F. Büşra Süverdem /
Selen Tekalp (eds.)

Linguistics

Cross-Cultural Perspectives

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Linguistics

This book, part of the series "Synergy: Translation Studies, Literature, Linguistics", intends to gather new perspectives in the field of linguistics. It particularly deals with the cross-cultural aspects of language focusing on themes such as intercultural communication, intercultural pragmatics, critical discourse analysis, corpus linguistics and second language acquisition. The research covered in this edited book mainly centres on Turkish and English languages benefiting from qualitative, quantitative or mixed methodologies. Our utmost aim is to present various points of view from different areas of linguistics and offer new insights for researchers and scholars in the field.

The Editors

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Linguistics

SYNERGY: TRANSLATION STUDIES, LITERATURE, LINGUISTICS

Edited by
Aslı Özlem Tarakcıoğlu, A.Nejat Töngür and Ayşe Selmin
Söylemez

Vol. 1

PETER LANG

F. Büşra Süverdem and Selen Tekalp (Eds.)

Linguistics

Cross-Cultural Perspectives

PETER LANG

PREFACE

The interface between language and culture has been the object of interdisciplinary research for a long time. Therefore, cross-cultural studies and research methods have gained momentum in linguistics. Enhancing cross-cultural understanding provides insights into the relationship between language and culture and unravels how language and society interact, which is nowadays more important than ever, considering rapidly changing societies. The book mainly focuses on cross-cultural aspects of language covering a wide range of topics such as critical discourse analysis, cross-cultural interaction, second-language acquisition, comparative linguistics, intercultural pragmatics, morphology, and corpus linguistics.

Presenting various points of view from different areas of linguistics and offering new insights for the researchers and scholars in the field, the book is designed as the third book of the circle under the title of Synergy along with the ones related to literature and translation studies.

This volume consists of ten chapters arranged in alphabetical order. In the first chapter, A. Bora Dindar and Zeynep Doyuran conduct a discourse-based analysis of Yaşar Kemal's *İnce Memed I* from a textual and intertextual perspective with a particular focus on the concept of hegemony. Alper Kumcu's corpus-based study, in the second chapter, deals with the spatial and temporal domains of language through a detailed analysis of the time-moving and ego-moving perspectives in Turkish. In the third chapter, Betül Ertek presents pedagogy-oriented research by touching on the close affinity between language and culture as a far-reaching concept and demonstrates the aspects in which culture contributes to language learning. The fourth chapter by Canan Terzi investigates how English address forms are used by pre-service English-language teachers and, using quantitative and qualitative data collection tools, the study reveals that they have a rather limited repertoire of forms of address. In the fifth chapter, Emel Kökpınar Kaya examines the newsprint media representation of Türkiye's role in the refugee crisis within the Critical Discourse Analysis and Discourse Historical Approach framework. In the sixth chapter, Emin Yaş questions the importance of the Monitor Theory in Second-Language Acquisition and reviews criticisms against it. The seventh chapter by H. Hande Uysal and Sami Alhasnawi, aims at presenting a brief historical overview of comparative research into applied linguistics, along with the theoretical grounds behind these studies and their implications for second- or foreign-language teaching. Mustafa Sarıoğlu, in the

eighth chapter, investigates the role of the lexical aspect on L2 learners' use of present perfect markings in English. Müge Gündüz, in the ninth chapter, aims to explore the experiences of international students, namely international university students who pursue their studies in Turkey and also Turkish university students who enrolled in a foreign university. In the tenth chapter, Sladjana Djordjevic uncovers the positive effects of linguistic mediation on second-language acquisition as a result of her multifaceted study on allophone pupils.

Dr. F. Büşra Süverdem and Dr. Selen Tekalp
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Emin YAŞ

WHAT PLACE DOES MONITOR THEORY OCCUPY IN SECOND-LANGUAGE ACQUISITION TODAY?

Abstract: The target of Second-Language Acquisition (SLA), emerged in the second half of the 20th century, was to be helpful in foreign-language education/teaching. It denotes mostly the study of individuals (or sometimes groups) who are learning a language consequent to learning their first language when they are young children. At the same time, it signifies the process of learning a second language. The added language is named a second language, but it might indeed be the third, fourth or more which is going to be acquired. The range of SLA comprises informal Second-Language Learning occurring in natural milieus, formal second-language learning occurring in classroom or the one that contains a combination of them both, that is, settings and conditions. The three main aspects for the study of SLA process are the linguistic, psychological and social aspects. The Monitor Theory/Model postulated by Krashen in the 1970s is a psychological approach in nature. With its five hypotheses (The Acquisition–Learning Hypothesis, The Monitor Hypothesis, The Natural Order Hypothesis, The Input Hypothesis, and The Affective Filter Hypothesis), it tries to find answers to the problems of SLA, such as what does a second-language learner come to know, how the acquisition process takes place, and why some learners are more successful than others? The Monitor Theory (MT) received extensively many criticisms after its appearance and was rejected. Its teaching implications were also at the centre of criticisms. What place does MT occupy in SLA today? This study aims to try to find an answer. The other questions are: How important is the MT for SLA? What kind of criticisms are expressed against it? How fair is the criticism by McLaughlin (1978, 1987)? The working hypotheses of the present work are: The hypotheses developed by Krashen are not/will not be rejected. Because science is still lying in the so-called agony phase, and cannot find any answers to all questions in psychology (e.g. how exactly is the processing of language; in particular and of mind in general). Moreover, the problems related to memory etc., the thoughts emanated from the MT can probably not be refuted. They have evolved so far and will be evolved further, perhaps with small differences. This research is completely based on the literature written since the time the theory was developed. In other words, it was carried out using a descriptive method without using a special data collection tool. The sources written on the subject were reviewed and an answer to the research questions was tried to be found. Even though the theory is expressed with different names and different meanings today, it has survived all the criticisms made, and it has been concluded that it still occupies an important place in the discipline of second-language acquisition (SLA) and foreign-language teaching. Again, the inquiries carried out since the 1970s delineate that

the implications in favour of language education are not very different from those stated by Krashen (1982), which were the products of his opinions in that period. There are still basic consequences grounded on MT for language teaching today.

