

A Closer Look at Stephen Krashen's Language Theories in the 21st Century

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Grammar-Translation Method

- Grammar-translation method
 - Used predominantly for “dead” languages
 - Communication was not central focus
 - Mid-19th century technique applied to modern languages
 - World War II
 - Fallacies in the pedagogy began to reveal themselves
- (Brigham Young University)



Acquisition-Learning Distinction

- Acquisition- Exposure and noticing patterns
- Learning- Explicit instruction
- Learn cannot turn into acquisition but “may be used to alter the output of the acquired system”

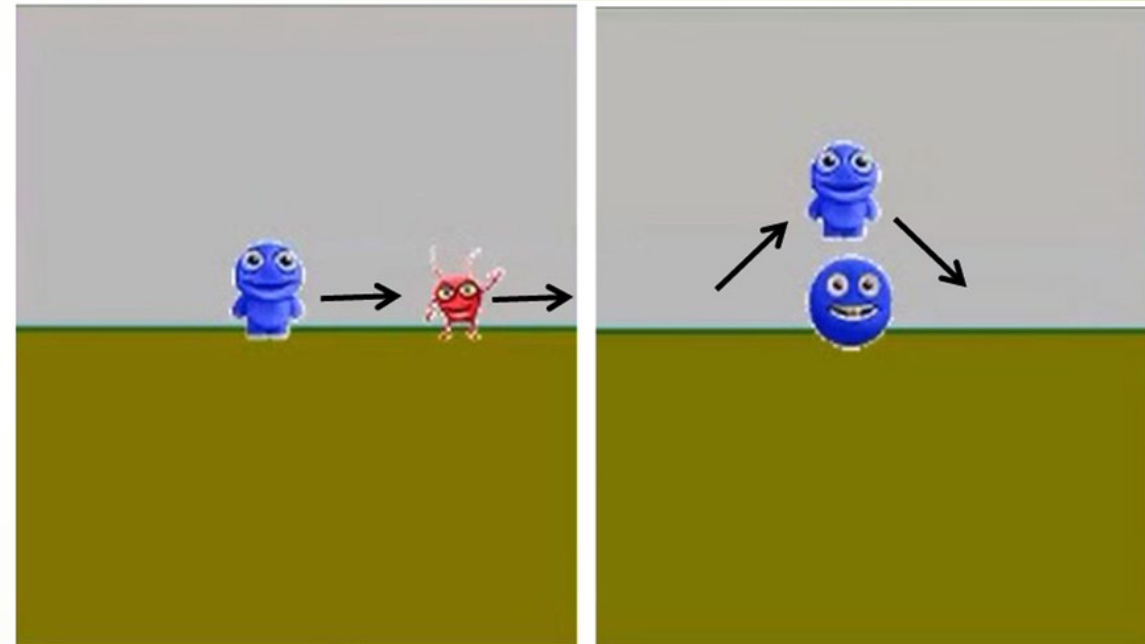
(Lichtman and VanPatten)

(Krashen)

Acquisition-Learning Distinction with an Artificial Language

- 2020 LEAD Graduate & Research Network
- Study: 2 days
 - Day 1: 12 blocks of exposure, 4 blocks of testing of vocabulary and word order
 - Grammatically Judgment Task (GJT) for word order

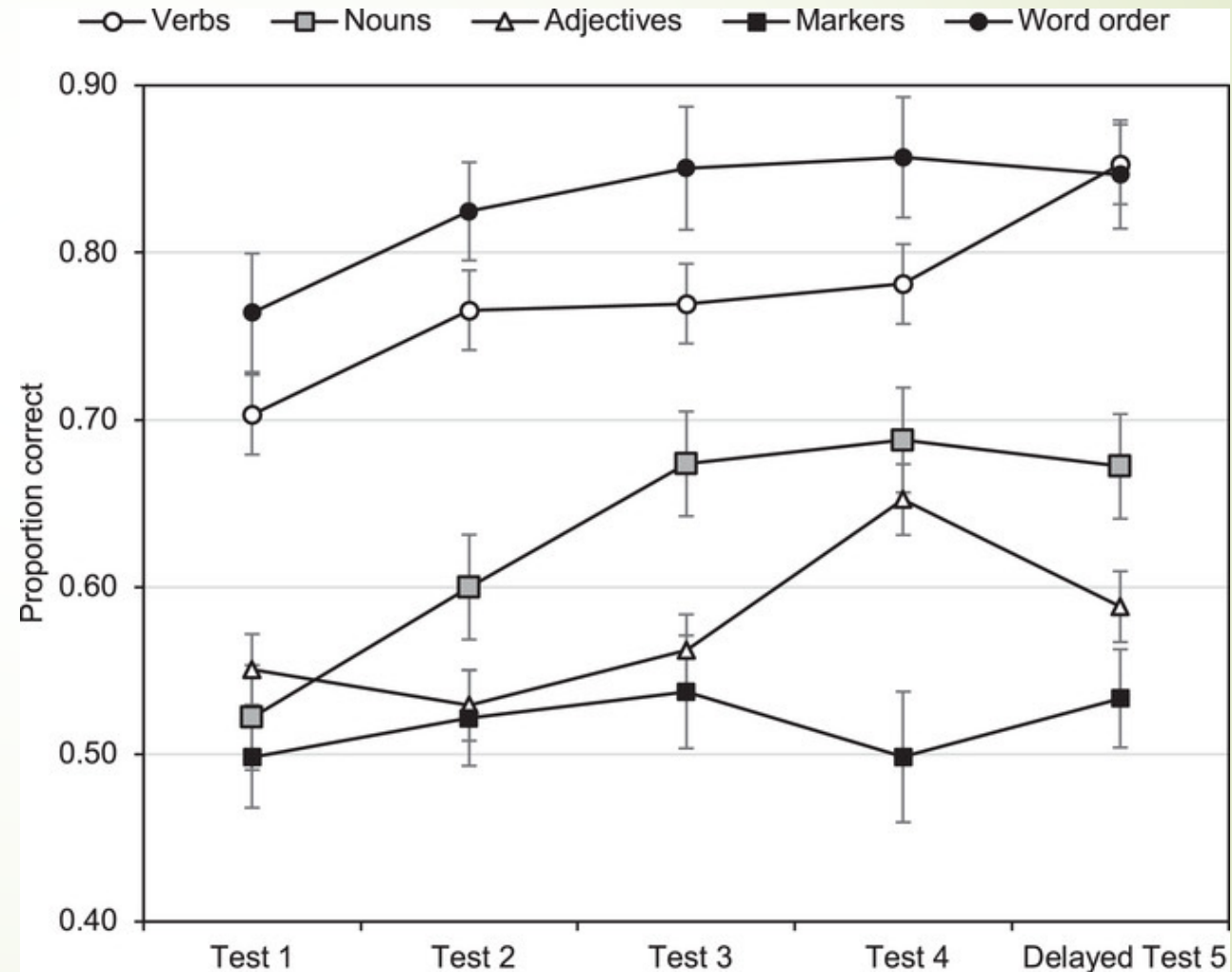
(Walker, Neil J., et al.)



