interacting with English speakers, I usually meet with them while i'm playing online games. But listening to music and watching movies were a great factor in affecting my English fluency"**

**“Practice more and knowing that the people i'am presenting or talking in front are regular individuals and not to be afraid of making mistakes because when i do make them i will learn better”**

**“I just speak english a lot with myself and with foreign friends or in games where There's a mic you can speak with other foreign players and I sing a lot”**

**“I'm not shy so, I always talk with others and I often speak with myself in front of the mirror”.** For the full list of responses please revert to appendix A.

The purpose of asking question 7 was to see if learners who scaled themselves as “extremely nervous” would perform well (in question 8) the aim was to test if their affective filter blocked comprehensible input from reaching their LAD and hold them from producing output. The results revealed that 40% of the population reported being very nervous and extremely nervous with an even distribution of 20% in each. While 26% were moderately nervous, the rest were either a little nervous (22%) or not at all nervous (13%).

In a situation where you have to perform an oral presentation. how nervous would you be before the presentation?

● 1 ● 2 ● 3 ● 4 ● 5

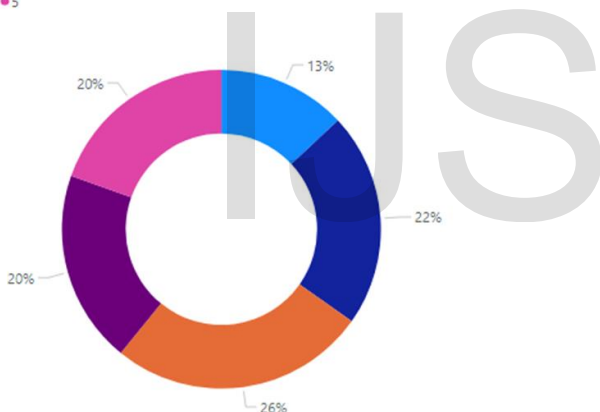


Figure 3.18. Nervousness Rate

The responses on question 8 showed varying degrees of performance rates with the most common being 3 (average) with 37% answers and 4 (high), with 41%. The main goal of asking this follow up question was to correlate the results to the previous question to spot if extremely nervous participants rated themselves on a 5 out of 5 performance-wise (very high)

Based on your answer to the previous question, how would you rate your overall performance, where 5 scores are your best?

● 1 ● 2 ● 3 ● 4 ● 5

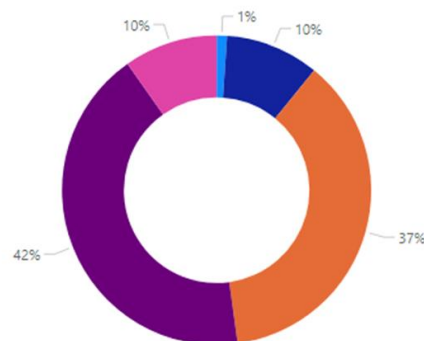


Figure 3.19 Performance Rate

When comparing the nervousness level, written on the x-axis in numbers, with the performance rate, shown in percentages, one can clearly notice that 100% (N = 12) of the respondents who mentioned previously that they were not at all nervous before their presentations rated themselves as high or very high performers with an equal fifty-fifty distribution plus a total 65% (N = 13) who rated themselves on the same two scales, but previously reported that they were a little nervous which tremendously supports Krashen's affective filter hypothesis. However, considering the population who reported to be extremely nervous, the percentages showed that a total of 34% (N = 7) were also able to preserve the same performance rate (high/very high), the same remarque goes for those who reported being very nervous and extremely nervous, at a total of 39% (N = 7) were high/very high performers which revealed an undeniable contradiction to the hypothesis where the affective filter did not impede those learners from producing output while presenting and actually performed well. This can be because anxiety alone does not raise the affective filter, other affective variables play a huge role as well. Those variables will be investigated in answers to question n°9.

"In a situation where you have to perform an oral presentation, how nervous would you be before the presentation?" By "Based on your answer to the previous question, how would you rate your overall performance, where 5 scores are your best?"

Overall performance rate ● 1 ● 2 ● 3 ● 4 ● 5

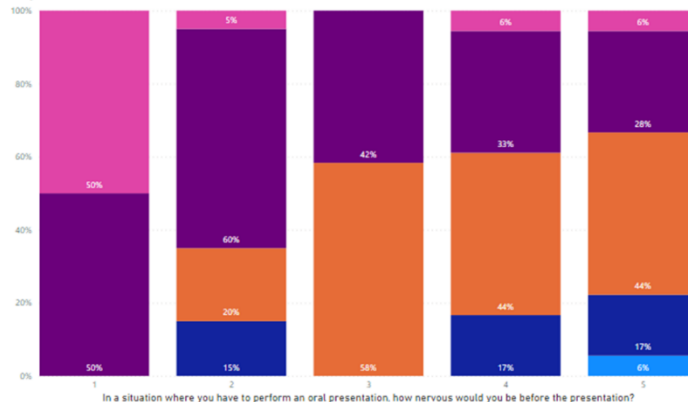


Figure 3.20. Performance Rate by Nervousness Rate



The researchers asked question 9 in an attempt to identify more affective variables that influence learner output production. Aside from the three that Krashen emphasized, the researchers proposed communication skills (good or bad), not being well prepared, being well prepared, fear of judgment, fear of performing poorly, and linguistic performance (good or bad). The researchers allowed for multiple choices on this question in order to collect accurate sums of reasons. 52 responses referred to their self-confidence, 46 on their communication skills, 43 did well because they were always prepared, and 40 were simply motivated. 39 had anxiety that controlled the overall oral performance followed by 58 in total who were either afraid of judgments or performing poorly with 29 responses in each category. Other 27 participants refer to their linguistic performances, besides 17 speakers who look back to their preparation degree. And in due course an amount of 6 persons who have other reasons. This initiated a counter-theory of again Krashen's Affective Filter Hypothesis, saying that there are only three psychological traits that would ever control language production. Noticeably there are more than three.

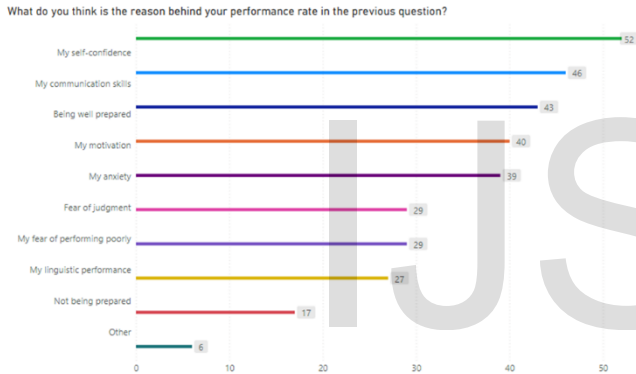


Figure 3.21. Other Affective Variables

Question 10 was asked to validate/invalidate Krashen's claim that a learner learns best when they are provided with input that is a bit above their current level "i+1." Most respondents strongly disagreed or disagreed with the statement "I learn best when the teacher uses a lower English language level than mine". Which fell in the same river of Krashen's claim. However, the population was split in almost half when the researchers proposed another statement "I learn best when the teacher uses the same level of English that I have" which points more questions into Krashen's claim, yet when proposing the third statement "I learn best when the teacher uses a higher level" the results undeniably supported Krashen's hypothesis when 95% (N + 55) in total agreed and strongly agreed with the statement.

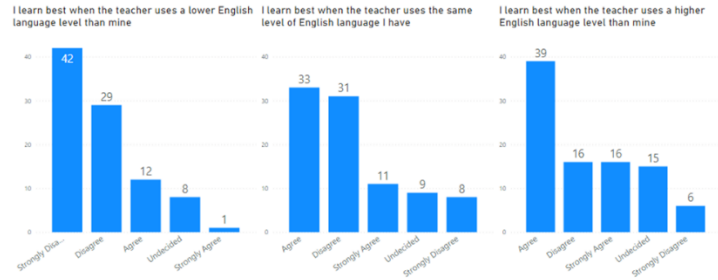


Figure 3.22. Best Situation for Learning

Question 11 was intended to test if Krashen's hypothesis noting that learning is the only monitor for output, i.e.: when someone makes a mistake in producing language, they will correct that mistake based on rules they have learned in an academic setting. The results disqualified Krashen's hypothesis entirely since 71% noted that they correct their mistakes interchangeably through rules they have learned and rules they have acquired.

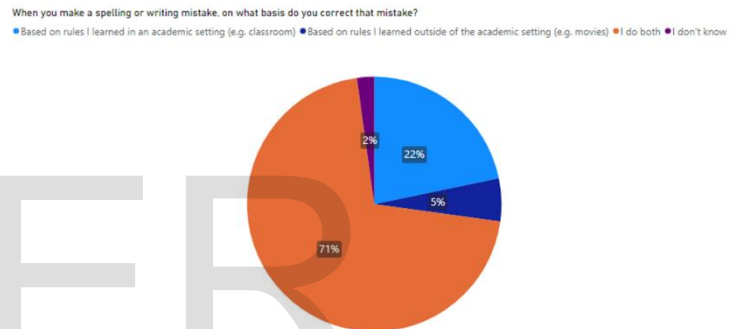


Figure 3.23. Basis of Self-correction

The researchers asked question 12 to draw conclusions on whether Krashen's claim that acquirers focus more on fluency rather than accuracy and learners the other way around is valid or not in a coming correlation. The results, presented separately, showed that 43% are more interested in fluency, 32% of accuracy and the remainder were either interested in getting their message across or in other things.

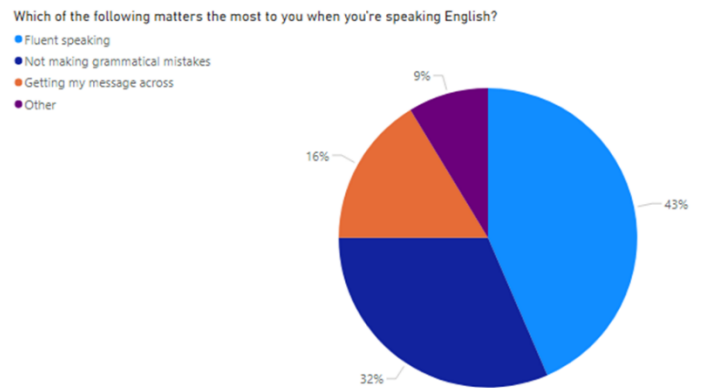


Figure 3.24. Important Factors when Speaking English.

And when making the correlation, the results revealed that most acquirers focus more on fluency rather than accuracy, yet one cannot neglect the 22% who said they focus more on the accuracy, and the 12% who said they focus on getting their messages across. Thus, Krashen's claim is indeed accurate, but it cannot be generalized.