Keywords: Monitor Theory, Second-Language Acquisition, Foreign-Language Teaching, Language Acquisition, Psycholinguistics.

INTRODUCTION

When second-language acquisition (SLA) appeared first in the scientific scene it aimed to be helpful in foreign-language (FL) education/teaching. Even though it indicates typically the study of individuals (or sometimes groups) learning a language following their first language (L1) at the time when they are young children SLA also means the process during which a second language (L2) is learned. The further language is called L2 nevertheless it can actually be the third, fourth or more (Troike & Barto, 2017). SLA can be divided into two; the first one is informal L2 learning which takes place in natural settings. The second one is formal L2 learning which takes place in a classroom setting. We should keep in mind that a mixed one can also take place, that is a combination of both formal and informal settings.

The SLA process has three substantial facets which are studied in general. These are the linguistic, psychological and social ones. On the other hand, until now a number of theories have been articulated pertaining to the language acquisition, language learning and instruction processes the viewpoint of which changes with respect to the traits they put into the centre. It is seen that some put inner dynamics into the centre whereas others put external (or social factors) dynamics into the centre; eventually, they make efforts to find out a clarification for the learning process in the framework of mentioned dynamics.

We can accept that Stephen Krashen is a forerunner in the realm of SLA. It is known that he has made considerable contributions to the understanding of the language learning process, whose philosophies have long been a foundation of ideas for investigations in SLA (Lightbown & Spada, 2006, p. 38). It can be said that the development of an alteration in teaching methodology namely from earlier rule-centred approaches/grammar-translation method and audio-lingualism to meaning-centred ones/predominantly communicative language teaching (now the most extensively recognized approach) is coined by him (Lightbown & Spada, 2006). Despite his praise for the subject, Krashen is well thought-out to be one of the most debated hypothetical standpoints in SLA since the 1970s (Brown, 2000, p. 277).

Monitor theory/model (MT) of Krashen (1985) which is one of the most influential theories in SLA/SL learning and which is a psychological approach in nature is a model that has been elaborated over years in a sequence of works carried out by him (Krashen, 1981, 1982, 1985; Krashen & Terrell, 1988). It can be characterized as a rationalist approach to the discipline of SLA.

The assumption made by him holds that the learned system of language learners plays like a monitor to all that is being generated by them. The idea behind this approach is called MT. It is better to give briefly the important opinions that came out from this approach (Omaggio, 2001, p. 63). Adults possess two separate methods to create competence in SLA: acquisition is a subconscious process while learning is a conscious one. Acquisition is identical to the process by which children acquire their mother language. On the other hand, learning contains conscious knowledge of rules. On the condition that acquisition is natural the sequence in which some grammatical properties of the language are acquired is foreseeable. Learning can serve solely as an editor of all that is produced because acquisition is the only initiator of all utterances in SL. In addition, learning can function as a monitor of performance solely under some circumstances. People acquire new structures solely when they are exposed to comprehensible input i+ 1. It is not compulsory that input is intentionally structured or planned for the people who are acquiring the language. The formula i+1 will occur automatically provided that communication occurs successfully. It is mandatory that the language learners are motivated, do not have anxiety, and possess a good self-image. The chief target of teaching is to be delivered in the classrooms in which error improvements ought to be decreased.

MT tries to find answers to the problems of the SLA discipline. Nevertheless, it comes across the criticisms like every theory in linguistics. Particularly, one is that it was not adequate for the explanatory role (its teaching implications were at the centre of criticisms too). Another is that it was not able to involve constructs that could be effective. That the definitions made were not enough to convince was also one of the criticisms (Lichtman & VanPatten, 2021).

This work is crucial because it will bring to light the current status of MT, which possesses a key role in LA/learning and language instruction today. It also aims to contribute to the literature in the field.

Taking also the positive sides of MT into account, the following research questions (RQs) will be focused on:

RQ1. What place does MT occupy in SLA today?

RQ2. How important is MT for the SLA?

RQ3. What kind of criticisms are expressed against it?

RQ4. How fair is the criticism by McLaughlin (1978, 1987)?

Our working hypotheses in this quantitative study based completely on the literature will be: It is difficult to reject the ideas contained in MT because it has an explanatory power and the questions in psychology are not easy to be answered. In addition, the insights of MT have evolved so far and will be evolved further, perhaps with small differences.

This research is completely based on the literature written since the time the theory was developed. In other words, it was carried out using a descriptive method without using a special data collection tool. The sources written on the subject were reviewed and answers to the RQs were tried to be found. Even though the theory is expressed with different names and different meanings today, it has survived all the criticisms made and it has been concluded that it still occupies an important place in the discipline of SLA and FL teaching. Again, the inquiries carried out since the 1970s delineate that the implications in favour of language education are not very different from those stated by Krashen (1982), which were the products of his opinions in that period. There are still basic consequences grounded on MT for language teaching today.

Firstly, the core of the present work, that is, MT, and its explanation and content are comprehensively going to be given. It will be a primary section where five interconnected hypotheses of MT will be handled: The Acquisition–Learning Hypothesis, The Monitor Hypothesis, The Natural Order Hypothesis, The Input Hypothesis, and The Affective Filter Hypothesis. Then, criticisms put forth against it will be shown. In the last section, the debate between McLaughlin, the discussion, and the conclusion will follow.

MONITOR THEORY

One of the well-known statements of Stephen Krashen, who is a mental psychologist/psycholinguist and an expert in the field of linguistics, specialized in theories of language acquisition and development, is: "Acquisition requires meaningful interaction in the target language-natural communication-in which speakers are concerned not with the form but with the messages they conveying and understanding" (Akan, 2018, p. 120; Krashen, 1981, p. 5). It can be said that the idea grounded here is one of the significant parts of the theory called MT.