Acquisition-Learning Distinction with an Artificial Language

- Day 2: Testing day
 - 40 Vocabulary trials
 - 16 Case marker trials
 - 16 Word Order Tests

(Walker, Neil J., et al.)





Acquisition-Learning Distinction with Spanish

- Spencer Foundation Small Research Grant
- Do implicit and explicit feedback have an effect on L2 learners' grammatical sensitivity to Spanish gender-agreement and/or direct object-marking errors?
- Split into three groups:
 - Implicit Feedback
 - Explicit Feedback
 - Control Group(Grañena and Yücel)

Acquisition-Learning Distinction with Spanish

- The Testing:
 - 32 Slides with photos
 - Only used words with an overt gender
 - “¿Pelota viejo? Pelota vieja, siguiente”
 - Explicit feedback provided direction information of an error
- (Grañena and Yücel)



Acquisition-Learning Distinction with Spanish

Table 3. Mean reaction times (standard deviations) for masculine gender agreement at the critical region in milliseconds, in the self-paced reading task

Group	Masculine gender agreement					
	Pretest			Posttest		
	Grammatical	Ungrammatical	Difference	Grammatical	Ungrammatical	Difference
Control (n = 29)	691.1 (281.2)	637.0 (234.6)	-54.1 (127)	392.7 (155.8)	425.8 (194.4)	33.1 (123.4)
Explicit (n = 26)	703.0 (252.3)	762.2 (287.0)	59.2 (104)	532.5 (202.4)	478.4 (146.4)	-54.1 (95.4)
Implicit (n = 24)	691.3 (216.3)	697.6 (239.0)	6.3 (182.1)	510.4 (354.6)	461.6 (188.3)	-48.8 (169.7)

Table 2. Mean reaction times (standard deviations) for feminine gender agreement at the critical region in milliseconds, in the self-paced reading task

Group	Feminine gender agreement					
	Pretest			Posttest		
	Grammatical	Ungrammatical	Difference	Grammatical	Ungrammatical	Difference
Control (n = 29)	707.7 (292.9)	661.7 (244.5)	-46.0 (141.5)	443.9 (187.0)	441.0 (210.2)	-2.9 (75.9)
Explicit (n = 26)	782.1 (322.9)	752.0 (263.9)	-30.1 (108.2)	504.9 (201.5)	507.9 (165.2)	3.0 (132.2)
Implicit (n = 24)	706.8 (179.4)	644.8 (180.8)	-62.0 (107.6)	430.3 (137.0)	484.7 (232.9)	54.4 (73.6)


(Grañena and Yücel)



Potential Flaws and Errors

- ▶ What about those never exposed to second language education?
- ▶ What if a student does not want to participate?
- ▶ Environment in which these practices are used?

Works Cited



Brigham Young University. "The Grammar-Translation Method." *Methods of Language Teaching*, hlr.byu.edu/methods/content/grammar.html. Accessed 5 Sept. 2023.

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Krashen, Stephen. *Second Language Acquisition and Second Language Learning*. 1981. 2002, www.sdkrashen.com/content/books/sl_acquisition_and_learning.pdf.

Lichtman, Karen, and Bill VanPatten. "Was Krashen Right? Forty Years Later." *Foreign Language Annals*, vol. 54, no. 2, Wiley-Blackwell, season-02 2021, pp. 283–305. *ProQuest*, <https://doi.org/10.1111/flan.12552>.

Walker, Neil J., et al. "Distinctions in the Acquisition of Vocabulary and Grammar: An Individual Differences Approach." *Language Learning*, vol. 70, no. 2, June 2020, pp. 221–54. *Wiley Online Library*, <https://doi.org/10.1111/lang.12395>.