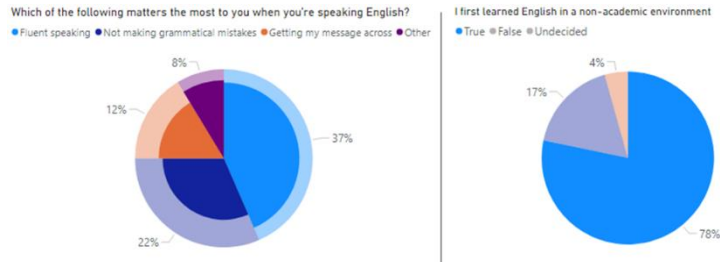


Figure 3.25 Important Factors when Speaking English by I First Learned English in a Non-academic Environment.

The final section of the questionnaire combined a short exercise split into two parts: the researchers gave two erroneous sentences and asked the respondents to identify the mistakes and correct them in the first part of the exercise, then to explain briefly why they corrected them the way they did. By this exercise, the researchers wanted to test Krashen's Monitor hypothesis by giving the respondents enough time, they could focus on the form, and they knew the correct rules, the researchers wanted to know if they were able to spot the mistakes, correct them the right way or not, and most importantly, would they correct them based on "feel" (acquisition) or based on "know" (learning)?

The majority of respondents corrected the first sentences in the right way, but the second sentence was more of a challenge to them probably because parallelism isn't a rule learned continuously or often in educational institutions, yet an interesting attempt was:

**"The first sentence the errors are in the indefinite article 'a' and since the word following it starts with a vowel; 'an' is the correct one, the second error is that english and man shouldn't be attached and another error is that the "'s' use is wrong Correction: An English man's home is his castle. The second sentence: the use of both the preposition of 'for' Correction: the films were both enjoyable for watching and discussing."** Although this attempt at correcting was somewhat accurate, except for the fact that the word Englishman was written how it should've and the fact that the use of "for" in the second sentence can be changed to another preposition, like, "to" and the sentence would still have faulty parallelism. The respondent had no rule for the second sentence and yet they corrected it accurately. This draws a big question mark on Krashen's hypothesis. It is just those three variables that the learner needs for correction.

Another interesting answer was **"I don't see mistakes"** this answer means that even when all three variables are available, other unknown

variables are at play. For the full list of responses please revert to appendix A.

The reason behind asking to clarify why they chose to correct things the way they did in part two of the exercise was to (1) to test if they were aware of the correct rule and not just making random guesses, and (2) to see if learning was the "Monitor" for the correction or acquisition. The results provided a clear and decisive disqualification to Krashen's claim that learning alone is the monitor for output, as a great number of respondents reported that the reason they corrected one or two of the sentences the way they did was either based on feel alone or a combination of rules and feel saying things like: **"I corrected them according to my logic and not because of rules, it's wired in my brain. It's as if it's innate, I directly correct it without thinking of any rule."**

**"I focused on logic, although that I am not really sure about the grammatical conventions."**

**"Some grammatical errors, like, the s and the an ... house instead of home because I felt it is more suitable The same for number 2 i feel, like, it is better the way i wrote it."**

**"Honestly! cuz it just didn't sound right to me"**

**"Idk They were hard tho" and "I just did it"**

**"The first one is based on grammar rules and the second correction was based on logic and the correct meaning of the sentence"** For the full list of responses please revert Appendix A.

### 3.2.2. Interview Findings and Interpretations

The following section attempts at analyzing and interpreting the interview findings for both adult and youngster interviewees.

#### 3.2.2.1. Adult Interview findings and Interpretations

A. **Introductory questions:** "What is your mother tongue?", "Aside from your mother tongues, how many languages do you speak?", "What are those languages?", "How good are you at the four skills (reading, writing, speaking, listening) in those languages?", "Now that you know what both terms mean, do you think that learning can interfere with acquisition or vice versa? Or do you believe that they are two completely independent systems?", and "What languages have you learned? What languages have you acquired?"

The researchers asked these questions in order to build rapport with the interviewees, prep them for the upcoming questions, and get familiarized with their language backgrounds. The responses to these questions were not used for any other purpose thus, the researchers will not discuss the obtained results.

**B. Fluency as an end result of acquisition or learning:** *"Do you think you are more fluent in languages you acquired or in languages you learned?"*

The researchers asked this question to test if Krashen's claim that acquirers are more fluent was valid. Participants who based their fluency on acquisition were those who had exposure to the target language, its culture, and its people when they moved to the target itself. Their most used skill was speaking which was fully accomplished through acquisition (as it was obvious that they managed to hold conversations easily and smoothly in the target language). This shows that learning is barely ever needed in speaking, and acquisition can assimilate separately on oral purposes. Persons who based it on both, are ones who needed the constant use of the four languages skills (speaking, listening, reading, and writing). This brings out the fact that fully mastering the language and all of its skills demands the incorporation of both aspects (learning and acquisition). Some of the remaining population also managed to achieve fluency through learning where they had to use the language for many functions and the only way available to do so was learning. Therefore, learning does achieve fluency when acquisition is not much available, in other words, Krashen's claim was another overgeneralization that does not apply to every learner. These findings demonstrate that EFL classes can, in fact, provide language mastery and fluency implementing both learning and acquisition, an example of implementing language acquisition in the classroom was presented by one of the interviewees **"I remember an American teacher who came there [Algeria] to teach, and he used to play songs for us. We loved it."**

**C. The necessity of learning:** *"In cases where you acquired a language, do you see that learning that language (after having acquired it) is necessary or is disposable? Why?"*

The purpose of asking this question was to see if learning had the same value as acquisition to the respondents. Four interviewees said that it depends on the goal which they explained by not needing to go through an academic/linguistic journey if by any chance they do not need it for official and professional purposes. They mostly implemented the use of acquisition when speaking and the use of learning when writing. Subliminally, they were separating the two systems (acquisition-learning), even though over 90% of the entire the 17 adult participants agreed on their connectivity at the very beginning of the interview. This proves the existent of a grey area between the two concepts thus, the researchers consider learning and acquisition as two faces of the same coin.

**D. Preferences in developing a foreign language:** *"Based on your experience, is a foreign language better developed in an academic setting with a restatement of all the target language-related rules? or preferably acquired with direct interaction and communication with fluent speakers naturally?"*

The purpose of asking this question was to learn from the interviewees experiences in developing languages to help the researchers in suggesting EFL teaching strategies. The majority of participants chose acquisition over learning in developing a foreign language as, once more, it is regarded as the easiest, and less effort-demanding method for the human mind. This response reflects the participants' real language objective and future intended usage, which is oral communications and performances. Some of the population opted for a mixture of learning and acquisition, they are the same who agreed on the necessity of learning, i.e., individuals with pertinent experiences which were key to acknowledging the importance of all language skills and both learning and acquisition in order to fully master a language, for instance, one participant reported struggling with not fully knowing the grammar of a language she acquired saying the following: **"I'd say both, I actually here have two different experiences; so, English, I've learned properly, academically at school, so I had a specialized English school. So it was, I was very good at grammar. I knew about differences in pronunciation, American English, British English. When I was learning French, I had to do it very fast. So, I had some courses, but I have not had proper academic studies. So, I didn't spend as much time on grammar, or very little to say, but I've been living in a French-speaking country, where you hear it all the time. So yes, a lot of things you acquire, having had very small grammar base, which I still suffer from it, because I know, I've passed the point where I, I probably can go and study it again. But by now, I know how it's said without don't necessarily knowing how it should be. I mean, properly, formally. So, I would be, I could speak proper formal English, but I probably wouldn't be as good in French. Because, to me, it's really important to have the academic study before. But, again, if you only have academic study, and you don't have practice at all, you will never speak the language."** These results reveal that people are actually aware of the equal importance of learning compared to acquisition and are ready to take part of such journeys to result in better fluency.

**E. Silent Period occurrence:** *"For the languages you acquired, did you go through a period where you were just listening to the language and not producing any output?"*

The researchers asked this question to see if all acquirers went through a silent period as Krashen claimed. The results showed that a good number of the tackled sample did go through a silent period (N=10). This can be explained by their acquisitional background, as acquisition places the performer at total liberty to remain silent as much needed. No obligations to speak are imposed, no rush, and no urgent need or time limit. Although a good number of participants did not go through a silent period (N=7), Thus Krashen's silent period is, again, an overgeneralization that ignores individual differences. However, through noting the point that interviewees who acquired are much more fluent

speaking-wise than ones who learned, researchers found proof of the importance, but not necessity, of a silent period. **"And I can give another example for my son. My son was raised trilingual. Basically, I spoke to him in English. His dad spoke to him in Polish. And we were living in the Netherlands at the time. So, he was absorbing three languages and he started to speak much later than my two daughters. But when he did start to speak, he could understand and communicate in all three languages, and never mixed them up, but then he's lost the Dutch definitely, and his Polish is not so, good anymore because he's not exposed to it anymore."** Some participants, however, did not go through a silent period even though their foreign language development process was full acquisition, mainly because they had some sort of motivation pushing them to speak; they were either too eager to use the language, didn't have much of a choice, wanted to convey many messages as soon as possible, or, in certain cases, the person was so outgoing that they used the very limited baggage of what they acquired straight away for instance, one participant reported: **"oh no, no, no. I'm always, I'm out there blabbing and, and I figure, you know, people just have to work to understand me. No, no, no. I don't mind being laughed at."** This is an indication that the silent period is not always necessary or present in acquisition as there are many speakers who skip that stage entirely and still perform quite well.

**F. Comprehensible Input:** *"At the first stages of you acquiring language X, were you receiving input that is understandable? Not necessarily understanding everything that was going on but more, like, getting a big picture of what was happening/what was the main topic?"*

The researchers asked this question to see if getting comprehensible input helped speakers in their acquisition as Krashen suggested. Almost all of the participants admitted that they were getting understandable input from their external surroundings, even though it might have been a bit above their level where they didn't know what certain words meant. For example, one interviewee reported the following: **"Definitely, yes. Even without subtitles, because I need subtitles to really understand. And without subtitles, I get a couple of words. And I see the bigger picture, you see, I see the meaning of the sentence or the meaning of the scene. What do they mean? What is it especially it's a close language to, it's, is very close to my mother tongue, to Arabic, we find a lot of similar words in Turkish, similar to Arabic. So, yeah, I find myself really getting a couple of words, without even trying too hard to understand them, or focus."** Thus, context played the biggest part in understanding the provided input. Speakers are perfectly able to follow the conversation as long as there is visual context helping them in making sense of the situation either by catching up some familiar words, gestures, observations, body language, etc. A very minimal amount of the target population admitted

not being capable to understand the target input, this might have happened if the other speakers were speaking far too fast for the listener (interviewee) to grasp what was being said.