MT is Krashen's widely known and very controversial theory in SLA. This point later will be discussed later. We should accept that monitor has had an important influence in all areas of L2 research and teaching since the 1980s. It

began as a model of L2 performance, not as a theory. Many hypotheses emerged from the ideas of Krashen. However, in his final publication, written in 1985, he reduced them to five: "The Acquisition–Learning Hypothesis", "The Monitor Hypothesis", "The Natural Order Hypothesis", "The Input Hypothesis", and "The Affective Filter Hypothesis". From now on, they will be explained briefly one by one, and then tried to show the connection between them as in the following.

The Acquisition–Learning Hypothesis

According to Krashen, an adult can internalize the rules of a target language through one of two distinct systems: "The acquired system" and "the learned system" (Krashen, 1982, p. 10). In the first one acquisition is the product of a subconscious process; in other words, there is a subconscious way of developing L2 aptitude. It is said that it is similar to that children acquiring their mother/ L1. It needs meaningful interaction in the target language, which takes place in a natural setting. The speakers employ the grammatical *feel*. Here they are concentrated not on the form of their statements in the communicative act but on the meaning. On the other hand, *the learned system* is the product of formal statements that occurs in an artificial setting. It comprises a conscious process. It results in conscious knowledge about the language; that is, it is a conscious way to know about language. For example, the rules of grammar are such knowledge that the speakers possess and use. Krashen points out that *acquisition* is more important than *learning*. He thinks that adults, like children, are still able to get access to Language Acquisition Device (LAD).

Krashen is against the thoughts of other scholars; particularly, those of the critical period hypothesis which assume that children acquire language whereas adults learn language. He maintains that adults can still attain languages even after the aforementioned period for language acquisition. But notice that this idea was harshly criticized later.

The significant assumption lying here is *learning* presented as a *conscious* and *explicit* process while *acquisition* presented as an *unconscious* and *implicit* process, that is, unrealizable knowledge which directs the learners automatically; it, the former, ascribes the *knowing about language/rules/grammar* together with conscious drill and memory (Krashen & Terrell, 1988).

The two available types of theses in MT can be summarized as follows: (1) acquisition originates in L2 performance, and (2) the learned component serves only as a monitor. This monitor changes the form of the output when there is enough time, when the speakers are concerned with form and correctness, and when they know the rules.

The Monitor Hypothesis

As Krashen pointed out the capability of learners to produce L2 statements come from subconscious knowledge, that is, acquired competence. On the other hand, conscious learning is available to the speakers only as a monitor. In his view acquisition accounts for the subjective *feel*. It tells us whether an utterance is correct or incorrect. It appears from the stated ideas that conscious learning (or conscious knowledge) is limited and less important in L2 performance.

Despite the interrelation between *learning* and *acquisition* the role (of both systems) they play is different, merely *acquisition system* can openly encourage the advance of L2 competence. It can be utilized as the output mechanism for language deployment. Whereas *learning system* which comes from the conscious knowledge of linguistic structure can merely be used as monitor roles in language use; nevertheless, not as part of linguistic competence. Three conditions for instigation of the monitor roles, which are essential but not adequate, exist: focus on form; sufficient time; know the rules. The monitor hypothesis is shown in Figure 1.
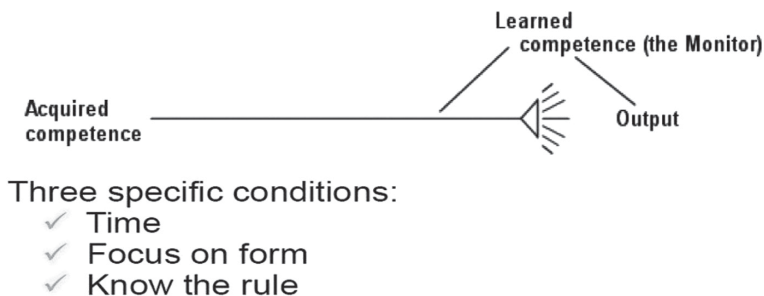
Figure 1: The Monitor Hypothesis

Source: (Krashen, 1982)

Describing the role of the Monitor, Krashen says that it is small. He underlines that the monitor is being used only to correct deviations from normal utterances or modify the output. We use rules in monitoring the production of our speech; that is, the learning (conscious knowledge) is functioning as a monitor (Ellis, 1994). Krashen continues and adds that there is an individual variation among the learners relating to monitor use. Three groups are expressed by Krashen (1982, p. 20): *over-users*, *optimal-users*, and *under-user*. Merely the psychological profile

of a person can indicate to which of these groups he belongs. The characteristics of the individuals are defined as the following: Generally, the under-users are those learners who are extroverts, for example, the person who has good contact with native speakers belongs to this type; the individuals who are over-users are introverts, they are not self-confident. The last ones are the optimal-users who appropriately use the "monitor".

The Natural Order Hypothesis

Krashen set up The Natural Order Hypothesis on the basis of study made before. It was indicated in this study that the acquisition of certain grammatical structures follows a natural order and it is possible to predict them, that is, the rules of language are acquired in a foreseeable order (they may be unlike from the order tailed in class teaching) (Krashen & Terrell, 1983). While some grammatical structures are acquired early others are acquired late (for example, it has been evidenced that in learning English as an L2, some children/adults would learn the present tense before past tense, learn nouns before the possessives of nouns, etc.). This order seemed to be independent of that, how old they are, from which L1 they come, and to which condition they were exposed. In the studies, it was clear that some important similarities highlighted the existence of natural order. In other words, morpheme studies that were made before showed that some morphemes were learned before others. In some of these studies which were done in L1 of children, it was found that there was a specific order during the acquisition. But the prediction can realize only when acquisition is natural, that is, not via formal learning. Krashen (1983) proposed that this can be applied to adults' L2 learning in the same way. In the research of SLA, many morphemes were taken into investigation. It should be emphasized that more than 20 morphemes were researched. The most vital morphemes investigated the most, which belong to English as an L2 are the plural-s, the third person singular –s, and regular past –ed. After these morphemes had been mainly investigated an order of difficulty was found at the end of this research. However, Krashen points out that the language teaching program should not be based on this study. The implication of the natural order hypothesis should not be that. In fact, he rejects grammatical sequencing when the goal is acquisition.