**G. The resulting outcome:** *"How would you describe the outcome of this particular environment on your output? Did it facilitate your acquisition process or was it ineffective?"*

This follow-up question was asked in the same purpose of the original question as researchers attempted to get more details from the interviewees, All interviewees agreed on the actuality that receiving comprehensible input facilitated and sped up their language development process. As one of the interviewees mentioned **"Of course, of course, it speeds up. When things make sense when you realize, when you understand you can create the links and, um, analogies because your brain always looks for shortcuts, right. So, you're trying to find where, and the first things you remembered and you memorize is if you can spot some similarities in other languages that you know, so, those things certainly fastest, but, uh, it was, um, you know, it's important. I think to get that understanding first, to, to start using it and just start spitting it out. Makes sense."** Thus, there is no denying that the comprehensible input claim is valid and one of the goals of an EFL instructor must be to make sure they provide input that is comprehensible enough for the learners and challenging enough that would allow curiosity to acquire even more.

**H. Speed of language use:** *"When you first started producing the language you acquired, were you able to hold a regular conversation straight away, or was it just in the sense of knowing what certain words are in the language, and/or producing random sentences, like, "good morning", "happy birthday", and "hello" in that language?"*

This question was asked to test the researchers' hypothesis of the intermittent output period, The highest number of respondents could hold somehow regular conversations or limited dialogue slightly after their phase of being silent, this proved the accuracy of the researchers' hypothesis shows that a silent period is indeed advantageous, supportive and should be considered as a beneficial way in developing a language. Yet, the type of the held conversations must be emphasized here, as these interviewees did not end up with a straightforward output as Krashen claims, their output was more intermittent. The interviewees who were not able to hold a conversation either suffered from some hindering and obstructive psychological factors or simply learned the language, for once again, learning does not allow a silent period as students are required to repeat after the teacher and engage in the classroom. Thus, EFL classes should consider allowing students to remain silent for a certain period to get them comfortable with the language.



**I. Comprehensible Input and the Monitor Loop:** *"Does this model comply with your language acquisition process?"*

The researchers asked this question to see if their developed model complied to the respondents' process of language development. Unexpectedly, all of the participants agreed with the mentioned stages and periods in the model the researchers objectively researchers presented, i.e., without mentioning who created it. The interviewees confirmed that they went through all of the mentioned stages, for instance, one interviewee described what they noticed from their daughter's process of acquisition saying: **"But you know what's nearly more interesting is my daughter, because when I see this, I just see my daughter. So, I spoke to her in French at first and for the longest period she was understanding, but she was completely silent. She never said words in French. And then I got a few words here and there, and I got that for years and years where she would only say a few words and "oui" and "merci" or whatever, but she would never speak up until, now that's more of the funny one, but I told her I wouldn't take her to France anymore if she didn't start speaking French with the people there anymore, and that next time she would stay home. And then I said, when you get out of the plane, you speak French. And she saw my dad and she made entire sentences completely fluently, which I had no idea she could do. When she faced the pressure that all of a sudden, she had to talk. So, that first line where you had the silent period, the intermittent output, and then the interactional one, it worked exactly, like, that for her."** However, a great number of interviewees did mention that they skipped the silent period by saying they went from receiving input to the producing intermittent output thus, the researchers had to edit the silent period by changing the design to a dashed line representing the possibility of skipping the period entirely.

**J. The congruence of the Comprehensible Input and The Monitor Loop** *"Can you pinpoint the stages you went through and how long it took you in each stage?"*

The intention of the researchers when asking this question was to test whether the presented chart "Comprehensible Input and The Monitor Loop" lacks any additional stage, or perhaps emphasized one that was not as much important. The rulings showed that all the stages match perfectly what the researchers demonstrated. However, many skipped the silent period for both acquirers and learners or had such different periodical durations when it came to being silent and absorbing input: **"I would say it was about six months in before". "If you wanted to call that 20-year period, the silent period, then I guess it works". "Even 10 years into, into the language I can't, like, say, um, that I speak fluently Greek"** Thus, teaching through the silent period may not be the best possible solution for learner language development.

**K. Source of the input:** *"What was the form/source of input you were receiving?"*

The researchers asked this question to identify certain sources of external input that were helpful to the participants hence, in turn, help the researchers propose tools for EFL teachers. The results showed that input driven from acquisition was mostly based on interactions and conversational engagements with other native speakers. As for input driven from learning, the sources were from professional employment settings, teachers, books, and academic venues. These results justified how acquisition is more natural compared to learning.

**L. Additional stages in the comprehensible input and the monitor loop:** *"Feel free to note certain stages you went through that are not mentioned in this chart."*

The researchers asked allowed participants to propose their personal remarks to the model to see if there any possible ways to improve it. Where some participants were completely agreeing with the presented model as it is, others referred to some very interesting points that helped the researchers better tweak the illustration. Such as the use of code-switching in the conversational adjustments section, as well as switching to a language that both partakers knew and understood, how motivation was a big driver for them to move from one stage to the other along the model, And most importantly how the silent period should, in fact, be called the "active period" instead, an idea that has been already proven by the researchers how performers tend to develop linguistic knowledge while being silent. These given suggestions demonstrated that it is quite impossible to generalize any given idea as experiences and personal journeys are different and each individual has a different path to cross.

**M. Correcting mistakes:** *"Can you remember a situation when you made a mistake when writing or speaking a different language than your mother tongue, you then immediately realized that you made that mistake and decided not to correct it? What was the reason behind you not correcting your mistake?"*

The researchers asked this question to see if when all three variables Krashen proposed (time, focus on form, knowledge of the rules) were present and the speakers still chose not to correct their mistakes, then Krashen's hypothesis would also be an overgeneralizing while he assumed that every learner would correct their mistakes. The results showed that half of the population often correct their mistakes whenever they get the chance to, while the others choose not to for various reasons including being too embarrassed to correct that mistake **"Yes, very often I will not correct it. I will be too embarrassed. I cannot Yeah, it happened."**, not wanting to disrupt the conversation's flow **"There's lots of little grammatical mistakes I might make, and I make them. If the intent is conveyed, there's no real reason to correct them. Especially if it would disrupt the conversational flow."**, and **"because maybe I was in a long conversation. So, I didn't want it to stop the conversation when the other person was talking, but my mind said: you did it wrong, you said that wrong."**



or not caring too much about the grammar as long as the message was delivered the way it should **"If I know they got my, my message, they got what I meant, really, they got the text. I don't try too hard to correct myself, even if I'm wrong, I just have to make sure they, they got the message that I'm trying to send, you see?"** This signifies that correcting mistakes is not a generalized matter, and not everyone tends to care about producing flawless output (written or spoken).

N. **Basis of correcting the mistakes:** *"When you correct a mistake, do you do it based on what "feels right" or based on a certain language rule you know?"*

The researchers asked this question to once more test Krashen's monitor hypothesis where he says that learning is the only monitor for output. The results were divided evenly in answering this question, some of the representatives rely fully on the target language rules **"Based on the rule. Because I've learned the rule, and I try to check myself. Did I learn it properly? Did I misunderstand? So, they should know better, right? Because they are native speakers",** others on their intuitions **"Definitely what feels right. And you sound it out if you're not sure before you try to get to, to fix it. And then when you're not sure, then you're, like, oh, ok. What's the rule that I learned back when I was in third grade? How does this go again?",** and the remaining category was a mix of both **"I would say usually the language rules that I know for writing. For speaking, I think it's a little bit more intuitive"**. Thus, proving that learning is not the only monitor for output. Both acquisition and learning monitor output as they are two faces of the same coin.

O. **Achieving fluency through learning:** *"Do you believe you would have been able to achieve a perfect linguistic performance relying only on learning?"*

The researchers asked this question to see if the interviewee see a need for learning, based on the experiences they have had with their language development processes. The ruling population fully disagreed and rejected the idea, as academic learning provides the learning of rules, theories, and notions that would never be grasped through acquisition. And since fluency includes the mastery of all the four language skills, it is safe to say that acquisition alone does not check all the boxes of language fluency. Henceforth, fluency requires the incorporation of both learning and acquisition.

P. **Learning or acquisition:** *"Do you think that it is better to learn a language or to acquire a language?"*

The purpose of asking this question was to identify the participants' preferences when it comes to developing new languages. Some respondents chose acquisition over learning, those are more likely to limit their language use in the boundaries of speech and oral performance, no obligation or requirement to use it otherwise. Other individuals opted for learning, those reported to need the language for

more professional and academic purposes, others preferred to combine both, those have the full intention to master all aspects of a language. One participant mentioned that he acquired English through reading books, he did not have the luxury to practice the language with anyone thus, he knew the rules and how to apply them but he struggled deeply with his pronunciation **"Maybe English, because I was learning it by myself at the beginning. I didn't have... I was reading through books. Yes. So... And that's probably the worst thing that could happen here. If I had to go back... So, I knew the rules I was reading, I was memorizing words. But I didn't communicate with people"** he gave the researchers an example of a situation where he needed to communicate with others yet because his pronunciation wasn't at a good level, he struggled to transmit his message **"I came to New York, and I lost my suitcase. And because I was reading, I said "where is my sweet case?" or something. They didn't understand me, right. And I had to bring something and describe it and they were laughing. And they helped me find it."** These results emphasize the obligation of EFL instructors to help learners develop all aspects of language acquisition equally.

Q. **Should learning be neglected:** *"Do you think that we can neglect the need to learn the rules of a language and just focus on acquiring the language itself?"*

The researchers asked this question to see if the participants were aware of the values of learning or not. Interviewees once again greatly rejected the idea, which showed their awareness towards the importance of learning even though most of them had previously acknowledged that spoken output helped the most in their language development, but they were still fully aware of the importance that learning presents to better shape language mastery. Thus, reinforcing the concept of acquisition and learning being two faces of the coin. EFL teachers, therefore, must never neglect the two concepts.

R. **Source language influencing the target language:** *"Do you think that your first language influenced the way you developed English?"*

The researchers asked this question to address the influence of speakers' first language on their language development journey and see whether the respondents' first language (or any other language they speak) influenced the way they developed English; the results would help in identifying whether there is a universal "natural order" to language acquisition. Most of the respondents acknowledged that it did, mainly because they experienced several similarities between their mother tongue and their target language which helped them make sense of the language they were acquiring. People who argued against this question have a first language that is far apart from the target language, with few features of similarity. (Mostly Arabs, due to the uniqueness of the language). This again shows that Krashen's hypothesis is nothing but an overgeneralized assumption, and different people from different

backgrounds who find different patterns between their native language and acquired/learned languages could never follow the same "natural order".

**S. Chronology in acquiring:** *"Can you remember/describe the chronology you took in learning English?"*

The goal of asking this question was to see if all interviewees went through the same "natural order". As most of the target population acquired, they could not confirm the existence of any given chronology in their acquisition process which greatly objects to Krashen's hypotheses as the researchers identified that acquisition happens randomly, based off on the interviewees experiences each individual went through a unique and distinct process that could never be related to others. and yet Krashen provided a paradoxical statement to his hypothesis saying that acquisition has a "natural order". People who did come into contact with chronology, are ones who merely had to learn the language. Learning is supposedly organized and guided, therefore imposing a given chronology is very expected. Krashen's idea is once again disregarded, acquisition can never include any usage of a natural order.