It is substantial to emphasize that a supported assumption comes from the term *U-shaped* behaviour, with which not only L1 learners but also L2 learners manifest the competence to use some grammatical features in an accurate way

under the condition that they drop the related competence but after a while, they reclaim or retain it. If it displays over time the scheme looks like a letter "U". This case is shown in Figure 2.
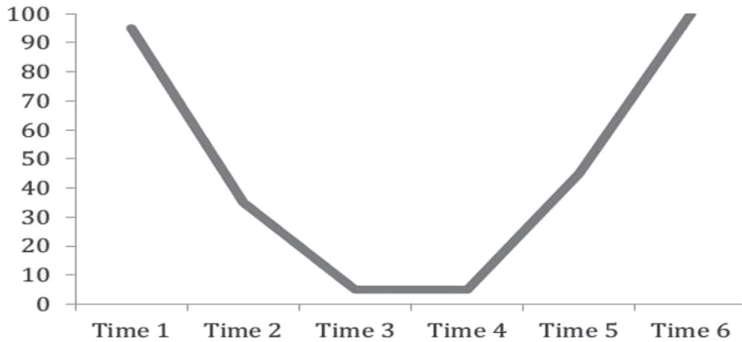

Figure 2: U-shaped Behaviour
Source: Lichtman and VanPatten (2021, p. 10)

One of the most studied morphemes is the past tense verb markers. The language learners accurately produce irregular past tense verbs for the ones that are most repeated, for example, *ate* and *went*; in the first phases. At the time regular verbs along with the *-ed* suffix start to turn out in the statements they produced they look to make the irregulars regular in order to form non-native-like forms, for example, *eated – ated*; *goed – wented*. While acquisition goes on the accurate irregular forms, they reiterate themselves in their verbal productions. Regarding this theme, it was affirmed that first and L2 speakers take the same path.

Furthermore, Brown (1973) assorted that he scrutinized the L1 acquisition of children and proved that they acquired a number of morphemes in a foreseeable order. On the other hand, Krashen also quotes the study of Dulay and Burt (1973, 1974) that as children acquire their L1 in a definite order in attaining some grammatical morphemes before others n.b. the mentioned idea is also relevant for L2 learning. Even though the order of morpheme acquisition was shown not to be the same, they have many similarities in L1 and L2. In addition, it is important to say that the order was fundamentally the same in English L2 whether children were L1 speakers of Spanish or Chinese (ibid.).

The Input Hypothesis

When we take a look at the literature, we see how important input for the SLA is. Because the research made, regarding input, has been immerse. The target of this research was to elicit the importance of the role of linguistic input. Its processing was also the centre of linguistic inquiries. Gass (2015) points out that it can be said that SLA solely cannot occur devoid of exposing the people who are learning the target language over input. For instance, it has been stressed that input is crucial for language learners so that they construct their L2 capability. At the same time, it has been thought that it is the main basis of mental symbols related to the language (Patten & Benati, 2010; Shimanskaya, 2018).

Several language acquisition–learning theories have handled the role of input as a conceptualization of the manner in which linguistic knowledge through input is processed by language learners (Doughty & Long, 2003). On the other hand, some linguists, for example, Long (1982), describe language input as the main source of linguistic knowledge to which a language learner is exposed. In this connection, Ellis (1994, p. 14) talks about two preconditions so that SLA takes place: the first one is L2 input that is available to the language learners; the second one is a group of inner mechanisms to explain the manner in which second linguistic properties are processed.

In the Input Hypothesis, Krashen tries to explain how the SLA occurs. It can briefly be expressed as a such statement: The hypothesis is only concerned with *acquisition* not *learning*. In this hypothesis, it is said that the learner improves and progresses along with *natural order* they obtain the L2 input that is one step beyond their current stage of linguistic ability. The process which was tried to be defined is: if the learners are at stage *i,* then the acquisition takes place when they are exposed to so-called *comprehensive input* that belongs to level *i+1*. In this Krashen's well-known formula of *i+1, i* shows the present level of the language learner and the number *1* denotes the language materials that are to some extent higher than the present level of the language learners.

The side of *1* will be attained by keeping context and knowledge of the world plus the existing competence in view. Furthermore, such type of *i+1* input must not be intentionally offered. Provided that the input can be comprehended and the adequate quantity is available this such type of input has been automatically delivered (Krashen, 1985, p. 2). It can be said that *comprehensible input* is the basic hypothesis.

In view of linguists, the learners have to be exposed to the L2 in a stress-free setting when their affective filter was at a lower level. As Krashen says:

> The best methods of language learning are therefore those that supply 'comprehensible input' in low anxiety situations, containing messages that students really want to hear. These methods do not force early production in the L2, but allow students to produce when they are 'ready', recognizing that improvement comes from supplying communicative and comprehensible input, and not from forcing and correcting production. (1989, p. 22)

Because the level of all learners is not the same, Krashen suggests that natural communicative input is the key to formulate a program. Finally, it can be said that speaking fluency cannot be taught in a straight line, but rather it appears naturally over time. Even though the speech is not grammatically accurate, accuracy will grow over time as the acquirer hears and understands more input.

The view of *comprehensible input* in SLA by Krashen (1982) seems to be important. Some evidence supporting his idea has been given by him. The first is *the caretaker speech* which is ascribed to the people when they typically probably talk with simple words to their kids. The second is *simple talk* which referred to *foreign talk* and *teacher talk* when people change their utterances mostly in lower speed, shorter sentences, simple syntactic structure, etc. in order to make comprehension in communication easier. The third is *limited contribution* of the L1 that is prior to learning the truthful L2 rule people may have recourse to their L1 rules. Furthermore, this spoken case may end in error when their L1 and second langue rules diverge. The fourth is *silent period* in which, routinely, it is possible that the kids beginning to live in a new country and acquire a thoroughly new language experience a preliminary period of not speaking. According to Krashen (1982, p. 27), children are constructing competence in the L2 through listening in the manner that they understand the language used around them. The fifth is *method comparison research*. As he highlights those methods which are in relation to stressing input, immersion and shielded language teaching are more fruitful on the grounds that countless comprehensible input are given during the operation.

The Affective Filter Hypothesis

The fifth and last hypothesis of Krashen is the affective filter hypothesis. Krashen's view is that some affective variables, such as motivation, self-confidence, and anxiety, play a role in SLA. When they are active, they make the process far easier. According to the claims he made, successful learners are those who are with high motivation, self-confidence, and anxiety. At the time when low motivation, low self-esteem and low anxiety exist, they can, all together, raise the affective filter

generating a so-called *mental block* (i.e. the affective filter is resembling a mental block that has the power to check the access of comprehensible input to LAD during acquisition in progress) (Krashen, 1985, p. 100). Accordingly, this block hampers comprehensible input which is crucial for acquisition. In other words, when the filter is up it impedes language acquisition; n.b. the positive affect is necessary so that acquisition occurs. This hypothesis holds that the language input may be transformed into intake merely after the affective filter. Richards and Rodgers (2001, p. 183) illustrate the main formulation of the affective filter hypothesis as: "[…] Learner's feeling or attitude as an adjustable filter that freely pass, impedes or blocks input necessary to acquisition". Three types of affective or attitudinal variables linked to SLA are given:

1. Motivation: high
2. Self-confidence: high
3. Anxiety: low

With respect to the strengths of the affective filter hypothesis, Lightbown and Spada (1993) say:

> A learner who is tense, angry, anxious, or bored will screen out input, making it unavailable for acquisition. Thus, depending on the learner's state of mind or disposition, the filter limits what is noticed and what is acquired. The filter will be up or operating when the learner is stressed, self-conscious or unmotivated. It will be down when the learner is relaxed or motivated. (p. 28)

The core idea of these five hypotheses referred to above can be generalized in the following: acquisition is more significant than learning. The acquisition of L2s by learners is realized with condition that they get comprehensible input (*i+1*) and that their affective filters are low enough to permit the input 'in' as Wilson (2000) pointed out. Again, as much comprehensible input as possible is to be available and attention should be on reading and listening; speaking arises later when the language learners of English are ready. Additionally, the items, for instance, pictures/realia, which support understanding are those that present the student necessities. They should be exposed to widespread lexicon/vocabulary. MT, whose essence is natural approach concentrate predominantly on fundamental communication skills. Krashen and Terrell write: "the purpose of a language course will vary according to the needs of the students and their particular interests" (1983, p. 65).

A combined model for acquisition and production (unified key facts of the hypotheses) is shown by Krashen (1982, p. 16/32) and Gregg (1984) as in Figure 3.
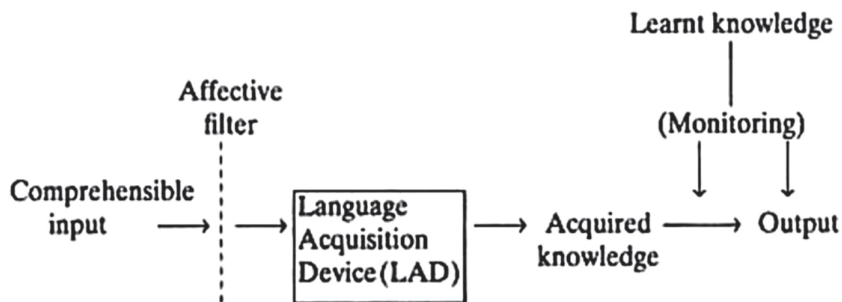
Figure 3: The Input Hypothesis Model of L2 Learning and Production.
Source: Krashen (1982, p. 16/32); Gregg (1984)

As illustrated in the figure, input begins with comprehensible elements and then goes through an affective filter before reaching LAD. The function of "monitoring" is to check the learned elements before the ultimate point/production, that is, output.

CRITICISMS RAISED AGAINST MONITOR THEORY

We think that it is better to give criticisms raised against each hypothesis of MT before beginning with a discussion. So, in this part the answers for RQ3 'What kind of criticisms are expressed against MT?' will be tried to give.

Acquisition–Learning Hypothesis

Even though there are some strengths of this hypothesis such as language being learned via natural communication there are also some criticisms against it. On the one hand, the view that 'language does not lead acquisition' is disproved by the experience of learners who internalized a number of grammatical rules consciously memorized, on the other hand, researchers like Gregg (1984) point out that the definitions made for acquisition/subconscious and learning/conscious are not strong enough.

We see that the most important debated point of this hypothesis is about the question of how we can distinguish between the two words, that is, acquisition versus learning. Thus, it is said that the terminology of Krashen (especially, the distinction between acquisition–learning and conscious–unconscious) is not clear enough. It needs to be defined precisely. Gass and Selinker (1994) pointed out that people learning L2 would have difficulties in practising acquisition and

learning terms accommodated in two distinct linguistic systems. So, it seems hard to understand such a situation. Zafar (2009) underlines that it is better not to draw a boundary detaching acquisition and learning (as two separate disciplines). It should be accepted and clarified that the cross-currents at both are continuously in progress in acquiring L2. It is worth stating here: we can better recognize acquisition as a process proved that it is augmented by the system which is learned by the language learners.