**T. Additional personal attributes:** *"Were you ever in a situation where a personal attribute bigger than your anxiety, motivation, or self-esteem was standing in the way between you and acquiring any knowledge?"*

Through asking this question, the researchers wanted to identify other personal attributes that would impede learners from acquiring to the fullest. Interviewees were numerous and not at all hesitant to state various additional personal attributes next to anxiety, motivation, and self-esteem including laziness, stubbornness, fear of embarrassment, etc. for instance, one interviewee noted the following: **"I had this fear of, oh, I'm going to be embarrassed because I'm going to pronounce it wrong. I'm going to use the wrong grammar. But my experience with native people was they were very, very, very much understanding."** Hence psychological factors cannot be limited nor generalized thus, the affective filter hypothesis needs improvements.

**U. Understanding blocks in situations of high anxiety:** *"Were you ever in a situation where you had extremely high anxiety while conversing with someone in a different language than your mother tongue? Did you face any understanding blocks as they were speaking to you? what were they? How did you try to understand what the person said? What was your language level at that time of life?"*

The researchers asked this question to see if high levels of anxiety would block input from reaching the LAD and thus result in understanding blocks, as Krashen suggested. The results were balanced between people who did face high anxiety and others who did

not. The people who suffered from high anxiety while conversing with others were most likely to face many understanding blocks. Interviewees relied mostly on figuring out what certain words meant of the overall context, asked for others to repeat what they said, translated or simply remained quiet, and pretended to understand the full idea. This implements the various considerations that can be employed in fixing such obstacles and overcome them. EFL teachers can make use of such techniques and tools to better help the learners develop their outcomes. Speakers' language level should also be taken into consideration when explaining the performer's understanding blocks, as beginners are most likely to be in the face of disregarding themselves and feeling less while conversing with others who better master the language. Thus, EFL teachers should consider combining study groups with closely similar English-level learners to avoid such problems.

**3.2.2.2. Youngster Interview Findings and Interpretations**

These interviews were held among a younger representative sample (6 Y.O – 12 Y.O) as a way of targeting different areas that would hopefully result in different outcomes.

**A. Interviewees backgrounds**

The first two questions "What is your name and how old are you?" and "In what grade are you?" aim into exploring the variation of the participants' qualifications. The representative sample goes around age 6 to 12, with an educational background that is connected to 33% primary and 67% middle school. The interviewees all had academic disclosure to the foreign languages they now speak, except for the youngest (Nihel). Thus, the study relied on youngsters who are still at their very early ages of languages exposure (acquisition and learning), to have a closer, and exclusive look at the actual process and better investigate the problems.

**B. Language variations**

The second question takes objective in discovering the number of languages spoken by the participants "If I ask you to say some words, in how many languages would you be able to say them?", in order to realize and decide the continuing path that the rest of the interview could go over. Most of the interviewed (67%) are bilingual/trilingual. In exclusion of two children (33%) who still have not reached the demanded mastery of the target languages to hold conversations. As a way of demonstrating the variety of children, monolinguals, bilinguals, and trilinguals were involved. In order to explore more why would the participants have such varieties taking into consideration their age and cultural similarities.

**C. Source of input**

The third question "Where did you learn the target language from?", points out the back source of the source of input the population was receiving, whether it relied on learning settings or acquisition settings. The dominating number acquired the language unconsciously at their young ages, either by foreign, indirect communications, or local/direct interactions. It is quite easy to tell that most of the acquirers were bilinguals and trilinguals. i.e., acquisition played a substantial role in introducing those kids to the multilingual world. Whereas learners who were monolinguals in their way of mastering additional languages, this indicates how slow of process learning is in achieving language control.

#### **D. Learning's role**

The fourth question and fifth question "What about school?"; "Do you believe that school would help you learn French/ English?" were key to integrate and determine the role played by learning aspects in fluency, or, in some cases, non-fluency. The answers were divided evenly, between children who received some helping input from their current and past academic settings (56%), next to others who simply did not have that luxury (44%). As most of the acquirers agreed on the fact that learning added to their written skills, learners actually defended the idea of receiving their current language vocabulary from learning surroundings. These different outcomes reveal that learning can only play the role of an oral supplier when acquisition is absent.

#### **E. Preferring chronology**

The objective of the sixth question "Now tell me did you start by speaking small words than other words to sentences?", was to find out if there is ever a chronology that the young interviewees went through or are going through currently and how it can be described. Acquirers had different answers, as some did start by a given order, while some others moved straight to converting in sentences. Learners, however, are still in the phase of producing small words, up to simple sentences. i.e., they are still subjects to the chronological order implemented by their educational institutions. Participants who acquired the language were placed at random orders of language development, as some started using sentences straight away, others simply mimicked words. Ones who had to learn, however, still learning in fact, are astonishingly going through the exact same chronological order. Illustrating how acquisition is more personal and non-limited, and learning is more controlled and imposed. This could lead to the understanding why children who acquired (were free to present the language in whatever way they want) performed better in comparison to others who were forced to follow a given path.

#### **F. Silent period existence and duration**

The seventh question "And for how long were you observing, without speaking X language, and just being quiet." Was the perfect way to understand if there is ever a silent period and how long did it take for

each child. Most of the children who acquired did not experience a silent period, only one of them did. Whereas the two remaining children who learned encountered and are still encountering a silent period. Acquirers who started by producing random, separate words had no silent period at all, as delivering words does not require much effort and time. Acquirers who started by conveying sentences on the other hand required a silent period since producing a compatible sentence in a target language requires a lot of understanding and logic that would develop over time. The silent period was always present when it came to learning and took way longer in duration than it would through acquisition as learning itself demands a lot of trials and imposes rules which require understanding and analyzing.

#### **G. Personality attributes**

The eighth and final question "Do you feel anxious while speaking to others in French?" pointed out if psychological factors would ever present an obstacle and a blocking factor in producing any output. Expectedly, anxious children (74%) did face some troubles producing outcomes and like others who are confident enough to perform freely (26%). As expected, children with high anxiety faced some problems in performing well and fluently, as anxiety can lead to a reduction of self-esteem and by that a reduction in all preformed activities. Learners were ones to face more anxiety, due to their late language development and minor converting capacities presented by educational settings.

#### **3.2.3. Theory-Testing Experiment**

The third and last method used in investigating the presented study was the theory-testing method that based its findings on observational means. This experiment was recorded and took a slight role in the overall study discoveries.

##### **3.2.3.1. Description of the Experiment**

The following test required the presence of a whiteboard, pens, sitting apparatuses, and two groups of children very close in ages and educational levels (all faced previous exposures to the English language). Each group consisted of two participants.

Both groups were placed in front of an English expression which stated the following sentence: "It's rainy today". Their intended aim was to recreate the same sentence structure starting from the word "snow".

In a guidance attempt, the researchers provided the required grammatical rules to the first group so they can achieve the proposed goal. Contributors were taught that "it" is the statement of the impersonal pronoun which is most likely to be used once describing the weather. "Is" derives from the verb "to be" that is often utilized to report and describe given situations, objects, and people. "Rainy" is the adjective that was initialized from the edits made on the original word which is

“rain” by adding a “y” at the end of the word. And “today” is simply a time indicator that controls the verb’s applied tense.

The second group, on the other hand, was not given any hint of grammatical rules and guidelines. They were simply informed that “rainy” derived from the original noun “rain”, and to pursue the same structure of the sentence and the adjective in the making of a similar expression.

### 3.2.3.2. Analyses and Interpretation of the Findings

The first group was not able to achieve the goal, in fact, the accomplices kept suggesting and guessing some wrong answers such as “it snow is today”, even though they relied fully on the given rules and instructions.

The researchers came to conclude that the given rules were too many to handle all at once, which created a sense of confusion and uncertainty. Plus, the reliance on guidelines to shape the perfect language pattern may not be the best solution for such objectives.

Learning does present all of the needed tools and standards for a learner to achieve language mastery, however, it rarely ever indicates and reveals the appropriate ways to use such regulations, leaving the learner in a total state of disorientation.

Teaching the rules is a continuous process that leads from an aspect to another, as language rules are very much related and have to be taught in a connected form. This procedure is enough to distract the learner and exude pressure, and loaded inputs leading once more to a state of misunderstanding and fear of production.

The second group was surprisingly able to come across the correct result from the very beginning. It should again be mentioned that these children did not rely on any structured and formal rules, in fact, the process was all based on a random example.

The second results revealed that giving a simple example made the contributors feel comfortable, not pressured, and at ease, as all they had to do was to follow a brief sentence. Distracting away any sense of tension or chaos.

Acquisition works in the same way presented in the second example, this is exactly why it always results in faster and long-lasting outcomes. Performers tend to present better under less pressure.

The given objective was built from a single example, with no loaded rules or numerous aspects to be regarded and taken into consideration, creating a full effect of simplicity and easy usage. Therefore, the results were quicker, easier to target, and more likely to be remembered.

The researchers simply implemented the possible employment of such tricky tools, by combining different learning and acquisition areas to result in better outputs that are said to be only acquisitional results,

however this time in EFL classrooms. In other simple words, the use of acquisition to learn and teach. The awareness of the impossible constant employment of such tools in all the English language features is always understood, however, similar attempts must always be fulfilled whenever possible, as a way of enhancing English language learning outcomes.

### 3.3. Discussion of The Main Findings and Bridging the Gaps

The following section discusses the main findings of the present work and attempts at bridging the gaps in each of Krashen’s five hypotheses.

#### 3.3.1. The Acquisition Learning Hypothesis

Based on the results, several respondents subliminally acknowledged the distinction between acquisition and learning. The interviewees, for instance, linked the speaking/listening skills to acquisition and writing/reading to learning thus, both concepts are two faces to the same coin. To achieve full mastery of all these skills, one must give equal importance to developing both concepts, yet, if an individual has a specific goal in mind, say to only use the language for verbal communication purposes they could opt for acquiring the language yet they, of course, will learn certain things along the way despite them not planning to. Several interviewees mentioned that they both learned and acquired the languages they speak which means that even though acquisition and learning are two different concepts to them, they still do not view them as 100% independent from each other, there remains a grey area between the two. Furthermore, the claim that children and adults access the same LAD can neither be proven nor disproven since neuroscience has yet to prove the existence of a LAD in the first place, and the fact that adults acquire languages much slower than children is due to the human brain slowing down on creating new neural pathways as one ages. Furthermore, the researchers concluded that young learners do better if they develop their language capacities through implicit grammar learning whilst adults prefer to bluntly learn the rules and logic their way behind applying them. Lastly, the researchers concluded that Acquisition is natural and makes the acquirer feel comfortable and at ease since it is natural and effortless, whereas certain types of learning, where teachers impose themselves and corner the learner, make the learner face a lot of emotional pressures and psychological obstacles.