The acceptability of the notion of a completely operational LAD in adults seems to be problematic. Because adults are not at the age of puberty anymore (MacLaughlin, 1978, 1987; Gregg, 1984). Likewise, it is held by the hypothesis that the accessibility of LAD for adults is restricted but not for children n.b. this point was one of the basic criticisms; namely, 'Why do children have full access to such apparatus?' Chomsky (1957) pointed out that older language learners get restricted access towards LAD. It means that LAD lessens as people age.

Monitor Hypothesis

One of the weaknesses of the monitor hypothesis is that no strong sign exists, that indicates monitor use. It is not possible to see the language produced by the system learned by language learners and the system acquired by them (Lightbown & Spada, 1993). It is also pointed out that when we know the rules of language it does not mean that we are able to utilize it in communicative interactions, because knowing the rules and utilization of the rules are two different things (Brown, 2000).

It is claimed that the consequences of the monitor hypothesis in actual life conditions are difficult and the application of it in the situation of simple rules, but not of difficult rules, is merely beneficial (Zafar, 2009). Three circumstances must be achieved, that is, time, emphasis on form and knowledge of the rules so that the monitor system can be triggered. The use of monitor, correctly, looks usually to be hard because the rules of languages may be tremendously complex. A great number of conversations purely do not deliver plentiful time to initiate the monitor system. Finally, language learners may inhibit themselves from speaking correctly because of the fear that they can produce mistakes when expressing utterances in any situation (ibid.).

While it is thought that young learners can learn language better than adolescent learners on the grounds that they have a reduced amount of influence on the linguistic monitor, MacLaughlin (1992) says that children and adolescent learners of L2 are similarly talented for acquiring L2. It is also indicated by MacLaughlin (1987) that there are rules for language use in the heads of

learners nevertheless the mentioned rules do not belong to the grammar writers. According to him, language learners drive on the fundamental rules of restricted scope and rationality. He says that these roles are not always conscious (or not conscious) rather they are sometimes conscious and sometimes not. However, when the utterances are expressed, we cannot decide what the knowledge source is.

Natural Order Hypothesis

The statements of Krashen for a natural order are founded primarily on the morphemes order researches of English language. That has been shown insufficiently as some linguists reported (Gass & Selinker, 1994; MacLaughlin, 1987). We do not see any linguistic unity in the establishment of the morphemes. This is the reason why elicitation of any unitary hypothesis to clarify their order is very extremely difficult. It is possible to see variations in the deeds of language learners. There is possibility that a morpheme that is available at the present might vanish after a period of time. The situations of morpheme sequence can mostly determine when it is possible for language learners to acquire their L2. The difficulty of morphemes is associated with the L1 of the learners.

The natural order hypothesis cannot explain the substantial effect of the L1 on the acquisition of a further language, usually an L2. The native language of people may have a great influence on the orders. Actually, the outcomes of some research regarding the morpheme order depict that the language learners of L2 do not acquire an L2 in the same order; it is tied to which native language they have (Wode, 1977; Zobl, 1980, 1982).

Input Hypothesis

Some important criticized points related to the input hypothesis of the scholars can be given in the following: We know that regarding the achievement there are individual differences. Some say that it is quite hard to conclude the present levels of language learners by the virtue of such differences (Lichtman & VanPatten, 2021). Additionally, they have the opinion that strong evidence does not exist to indicate that augmented input would lead to more language acquisition and augmented output would not.

One of the other criticisms is about the comprehensibility of input. The question raised here is how it is known that comprehensible input is necessary. If it is necessary then comprehensible output is also expected to be necessary, that is, comprehensibility is required both for input and output.

MacLaughlin (1987) who is one of the harsh critics of MT maintains the idea that the concept of level of language learner is exceedingly hard to describe, at the same time, as the notion of i+1 formula. Furthermore, he points out that i+1 formula has challenges due to the fact that an answer for the following is quite difficult to find: 'How can we determine which language data comprises i+1 rather than i+3?'

Affective Filter Hypothesis

It has been argued that if it is true that affective filters have an impact on the acquisition of L2 then it would be essential to illuminate why the mentioned affective filters are not in operation for children in their L1 acquisition, since Krashen claims that LAD in adults and children are parallel (Gregg, 1984, p. 92).

McLaughlin (1987, pp. 52–53) has also disputed whether it is indispensable to formulate affective filters to enlighten the findings. It is not evidently itemized by Krashen whether and how one factor or joint factors are operated as filters in lieu of SLA. On the other hand, it has been reported that the affective filter hypothesis is untestable owing to the fact that Krashen has not given details about how this filter progresses.

Krashen has got assertions at the beginning that children lack the affective filter which leads many adult learners of L2 to, under no circumstances, absolutely master their L2. Some evidence, about adult learners acquiring an L2, with the exception of a few grammatical properties has been reported. Again, we see another claim that indicates the idea as: 'If the lack of filter can help children become such effective learners, how to clarify the accomplishment of some adults who reach a native-like proficiency?' It is being pointed out that what ensues in their situation is gone unexplained. The claims raised at this point are unsuccessful to survive examinations for children who experience dissimilarities in non-linguistic variables as well, such as self-confidence, anxiety and motivation which theoretically explain child-adult differences in L2 learning. There is one claim which holds that an affective filter impedes comprehensible input from the attainment of LAD. It results in problems if we consider the claim to be correct. Namely, the affective filter hypothesis does not have the possibility of responding to the questions regarding individual variation in SLA.

A further claim says that there is a difference between two kinds of environments, that is, sheltered classroom setting versus actual world setting. Again, the stresses of everyday life and communication show uncontrollable variables n.b. regulation of such variables can be exceedingly difficult. There are

many grounds why there are a lot of difficulties left unanswered with respect to this case.

ARGUMENT BETWEEN MCLAUGHLIN AND KRASHEN

There have been numerous criticisms against MT in general. Serious concerns were first expressed by McLaughlin (1978, 1987) about the learning–acquisition distinction; he even says that Krashen does not seem to be anxious by the critics. According to McLaughlin, Krashen makes a distinction insistently between conscious and subconscious processes but he does this via introspection.

Back to the conscious and subconscious, it means whether the subject is based on *rule* or *feel.* McLaughlin questioned the liability of the methodology Krashen used. For example, asking subjects to state whether they thought they had been monitoring by rule on grammaticality judgement task. He pointed out that it might have directed them to say that they were monitoring by *feel* because; this was an easier option than trying to express the rules. A question raised (from him) 'How do we know whether acquisition or learning is being used in a prearranged situation?' In response, Krashen (1979) acknowledged that at this moment we have no psychological measure that demonstrates to us the distinction between acquisition and learning. But he designates in this way that SLA research has many similarities with the research in cognitive psychology. In this field of science, researchers posit an abstract hypothesis and then try to find out whether it foresees measurable phenomena. Krashen (1979) says over again that there would be some ambiguous situations, but this often happened in psychology, it can be a reason for rejecting a distinction that intuitively could be accepted.

Child-adult differences are explained by MT in L2 performance. McLaughlin (1987) says that adults focus more on vocabulary because they use their formal rules. On the other hand, Krashen preserves his ideas that children are better in ultimate performance but adults learn faster. This discernment of Krashen was supported in some studies which were carried out. For example, the study carried out by Krashen himself (1982) in: "Children adult's differences in SLA" illuminates that adults use more their conscious knowledge than children.

The argument between two experts in this field has been and is well-known in the circle of scientific inquiry. This is also a discussion that has been continuing among scholars for many decades. We ask here the question like (RQ4): How fair is the criticism by McLaughlin (1978, 1987)?

McLaughlin has criticized many points of Krashen's MT. One of them is very important. It is "acquisition" and "learning" hypothesis. I think it is true that we

cannot exactly know whether someone does his performance based on feel or rule. From my own experience, I can sometimes not make differences between acquisition (feel) and learning (rule) when I speak German, and I frequently can realize that my monitor operates sometimes much and sometimes less.

This discussion between McLaughlin and Krashen can be seen as ambivalent. The critique of McLaughlin is fair because we cannot easily distinguish between these two cases. Krashen's (1979) response is also good and true, on the grounds that we cannot measure this with the current technology that is available in psychology. McLaughlin accuses him of not providing enough evidence and of reaching the result intuitively and introspectively. McLaughlin does not present counter-evidence. Even beyond that, in my view, McLaughlin also applies intuition and introspection in order to justify himself. We find the position of Krashen fairer in this discussion.

DISCUSSION

We see that the separation concerning *acquisition–learning* has been brought back to life by scholars working in the psychological field over a few decades but with new terms like *implicit–explicit learning*. For example, Reber (1967), a cognitive psychologist, did examinations using artificial grammar learning. The order of letters produced by a finite–state grammar was learned by language learners; they could evaluate if the new order had been grammatical without being able to express any grammatical rules. At the same time, Bialystok (1979), by whom task and factors of learners (implicit against explicit knowledge) were studied the most, made great contributions to the area regarding *implicit–explicit learning* of L2. In fact, Bialystok (1979) gave a primary delineation of implicit–explicit *knowledge*. Her definition resembles that of Krashen's expressions of learning against acquisition. He denotes: "Those rules which can be consciously entertained by the learner are stored in 'explicit knowledge'; those rules which are honoured without attention to the rule or even an ability to state it are stored in 'implicit knowledge'" (1982, p. 82). So, even though any similarity of the statement is not mentioned in the work of Krashen it is obvious that a parallelism in meaning exists.

It was demonstrated that a number of experiments tap explicit knowledge while a number of others tap *implicit knowledge*. Some scholars came to the conclusion using untimed grammaticality judgement tests as evidence for explicit and oral narration for implicit knowledge (Ellis, 2005; Yaş, 2021). Some reasons such as time pressure against unlimited time; emphasis on meaning rather than on form were among the features utilized or put forward. The newest work developed the

aforementioned notion in the way that tasks enable the utilization of speeded-up or automatized explicit knowledge in contrast with those that state to access uniquely implicit one (Suzuki, 2017).

The term non-interface handled in the *literate* is that learning does not become acquisition, verbalized by Krashen (1982). He says that the internalization of consciously instructed and learned rules is impossible. This is the reason why they belong to the complex, abstract implicit language system of language learners. However, they are converted into the fragment of monitor; they can be deployed merely for the editing output. We see that the scholars who criticized these aspects of monitor reached that conclusion uniquely using of the tool *introspection.* For instance, Gregg et al. (1984, p. 81) reported that he had been able to learn by heart Japanese language rule paradigms explicitly; he could have acquired promptly with the instrument of very little input. A question arises: 'What is the present case of acquisition–learning separation, nowadays?' We can begin with what two scholars, Lichtman and VanPatten, think in this connection:

> The complex and abstract mental representation of language is mainly built up through implicit learning processes as learners attempt to comprehend messages directed to them in the language. Explicit learning plays a more minor role in the language acquisition process, contributing to metalinguistic knowledge rather than mental representation of language. (2021, p. 8).

It should be emphasized that psychologists agree with the view that the greatest amount of language acquisition is implicit. As a reason, *time pressure* is given. It is important to state that we mostly practise our language under extreme time pressure. A rapid processing of our language partner's utterances along with rapid formulation of related utterances are necessary; n.b. in such cases meaning becomes more crucial than faultless correctness. Here, the suggestions with respect to such circumstances of Ellis (2005) need to be mentioned. Ellis clinched (even though some questions in connection with implicit–explicit learning are being scrutinized at the moment): "There has been a growing consensus over the last twenty or thirty years that the vast majority of our linguistic processing is unconscious, its operations tuned by the products of our implicit learning" (2011, p. 39). This brings to our mind proof that unconscious knowledge/ meaning has become more important.