#### 3.3.2. The Monitor Hypothesis

The claim that learning is the only monitor for output was unquestionably disproven by both interviewees and questionnaire respondents when the entire population (except very few people) said that they correct their mistakes based on rules as well as what feels or sounds right also proven through the explanations the respondents provided for the last exercise of the questionnaire where a huge majority corrected the mistakes based on what felt/sounded right. Thus, both learning and acquisition play an exchangeable role in monitoring output. Another



interesting finding was where a respondent reported that there were no mistakes in the erroneous sentences the researchers proposed in the questionnaire, considering it was a response of 1 individual in 92 the researchers cannot make decisive and generalized conclusions on that basis, however, it is quite interesting for future research to view whether there are only three variables to monitoring output or possibly more.

### 3.3.3. The Natural Order Hypothesis

The major problem the researchers faced with this hypothesis was that there were no signs of a similar acquisition pattern among participants. It is almost as if Krashen was only thinking of the "natural order" through the lens of an English speaker; imposing a chronology that only English as a native language speakers (or speakers of similar language origins) would normally go through on learners of different native language backgrounds. A speaker of Arabic as a first language, for instance, and one of Russian would not go through the same order, not to mention their individual differences which play a major variable as well. One of the interviewees noted a very interesting observation on the matter saying: **"If you come from a different language background into English when there is no concept of "to be", it's extremely hard to learn that concept if it doesn't apply, and for us as English speakers going into a language where there is no "to be", that is really, really, difficult."** It is impossible for speakers of different language backgrounds to follow the same chronology while acquiring English simply because acquisition is very random, a learner does not follow the regular structured acquisition process where, for the sake of argument, in an ideal situation to Krashen's hypothesis, s/he will be introduced to English following the same chronology. Each individual acquires language in their own personalized way thus, this hypothesis is rejected in its entirety.

### 3.3.4. The Input Hypothesis

The pillars of this hypothesis were proven well-established; however, it lacks certain aspects that the researchers worked on developing prior to designing the interview questions. The researchers observed, from their personal language acquisition processes, that the chain goes from receiving the input to the silent period to a period where one utters certain words, sentences, and expressions they acquired followed by a period of conversational language production where the output coming from the individual is not 100% accurate but is enough to deliver meaning. The researchers named the period where an acquirer uses the words, and sentences they acquired "the intermittent output period". This initial update was later followed by another update where the researchers merged Long's interaction hypothesis to theirs, creating a second stage to the hypothesis "the monitor loop" where things start by both input and output being exchanged between speakers, and if at some point during that exchange a person says something that is not understood by the other person they then turn to conversational

adjustments by trying to simplify their speech, use hand gestures, illustrations, etc.

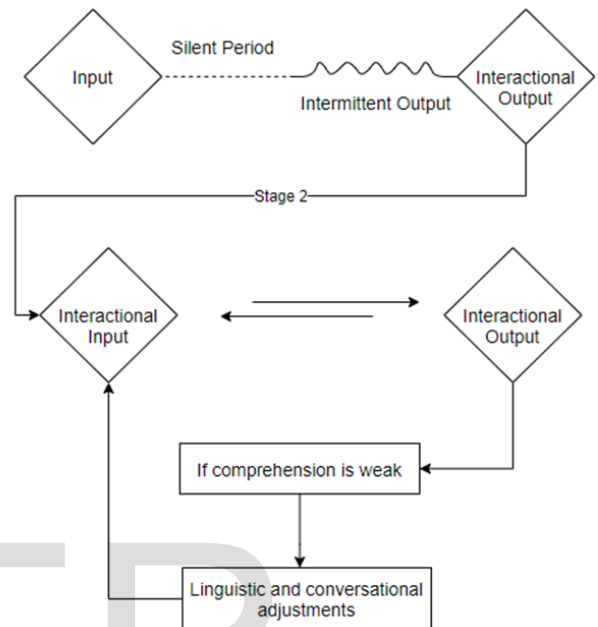


Figure 3.26. Comprehensible Input and the Monitor Loop

All interviewees reported having gone through the same stages of the hypothesis in the above figure except for the silent period, where some noted that it went more from input directly to intermittent output and others did report to have gone through the silent period, thus the dotted line in the figure referring to the possibility of skipping the period entirely. Another interesting finding the researchers observed was that all interviewees had some sort of motivation to acquire the language; some wanted to communicate with their classmates or a mother-in-law or a to-be-husband. Others were pushed to speak the language for work purposes, others were just fascinated by the culture and the language, and that motivation was the driver for their progress through the stages of the hypothesis the researchers proposed. However, the comprehensible input and monitor loop hypothesis the researchers proposed focuses only on developing learners' speaking and listening skills. For the reading and writing skills, the researchers suggest adapting the process writing model by White and Arndt (1991), where feedback is provided between drafts, and not when the students hand their written pieces to be marked. The model is comprised of six stages: 1, generating ideas, 2, structuring, 3, drafting, 4, focusing, 5, reviewing, and 6, evaluating. All six stages are interrelated and interconnected which corresponds to the structured chaos a learner follows when writing.

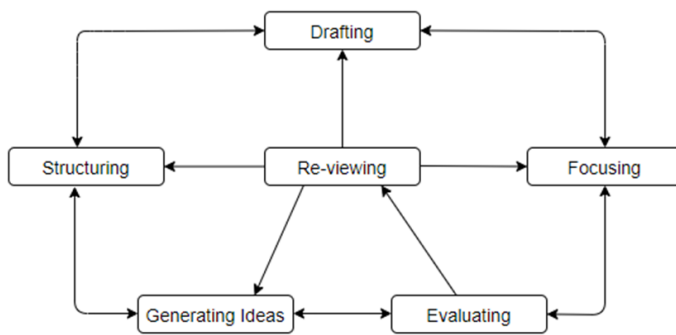


Figure 3.27. Model of Process Approach to Writing adapted from White and Arndt, 1991

Lastly, Krashen's "i+1" assumption was also proven accurate through the questionnaire responses where the great majority noted that they prefer that the teacher uses a level that is a bit higher than theirs.

### 3.3.5. The Affective Filter Hypothesis

The overall hypothesis stands on a good platform based of the data results. The only couple of issues are that (1) the assumption of three affective variables governing the learner's language acquisition was partially disproven where some candidates reported performing badly in high anxiety situations and others reported performing quite well in the same situations thus, Anxiety does not always hinder learner acquisition considering the fact that many learners are driven by facilitative anxiety and not held back. (2) There are more affective variables that play an equal role as anxiety, motivation, and self-esteem, and some of those are communication skills, fear of judgment, or the fear of being laughed at.

### 3.4. Recommendations and Strategies to Consider

Based on the findings in this chapter, the researchers recommend the following strategies:

1. Administering a needs analysis test at the very beginning of the academic year, the results will help the instructor identify the learner's current level "i" for later delivery on input that is a bit above their level, yet, naturally, the results will show different levels within one classroom, but there will be a middle ground common between all learners. The researchers recommend building from the observed middle ground, using the help of learners who are above that middle ground in running the course to make sure they remain interested and would not get bored, as for the learners who are below that middle ground, 101 extracurricular sessions are extremely

recommended as those sessions would help them catch up on their classmates.

2. Creating a healthy and supportive classroom atmosphere where (a) no one is allowed to make fun of the other or judge in any way shape or form, (b) mistakes are welcomed because that is how one learns, (c) everyone has equal opportunity to participate, share their thoughts, propose improvements, and everyone must.
3. Equipping classrooms with suggestion boxes where learners will be able to put their ideas and suggestions anonymously for better learning which will, in turn, allow the teacher to personalize the learning experience as much as possible to fit the learners' needs.
4. Implementing daily or weekly one-hour sessions with a native speaker over video-communication services such as Google meet or Zoom video conferencing, the goal would be for the learners to pick up the language as it is in its most authentic setting. The teacher is not to intervene in these sessions, the native speaker will take the role of the teacher, but without the emphasis on learning rules and more on allowing learners to speak and improve their fluency.
5. Ensuring all learners are motivated by gamifying the learning process through the use of realia whenever possible, the goal would be to reach a point where the learners are so interested in the course, they would not even realize they are learning rules.

### 3.5. Conclusion

This chapter debated the raw data collected from the three used research tools (questionnaire, interviews, theory-testing). It resulted in various valuable information backed by statistics, as well as the study participants' personal journeys and thoughts. The delivered records were analyzed using various possible methods, then made of use in discussing, adjusting, and improving Krashen's five hypotheses. Finally, some theoretical, practical, and future suggestions were provided to better apply the monitor model in EFL classes.

### General Conclusion

Research in second language acquisition is the handle to the door of foreign language teaching. It guides today's teachers and instructors in personalizing their courses to fit their students' needs. Despite the vast pool of language acquisition hypotheses proposed by numerous well-known linguists in the past, Krashen's Monitor Model remains the most substantial and influential work in the field.

In this respect, the researchers aimed at working on improving the flaws when applicable and eliminating confusion, when possible, by; (1) identifying the flaws; (2) designing a questionnaire and an interview that

would address those flaws; and (3) calculating the results and drawing conclusions.

This work has compiled three chapters; the first was devoted to explaining the methodology and the tools the researchers used. The second chapter focused on discussing the related literature, it provided a comprehensive explanation of the five hypotheses of Krashen's Monitor Model and pinpointed the major critiques and flaws of each hypothesis. The third, analyzed and interpreted the data findings collected from the questionnaires and interviews specifically addressed to bilingual/multilingual speakers. It also provided adjustments to Krashen's model and introduced a new and revised input hypothesis developed by the researchers alongside some strategies for implementing the revised model in the EFL classroom.

To reach the end goal of this work, the researchers followed a mixed-methods approach to conduct the required investigation. More specifically the investigation took two different paths in analyzing the findings which resulted from the triangulation of tools. Qualitative and quantitative methods were employed in covering the questionnaire's statistics and interviews' outcomes for calculated data and personal opinions, as well as a minor usage in quantitatively assessing the observational data, and a fulfillment in qualitatively exploring its ruling.

In an attempt to provide improvements to the topic of concern, the researchers proposed three research hypotheses; the first "Four out of the five hypotheses (eliminating the Natural Order Hypothesis) have a good basis of accuracy, yet each of the four necessitate some level of revision." was proven accurate as the researchers were able to find somewhat of a solid basis to each of Krashen's hypotheses except for the natural order hypothesis where no piece of evidence was found to support the existence of such an order to a naturally random process. Since the findings revealed that acquisition is random thus there can be no natural order to something that has no order in the first place. The second hypothesis "when acquisition and learning are not treated as independent systems, output and interaction are at equal importance as input, and both learning and acquisition are monitors for output, then the outcome will be a strong, valid theory for classroom implementations." was also proven accurate through both the questionnaire results and the interviewees' personal experiences. The third and final hypothesis "Techniques such as visualization, gamification, peer and self-assessments, and tools including realia, and audio-visuals would be immensely effective in reaching better results in teaching English as a foreign language." was also confirmed through the analysis of the data in chapter three including the interviewees' experiences and the questionnaire respondents learning styles/patterns.

However, collecting and analyzing this amount of data was not an easy process, due to many factors including the researchers' responsibility towards a full-time job, the unavailability of certain interviewees due to

their busy schedules and the vast time zone differences, the time and effort consumed in analyzing, transcribing, and interpreting the huge amount of collected data, personalized information that could not make part of an overall conclusion, and the necessity of implementing many tools constantly throughout the investigation in order to ensure that no finding is left behind.

This research will provide new perspectives in teaching EFL. Specifically, this research will benefit (1) academic Institutions and administrators where they may promote programs and advocacies that position the learner's best interests at the center of the funnel to reach the best optimal results at the end. (2) Students, as its findings take into account their individual differences and encourage personalized teaching to best suit their needs. (3) Teachers, since the results provide immense help to them in managing their courses as the researchers proposed various suggestions and strategies that will guide EFL instructors in planning and organizing their lectures.

Lastly, the researchers acknowledge that a number of 17 people confirming that they followed the same stages of the Comprehensible Input and Monitor Loop Hypothesis is not a representative sample to overgeneralize a concept thus the researchers believe that it may be useful for future academic investigators to examine a larger population of multicultural people.

### Referencing and Bibliography

- Burden, T. 2006: "Second Language Acquisition — A New Look at the Implications of Krashen's Hypotheses", *Journal of Regional Development Studies*, 9, pp. 193–199.
- Butzkamm, W. 2009: "The Language Acquisition Mystique: Tried and Found Wanting". 83-94.
- Creswell, J. 2009: "Research Design: Qualitative, quantitative, and mixed methods approach." London: SAGE Publications Ltd.
- Creswell, J. W. 2003: "Research Design: Qualitative, Quantitative and Mixed Methods Approaches 2nd ed.". London: Sage Publications Ltd.
- Creswell, J. W., and Plano Clark, V. L. 2007: "Designing and Conducting Mixed Methods Research." London: SAGE Publications Ltd.
- Dörnyei, Z. 2007: "Research methods in applied linguistics". Oxford: Oxford University Press.
- Fernandez, A. Dr. Goldberg, E. with Dr. Michelon, P. SharpBrains, [n.d.] "Neuroplasticity: the potential for lifelong brain development". Accessed [May 10, 2021] Retrieved from: <https://sharpbrains.com/resources/1-brain-fitness-fundamentals/neuroplasticity-the-potential-for-lifelong-brain-development/>
- Gibbons, J. 1985: "The Silent Period: An Examination". *Language Learning*, 35, pp. 255-267.

- Glesne, C., and Peshkin, A. 1992: "Becoming qualitative researchers: An introduction". White Plains, N.Y: Longman.
- Gregg, K. R. 1984: "Krashen's Monitor and Occam's Razor". Matsuyama: University of Matsuyama.
- Herrell, A. L. and Jordan, M. 2016: "50 strategies for teaching English language learners". Boston: Pearson.
- Hsieh, H. F., and Shannon, S. E. 2005: "Three approaches to qualitative content analysis". *Qualitative health research*, 15(9), 1277–1288. <https://doi.org/10.1177/1049732305276687>
- Joan W. Nanyang Technological University Blogs, [November 7, 2016] "Chapter 17: Second Language Learning and Teaching: Learning Styles & Strategies". Accessed [April 10, 2021] Available at <https://blogs.ntu.edu.sg/hss-second-language-acquisition/wiki/chapter-17/>
- Krashen, S. D. 2003: "Second Language Acquisition and Second Language Learning". Los Angeles: University of Southern California
- Krashen, S. D. 2004: "Principles and Practice in Second Language Acquisition". Los Angeles: University of Southern California.
- Kvale, S. 1996: "Interviews: An introduction to qualitative research interviewing." California: Sage Publications Ltd.
- LaForte, R. S., and Himmel, R. L. 1989: "Down the corridor of years: A centennial history of the University of North Texas in photographs", 1890–1990. Texas: University of North Texas Press.
- McLaughlin, B. 1978: "The Monitor Model: Some Methodological Considerations". California: University of California.
- Miles, M., Huberman, M. and Saldaña, J. 1994: "Qualitative data analysis. 4th ed." London: SAGE Publications Ltd.
- Mitchell, R. and Myles, F. 2004: "Second Language Learning Theories". London: Hodder Arnold
- Nordquist, R. ThoughtCo, [August 28, 2020]. "What Is a Second Language (L2)?" Accessed [April 10, 2021] Retrieved from <https://www.thoughtco.com/second-language-1691930>.
- Patton, M. 1990: "Qualitative evaluation and research methods 2nd ed.". California: Sage Publications Ltd.
- Patton, M. Q. 2002: "Qualitative Research & Evaluation Methods". California: Sage Publications Ltd.
- Rohani, R. n.d.: "Krashen's Language Acquisition Hypotheses: A Critical Review". Semarang: Semarang State University.
- Rubin, H. J., and Rubin, I. S. 1995: "Qualitative interviewing: The art of hearing data". California: Sage Publications Ltd.
- Shamoo, A. and Resnik, D. 2015: "Responsible Conduct of Research. 3rd ed". New York: Oxford University Press.
- Spradley, J. P. 1979: "The ethnographic interview. Forth Worth", Texas: Harcourt Brace Jovanovich College Publishers.
- Tavakoli, H. 2012: "A dictionary of Language Acquisition: A Comprehensive Overview of Key Terms in First and Second Language Acquisition". Iran: Rahnama Press.

- Tripp-Reimer, T., Sorofman, B., Peters, J., and Waterman, J. 1994: "Research teams: Possibilities and pitfalls in collaborative qualitative research. In J. Morse, (Ed.), *Critical issues in qualitative research methods*" (pp. 318–331), Thousand Oaks, CA: Sage Publications.
- University of Missouri [n.d.] "Comparison of qualitative and quantitative research." Accessed [May 21, 2021] Retrieved from: <http://www.umsl.edu/~lindquists/qualdsgn.html>
- White, R. and Arndt, V. 1991: "Process Writing" London: Longman
- Yin, R. 2018 "Case Study Research and Applications: Design and Methods. 6th ed". United States: Sage Publications. Ltd.
- Zafar, M. 2009: "Monitoring the 'Monitor': A Critique of Krashen's Five Hypotheses". *The Dhaka University Journal of Linguistics*, 2(4), 139–146

**Appendices**

**Appendix A**

**The Questionnaire**

The purpose of this questionnaire is to test the credibility of Stephen Krashen's Monitor Model for second language performance by means of examining its hypotheses on Algerian EFL/ESL speakers who are within the age spectrum of 18 and above. You are kindly invited to answer the following questions as honestly and openly as possible. It will take approximately 3 minutes to complete.

1.What is your age range?

18 - 20    21 - 23    24 - 26    27 - 29    30+

2.What is your current English level?

- Beginner
- Lower intermediate
- Intermediate
- Upper intermediate
- Advanced

3.How true are the following statements?

	True	False	Undecided
I interact often with my teachers			
I often speak English outside the classroom			
I consider myself fluent in English			
I first learned English in an academic environment (e.g, classroom)			
I first learned English in a non-academic environment (movies, games, interactions with people)			



When I make a spelling or writing mistake, I often self-correct			
I am developing English the same way(s) I did when I was younger			
I prefer to learn grammar in a direct and clear manner (e.g. Teacher would give the rule and I would apply)			
I prefer to learn grammar in an indirect way (e.g. Teacher would only guide me in identifying the rule)			

4. Classify the following list of languages in order of which you learned first

- Modern Standard Arabic "MSA"
- Algerian Arabic "Darija"
- French
- English
- Other

5. Rate your English oral fluency

1	2	3	4	5
---	---	---	---	---

6. If you gave yourself 3 ratings or above in the previous question, please explain how you managed to develop your oral fluency.

7. In a situation where you have to perform an oral presentation, how nervous would you be before the presentation?

*Rate yourself from 1 to 5 where 5 is extremely nervous.*

1	2	3	4	5
---	---	---	---	---

8. Based on your answer to the previous question, how would you rate your overall performance, where 5 scores are your best?

1	2	3	4	5
---	---	---	---	---

9. What do you think is the reason behind your performance rate in the previous question? (you can select multiple choices)

- My communication skills (good or bad)
- My fear of performing poorly.
- My self-confidence (low or high)
- My motivation
- My anxiety (good or bad)

- Being well prepared
- Not being prepared
- My linguistic performance (good or bad)
- Fear of judgment
- Other

10. In which situation do you learn best?

	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
I learn best when the teacher uses the same level of English language I have					
I learn best when the teacher uses a lower English language level than mine					
I learn best when the teacher uses a higher English language level than mine					

11. When you make a spelling or writing mistake, on what basis do you correct that mistake?

- I correct based on rules I learned in an academic setting (e.g., classroom)
- I correct based on rules I learned outside of the academic setting (e.g., movies I watched)
- I do both.
- I do not know.

12. Which of the following matters the most to you when you are speaking English?

- Fluent speaking
- Not making grammatical mistakes
- Getting my message across
- Other

13. Read the following sentences, identify any errors in them, and correct them.

- I. A Englishmans' home is his castle.
- II. The films were enjoyable both to watch and for discussing.

14.Explain briefly why you corrected the errors in the previous sentences the way you did.

**The Questionnaire Open-Ended Questions Results**

Table 3.3. Factors Affecting Oral Fluency.

<p><b>If you gave yourself 3 ratings or above in the previous question, please explain how you managed to develop your oral fluency.</b></p>	<p>“Films and interaction with people”</p> <p>“Through watching movies and podcasts and listening to native speakers spelling so, that i can enhance my listening skill and so, my pronunciation.”</p> <p>“I managed to develop my fluency in English by watching movies and listening to music, as well as reading books.”</p> <p>“Talking to myself in English at home and in front of the mirror Also, speaking vocal messages with native speakers.”</p> <p>“I Participated in public-speaking events, communicated with native speakers on social media.”</p> <p>“By focusing on the speaking skill by listening to audiobooks, videos...”</p> <p>“Movies, video games, practicing with friends, watching online courses... etc”</p> <p>“By trying to use English not only in class but with friends outside and also, in social media when communicating with others or posting something, also, by listening to native speakers in order to enrich my vocabulary with new words and get the right way to pronounce them.”</p> <p>“Playing online games with non arabic people helped me a lot .”</p> <p>“Self-confidence is the key then practice and alot of practice for example i practice in front of the phone camera while preparing my presentations”</p> <p>“I often speak english with myself i choose a topic and i start speak about it and whenever i face a struggle i look for a remedy”</p> <p>“practice more the language even outside classroom with friends or even alone at home by reading articles or small passages outloud , listening to documentaries , watching series and movies”</p> <p>“Through imagining conversations and listening to a lot online lectures and debates”</p> <p>“I did manage to develop my oral fluency by watching several movies and series, Besides listening to music.”</p>
--	---

“Basically listening to English or reading it way more than other other language daily”

“Well, I'm not sure. But I usually to talk to myself.”

“By watching TV and reading books”

“I developed my oral fluency mainly by speaking with my friends online, Playing video games and watching native people shows, movies.. etc”

“In my opinion it's all about self confidence and not fearing to speak

Speaking english outside with friends”

“By listening to music, reading articles and books and learning in an academic ways”

“Movies, monologue when am home, description of the steps when cooking, singing songs, youtube.”

“With reading books watching movies without subtitles ....”

“Oral fluency has to do with practicing the language itself, watching, reading, and listening to videos, songs' lyrics and movies are also, beneficial for improving the oral fluency”

“By reading books and talking with native speakers in social media”

“By communicating more with people”

“First of all, in order to speak English fluently, you need to learnt it. Second, before developing your oral fluency, you need to develop your self-esteem and control your stress and anxiety. For me, when I used to get stressed i used to make many mistakes in pronunciation, but then I learned how to control myself and with alot of practice \_of course- now, i can say I am much better. This is why when we are alone we speak English better than when we are interacting with other.”

“By watching movies and practice talking. With English language

Speaking English out of the classroom +studying phonetics”

“Through presentations listening to fluent speakers besides to music and talking with friends outside the classroom”

“Movies and songs”

“Listening is the most valuable skill to develop in order to become fluent, I constantly listen to the English language from its native speakers (movies, series, music, TV shows, News, wherever it exists ect...) and practice makes perfect.”

“Speaking to the mirror...I know its weird but effective....listening...watching movies”

“I managed to develop my oral fluency by : - Introducing variety in my vocabulary. - Learning new words daily. -

<p>Practicing Long speeches. - Listening to native speakers. - Being not afraid to making mistakes.”</p> <p>“Interacting with teachers in classroom and most often watching movies and making some groupe discussion with my classmates”</p> <p>“Speaking and watching movies”</p> <p>“I used to talk to myself everyday”</p> <p>“Talking to people from another countries in English”</p> <p>“Fluency comes with self-confidence. It means when I just start speaking without correcting or stopping myself for each mistake, I became gradually fluent with the rate of 3 stars”</p> <p>“By watching a lot of movies then imitating the speech, by using the language in and outside the classroom (Speaking English with some of my family members, speaking with people with different nationalities: using English as a Lingua Franca)”</p> <p>“I used to live in NYC for about 9 years.”</p> <p>“Through reading and listening (the practice of receptive skills)”</p> <p>“Use outside classroom Have conversations with native English speakers.”</p> <p>“I developed by listening to audio books tht really helped me”</p> <p>“By watching english movies Listening to English songs radios”</p> <p>“Trying to speak English every day”</p> <p>“Only relying on school/university in formal speech / academic english learning since it is impossible to learn certain guidelines from movies, subtitles, youtube video, and video games (which were always my main tools in learning English at a young age)”</p> <p>“Through parroting.”</p> <p>“Through films, music, and practicing my oral in the classroom and sometimes talking to myself in front of a mirror.”</p> <p>“I managed to develop my English through watching movies and by using social media”</p> <p>“Through Reading / speaking”</p> <p>“In my case I used to talk with foreigners, especially in video games Also, I use English in everyday interaction”</p> <p>“interactions with people and teacher”</p> <p>“Movies &amp; Songs”</p> <p>“Mainly because I evolve my self in conversations with others and reading from time to time”</p> <p>“By watching T.V and learning from native speakers”</p> <p>“My own efforts”</p>	<p>“Listening to any thing in English listening over and over again Talking to myself and thinking loudly in English”</p> <p>“Practice”</p> <p>“To develop my oral fluency I have to listen more and more to native speakers interviews and songs or join a group of chat and discussion that contains native speakers too.”</p> <p>“I am a teacher of english so, i use english everyday in the classroom”</p> <p>“Listen to music. And the native speakers. Watch TV the English film or information”</p> <p>“In watching movies and news in english and discuss in english with my classmates”</p> <p>“the most of time by recording or singing out loud, sometimes by writting about anything and trying to give details and descriptions .”</p> <p>“i basically use it on daily basis, like, talking to my friends or by playing video games and talking to others in voice chat”</p> <p>“By speaking a lot and doing presentations about different topics, but mostly the practice”</p> <p>“speaking to people that have betrer level than me.use English most of time.read and watch movies”</p> <p>“Speaking with other students”</p> <p>“Practice with foreign learners and Native speakers”</p> <p>“I developed my oral fluency through the academic setting , daily speaking , class debating , group discussion and oral presentation .”</p> <p>“Communicate with foreing peoples Listening documents Participation ( share your point of view )”</p> <p>“One word, Practice.”</p> <p>“I practice the skill of speaking often, even if there's nobody around who speaks English, I do the self-talk in English, I switch to the mentality of American of English people so, that I create my own linguistic environment that opens for me more opportunities to practice a foreign language.”</p> <p>“By communicating with others, listening and singing along English songs, and reading books”</p> <p>“I join language cafe and I have a speaking class at private ,as well I join a speaking club ...also, I work as a translator in psychology club for free , sometimes I teach the members English for free.”</p>
---	--

Table 3.4. Error Identification and Correction.

<p><b>Read the following sentences,</b></p>	<p>“An”</p> <p>“It is supposed to be: English man' s home The word film stay the same in both plural”</p>
---	---

<p><b>identify any errors in them, and correct them.</b></p> <p><i>I. A Englishmans' home is his castle.</i></p> <p><i>II. The films were enjoyable both to watch and for discussing.</i></p>	<p>"An Englishman's home is his castle. The films were both enjoyable to watch and to discuss."</p> <p>"An Englishmen's home is his castle The films were both enjoyable to watch and for discussing."</p> <p>"An English man's home is his castle The films were enjoyable for both to watch and discuss."</p> <p>"An Englishman's home is his castle The films were both enjoyable for watching and discussing ."</p> <p>"An englishman's home is his castle. The films were enjoyable both for watching and discussing."</p> <p>"The castle is an Englishman's home. The film's were enjoyable in watching and discussing."</p> <p>"An englishman's home is his castle."</p> <p>"1- An* Englishman 2-to discuss"</p> <p>"An Englishman's home is his castle . The films were enjoyable both to watch and to discuss"</p> <p>"An Englishman's' home is his castle. The films were enjoyable both for watching and discussing"</p> <p>"An English man's home is his castle. The films were enjoyable both to watch and for discussion."</p> <p>"1- An* Englishman. 2- discussion*"</p> <p>"A English man's home is his castle The films were enjoyable both to watch and to discuss."</p> <p>"- An Englishman's home is his castle. -The films were both enjoyable to watch and for discussing."</p> <p>"An english man's home is his castle The film were enjoyable for both to watch and to discuss"</p> <p>"1. An Englishman's home is his castle. 2.The films were enjoyable both to watch and to discuss."</p> <p>"An Englishman's home is his castle The films were both enjoyable to watch and for discussing"</p> <p>"An Englishman's home is his castle Both films were enjoyable to watch and discuss"</p> <p>"An Englishman's home is his castle The films were enjoyable both to watch and discussing"</p> <p>"1- An Englishman' s home is his castle. 2- The films were enjoyable for both watching and discussing."</p> <p>"An English man's home is his castle Both films were enjoyable to watch and discuss"</p> <p>"An Englishman's home is his castle The films were enjoyable for both watching and discussing"</p> <p>"An englishman's castle is his home"</p> <p>"An english man's home is his castle The film were enjoyable for both to watch and to discuss"</p> <p>"An english man's home is his castle"</p> <p>"1.An English man's home, is his castle. 2. a/ The films were both enjoyable to watch, and to discuss. b/ the films were both enjoyable for watching, and discussing."</p>	<p>"Their castle Ans to discuss"</p> <p>"1/ An Englishman's home is his castle. 2/ The films were enjoyable both to watch and to discuss."</p> <p>"An Englishman's home"</p> <p>"An Englishman's... The films were both enjoyable to watch and discuss"</p> <p>"1/ An Englishman's home is his castle. 2/ The films were enjoyable both to watch and to discuss."</p> <p>"an were both"</p> <p>"An Englishman's home is his castle"</p> <p>"I. An Englishmans' home is his castle. II. The films were enjoyable both to watch and to discuss."</p> <p>"1- appostrofi S and preposition : An Englishman's home is his castle 2- syntactic error : Both to watch and to discuss"</p> <p>"An english man's home is his castle The films were enjoyable both to watch and to discuss"</p> <p>"An* englishman's Both enjoyable*"</p> <p>"The movies were enjoyable for watching and discussing." "The Englishman's home is a castle."</p> <p>"2-Correct: The films were enjoyable both to watch and to discuss."</p> <p>"An Englishman's home is his castle. The films were enjoyable both to watch and discuss."</p> <p>"1- An Englishman's home is his castle. 2- The films were enjoyable for both watching and discussing."</p> <p>"An Englishman's Home Is His Castle . .The films were enjoyable both to watch and to discuss"</p> <p>"An English man 's home The films are enjoyable for watching and discussion"</p> <p>"An English men's home is their castle"</p> <p>"An english man's home is his castle The films were enjoyable for both watching and discussing"</p> <p>"1. An Englishman's home is his castle. 2. The films were enjoyable to watch and discuss."</p> <p>"The films were both enjoyable to watch."</p> <p>"An englishman's home is his castle. The films were enjoyable both to watch and to discuss."</p> <p>"English men Both enjoyable"</p> <p>"I. An Englishman's home is his castle. II. The films were both enjoyable to watch and discuss."</p> <p>"An Englishman's home is his castle. The films were both enjoyable to watch and to discuss."</p> <p>"I-An* II-Discuss"</p> <p>"An Englishman's home is his castle. The films were enjoyable both to watch and to discuss"</p> <p>"An English man's home is his castle. The films were enjoyable both for watching and discussing."</p>
---	---	--



"An English man's home is his castle. The films were enjoyable for both watching and discussing."

"An English man Both enjoyable to watch and to discuss the films were both enjoyable to watch and discussing"

"1. An\* Englishman's home is his castle. 2. The films were enjoyable both to watch and to discuss\*."

"Both films were enjoyable to watch and To discuss"

"An Englishman home is his castle. The films were enjoyable both to watch and to disscuss."

"The english man's home is his castle The films were enjoyable to watch and duscuss"

"The films are enjoyable ....An English man 's home IS his castle"

"An Englishman's home is his castle. The films were both enjoyable to watch and to discuss or (for watching and for discussing)."

"An Englishman' house is his castle The films were good to watch and discuss"

"A Englishman's home is his castle The films where both enjoyable to watch and for discussing"

"The Englishman's home is his castle. The films were enjoyable for both watching and discussing."

"An ---- because English begins with a vowel Englishman ' s possessive case singular."

"An Englishman's"

"Thé firt :english man is his Castel homme The films were are enjôy both the watch and for discussing"

"both of the films were enjoyable to watch and discuss. an englishmans` home is his castle."

"An Englishman's home is his castle The films were enjoyable both to watch and to discuss"

"An English man's home is his castle. The films were both enjoyable to watch and to discuss. ( or for watching and discussing)"

"An englishman'shome is his castle both for watching and for listening"

"An Englishman's To discuss"

"An English man's home is his castle. The films were enjoyable for both watching and discussing"

"I. An Englishman's home is his castle. II. Both of the films were enjoyable for discussing and watching ."

"An English mans' home is his castle . The films were both enjoyable to watch and for discussing ."

"English man's home is his castle The film was enjoyable both to watch and discuss"

"An English man's home is castle Both films were enjoyable to watch and discuss"

"an Englishman's home is his castle. the films were both enjoyable to watch and to discuss"

"The house of an Englishman is his castle. The movie/film was enjoyable to watch and to discuss."

"1. An Englishman's home is his castle. 2. The films were enjoyable both to watch and discuss."

"An English man's home is his castle. The films were enjoyable,both of watching and discussing"

"An Englishman's home, is his castle. The films were enjoyable to both watch and discuss."

Table 3.5. Mistake Correction Explanation

<b>Explain</b>	"The rules"
<b>briefly</b>	"based on my background knowledge"
<b>why you</b>	"I focused on grammatical mistakes"
<b>corrected</b>	"Because it's the right way to correct them"
<b>the errors</b>	"I corrected them based on both Linguistic structures and grammatical functions for the purpose of the anatomy of a sentence"
<b>in the</b>	
<b>previous</b>	
<b>sentences</b>	"According to my previous knowledge"
<b>the way</b>	"Respect grammar"
<b>you did.</b>	"-It is a quote that I know also, when a word starts with a vowel we use 'an'"
	"It makes more sense this way and this is mostly how we studied Academic English"
	"Based on my knowledge"
	"the correct pronoun "an" because after it there is a vowel for the second one i dnt knw hasitha hak sahito w lah ysahal 😊😊😊😊😊"
	"The first one because I know the rule. The second one, because it felt right."
	"The first one when a word start with a vowel you use "an". The second one you use the noun of discuss."
	"-since the word after the indefinite article starts with a vowel. - Actually, I don't know. I've corrected it depending on my grammatical intuition (Sorry :3)."
	"In my way and my understanding"
	"1.iuse the indefinite article "An" because Englishman is countable and starts with vowel - (Englishman's) because the Plural form is wrong. 2- iuse (to discuss) because, before the two verbs there is (both) therefore they should be in the same grammatical structure."
	"I corrected them because i noticed that the meaning is weak"
	"According to grammar rules"
	"There were a few mistakes have to be corrected"

"There are no mistakes"

"-There r two mistakes in sentence one. First, the false use of the indefinite article "a". When a word begins with a vowel, we must use the indefinite article "an". Second, there is a mistake in terms of the use of the possessive "s".  
-As far as sentence two, there is a mistake in terms of parallelism."

"In order to make them well structured and grammatically correct"

"There's a vowel in Englishman so, the article cannot be "a" , it complicates the pronunciation. I corrected the second sentence based on how i would say it"

"With grammar i learned in academic english"

"I corrected them on the basis of the true rules that I've learned"

"According to my understanding"

"Because they were written in a wrong way"

"1. The article [A] is Always followed by a consonant. And English starts with a vowel. 2. When the verb is in the "ing" form the other should also, be in that form."

"Grammaire rules"

"It sounds more correct to me but i don't know the rules."

"From the grammatical rules i have learned before"

"Depending on the grammatical rules I've learned"

"1/ it's a common proverb. 2/ because it makes more sense to me when I say it in my mind also, light on my tongue."

"based on my existing knowledge...ESP 😊"

"According to Previous course I took in school"

"I. The indefinte article " an " is used before a singular noun beginning with a vowel . II. I put the second verb in its infinitive form the same as the verb precedes it ."

"Based on my information and my experience with grammar .and also, based on reading because the structure of sentences is unappropriate ."

"What my teachers taught me and what feels right"

"An bcs there is a Vowell right after it I changed the (s') by ('s) bcs home is singular I think that "both" is better before "enjoyable" than after it"

"One of the main dilemmas for teachers giving conversation groups is error correction. It's always tricky to know when and if to correct students and how to go about it."

"I don't know"

"For the first one: based on a grammar rule. For the second one: the way I wrote it seemed more natural."

"Logic"

"They included some grammatical and pragmatic errors"

"Academic writing"

"Grammatical mistakes r often not taking into consideration which is the most common mistake ppl do"

"it's honestly not about the grammar or the structure, it comes spontaneously, like, I just wrote down what makes more sense to me."

"Grammar, as the first one requires the correct form of possession, while the second one was corrected in terms of avoiding repetition."

"I knew the answers"

"Because I corrected the error in the previous sentence the way I did" .

"1 - Two vowels necessitate a consonant as a bridge. 2 - The " 's " is seperated from the original word in order to convey possession. 3 - More simple, more fluent, more coherent, more efficient, better."

"I just corrected them based on my English knowledge"

"I applied what I learned in the classroom. 1. Before vowels we use an, and s' is used when the noun is in its plural form. 2. We use the parallel construction (to .. and to ... ) or ( for ... and for... )"

"I corrected the grammatical mistakes"

"Because this is how I have learned from my academic setting and from what i have seen from movies and videos."

"I've checked what I know and Where's the mistake"

"this type of word, like, "both ,so, too..." has priority upon adjectives so, its, like, verb+both+adj and its more smooth and fluent in spelling"

"1. The noun starts with a vowel so, we use "an". 2. Parallel Construction which means that each part of a sentence uses the same grammatical structure."

"It seemed uncorrect in the tense yet in the meaning its true First, when the wurd start with a fowel it should be preceded by an not an a Second,after both the two items should be preceded by to and siperated by an and."

"Deepending on my knowledge"

"In the first statment:grammaticale v#v c+v=correct (A E, An E).man Can not be prular"

"Am too lazy to do, i apologise"

"Logicly"

"Possessive s is written separately from the singular word Englishman."

"For watching and for discussing"

"To be sure about the answer"

"Correct sentence"

"grammatical mistakes."

"articles the 's to show possession parallel construction which means each part sentence has to use the same grammatical shape  
a is an indefinite article that may be used with words started with a consonant it correct to say for watching not to diffence in the function of prepositions"  
"To be grammatically correct"  
"According to rules I have learned"  
"Because they were incorrect in matter of : coherency and word order."  
"There are some Grammatical mistakes ."  
"I corrected the errors in the previous sentences in this way cause it weren't coherent"  
"because it is how it is"  
"1. "An" is used when the noun starts with a vowel. 2. Words and/or sentences that are linked by "and" must have the same verb tense.  
We can not use A before a vowel. Both shall be use with of"

Q4: Now that you know what both terms mean, do you think that learning can interfere with acquisition or vice versa? Or do you believe that they are two completely independent systems?

Q5: What languages have you learned? What languages have you acquired?

**Questions of Investigation:**

Q6: Do you think you are more fluent in languages you acquired or in languages you learned?

Q7: In cases where you acquired a language, do you see that learning that language (after having acquired it) is necessary or is disposable? Why?

Q8: Based on your experience, is a foreign language better developed in an academic setting with a restatement of all the target language-related rules? or preferably acquired with direct interaction and communication with fluent speakers naturally?

Q9: For the languages you acquired, did you go through a period where you were just listening to the language and not producing any output?

Q10: At the first stages of you acquiring language X, were you receiving input that is understandable? Not necessarily understanding everything that was going on but more, like, getting a big picture of what was happening/what was the main topic?

How would you describe the outcome of this particular environment on your output? Did it facilitate your acquisition process or was it ineffective?

Q11: When you first started producing the language you acquired, were you able to hold a regular conversation straight away, or was it just in the sense of knowing what certain words are in the language, and/or producing random sentences, like, "good morning", "happy birthday", and "hello" in that language?

Explaining the Comprehensible Input and Monitor Loop Hypothesis.

Q12: Does this model comply with your language acquisition process?

Can you pinpoint the stages you went through and how long it took you in each stage?

What was the form/source of input you were receiving?

Feel free to note certain stages you went through that are not mentioned in this chart.

Q13: Can you remember a situation when you made a mistake when writing or speaking a different language than your mother tongue, you then immediately realized that you made that mistake and decided not to correct it? What was the reason behind you not correcting your mistake?

**Appendix B**

**The Interview Questions**

The researchers designed two different interviews: one for adults, the other for youngsters both listed below.

**I. Adult Interview Questions**

The purpose of this interview is to test the validity of certain language acquisition hypotheses in the field of applied linguistics. We will be asking you a few questions about how you acquired the foreign language(s) you now speak.

**Introductory Questions:**

Q1: What is your mother tongue?

Q2: Aside from your mother tongues, how many languages do you speak? What are those languages?

Q3: How good are you at the four skills (reading, writing, speaking, listening) in those languages?

Explaining terms: we have two terms that need explanations before jumping into more specific questions and those are learning and acquisition, we will explain them based on the definition of a linguistics scholar and not ours. This scholar is called Stephen Krashen and he defines learning as the learning of a language consciously through formal education. It included learning about the rules of a language i.e., vocabulary, grammar rules, language functions, etc. acquisition on the other hand is a subconscious process in which language is naturally acquired and used proactively in communication.

Q14: When you correct a mistake, do you do it based on what “feels right” or based on a certain language rule you know?

Q15: Do you believe you would have been able to achieve a perfect linguistic performance relying only on learning?

Q16: Do you think that it is better to learn a language or to acquire a language?

Q17: Do you think that we can neglect the need to learn the rules of a language and just focus on acquiring the language itself?

Q18: Do you think that your first language influenced the way you developed English?

Q20: Can you remember/describe the chronology you took in learning English?

Q21: Were you ever in a situation where a personal attribute bigger than your anxiety, motivation, or self-esteem was standing in the way between you and acquiring any knowledge?

Q22: Were you ever in a situation where you had extremely high anxiety while conversing with someone in a different language than your mother tongue?

Did you face any understanding blocks as they were speaking to you? what were they?

How did you try to understand what the person said?

What was your language level at that time of life?

## II. Youngster Interview Questions

**Question 01:** How old are you?

**Question 02:** In what grade are you?

**Question 03:** If I ask you to say some words, in how many languages would you be able to say them?

**Question 04:** Where did you learn the target language from?

**Question 05:** What about school?

**Question 06:** Do you believe school would help you learn French/English?

**Question 07:** Now tell me did you start by speaking small words than other words to sentences?

**Question 08:** And for how long were you observing? Without speaking language x, and just being quiet.