Another cardinal question is (RQ1) what place does MT occupy in SLA today? Implicit–explicit learning stands recently at the centre of the investigation of those investigating the *learning–acquisition* of Krashen; whereas some identical paradigms also are available in the literature at the present time; such as *declarative–procedural memory* (Paradis, 1994; Ullman, 2001) which

has been a fundament in favour of a lot of neurolinguistics trials utilizing explicit–implicit drill situations. We encounter from time to time with the word *controlled–automatic processing* as well, which was suggested by MacLaughlin in 1978. When we talk about teaching, the focus on meaning was seen mostly two decades ago; denoting implicit instruction whereas the focus on form denotes various types of explicit emphasis on the constructions and forms of grammar (Long & Robinson, 1998). Again, explicit against implicit instruction should be mentioned. We ought to point out here that such instruction particularly speaks of grammar teaching. A classroom environment includes the explicit thoughts that learners are anticipated to be learning something there.

One question raises here: 'Can learning turn into acquisition?' It can be seen among linguists, for example, Rebuschat (2015) and VanPatten (2016), that unanimity exists about the idea that learning cannot develop into acquisition and explicit knowledge cannot develop into implicit knowledge; this converges with what Krashen stated. We argue that no model or approach has been able to propose an apparatus (internal to the persons who are learning an L2) that transforms explicit knowledge into implicit one no matter which viewpoint is taken into account; a usage-based, a theoretical linguistic or a neurolinguistic one (or some other). We can say that it stays only 'distinct knowledge systems', both progress in different ways and the contents of both do not join. It should be noticed that two questions remain unanswered here: 'Does explicit knowledge influence the improvement of implicit knowledge and if 'yes', how?'

A great number of evidence related to the natural order of morphemes were found; for example, U–shaped development (see Figure 2). It means an accurate form at the first phase deployed by language learners such as the plural noun of the word 'feet' in English. In the second stage came the inaccurate like 'foots', finally again looking as 'feet'. This situation shows us that the learners first learned the word 'feet' in an untested manner; they did not realize the amalgamation of 'foot' and its plural form. The outcome of the word 'foots' stands as an evidence that the learners rearranged it systematically. It occurs when the proper plural -s gets into the grammar of language learners. The correct form 'feet' returns at the time when they start to acquire exceptions to the plural form rule which is inflected. In addition to this, the linguists found out *U – shaped* behaviours in SLA in a great number of realms; particularly in lexical-semantic development along with morphology (Kellerman, 1983, 1985; Lightbown, 1983).

However, the theoretical domain is full of discussion about whether there is really a natural order of some grammatical rules in the acquisition of an L2. It seems to be beyond the scope of this paper if all of the descriptions, claims and assumptions made in this subject be discussed here. Nevertheless, taking

the criticisms into account, we can argue that Krashen was right to declare a natural order postulate. It ought to be underlined, however, that, at the time he realized that this postulate could have been inadequate, he did minor changes in his idea i.e. he came up with the knowledge that it would be better if single morphemes or groups of morphemes could be sequenced, rather than merely sequencing. We think that this sounds more quite logical. In addition to this, it was put forth by VanPatten (1985) that it would sound illogical if morpheme orders would be regarded. Morphemes should have been arranged through their syntactic utility which they would show. It was indicated that there were morpheme orders which were not only undeviating but also universal when their syntactic operations are taken into account. Therefore, we can say that the natural order hypothesis recommended by Krashen was true nevertheless there was a need for illumination or more explanation. Lastly, it is more correct to put the whole interpretations under a wide-ranging word which can be named ordered development, as some scholars express (VanPatten et al., 2020). This means that language learners acquire language in some sequenced style in which universality (to some extent) takes part; not only at the macro aspect but also at the micro aspect. Lichtman and VanPatten (2021) suggest the order development hypothesis, at this point, instead of the narrower natural order hypothesis, which holds that the evolution of the linguistic system that the learners learn comes about in well-arranged and foreseeable ways, and is chiefly resistant to outside impact; for instance, to teaching and explicit rehearsal.

Notwithstanding, the criticism made, we see a steady alteration in various L2 concepts and investigation for the essential role of communicatively entrenched input in L2 development. It is seen nowadays that implicit learning processes and illustrations are regarded (as basic) by the whole ideas such as usage-based approaches, universal grammar together with the declarative–procedural model.

It is known that the term 'comprehensible input' is not used in present-day studies, nevertheless, it has a widespread utilization in the circle of instructors of language. Krashen's theory and the concept of comprehensive input have been improved by a community of instructors of language (TPRS: the Teaching Proficiency through Reading and Storytelling). The jargon "interpretive communication" (National Standards in FL Education Project, 1999–present) has been favoured/used by American Council on Teaching FLs (ACTFL) (Lichtman and VanPatten, 2021).

One last point is that we can briefly say that MT can be likened to LAD, which seems to be a logical expression because it is difficult to be proved. A statement of Chomsky should be mentioned here as he once said to me in Germany: "The psychology is lying in agony from this point of view".

CONCLUSION

After the appearance of MT in years of 1970, various criticisms were raised against it. Despite all criticisms, MT made a revolution in the domain of SLA. Even, the debates made assisted to appear a great number of endeavours at theory advancement. This plight resembles the notion 'If electricity had not been invented, we would not have the internet today', which proves that we have electricity thanks to the advances made before (i.e. it needed an initiator for a chain of actions and developments). This gives the answer, in a way, to how important MT for the SLA (RQ2) is.

Likewise, the phenomena clarified by Krashen are very important in the way it has been helpful to enlighten many mysterious sides of LA/learning. The reason such as the small size of data and the introspective view of the scholars make it hard to accept the opponents' criticisms. On the other hand, even though the debate between Krashen and McLaughlin seems to be ambivalent, we find the position of Krashen fairer.

Some same paradigms instead of explicit–implicit terminology exist in the literature currently; such as *declarative–procedural memory* which has been a fundament in accord with a lot of neurolinguistics trials using *explicit–implicit drill situations* and *word controlled – automatic processing.* To be precise, it can be said that many of the hypotheses drawn from MT evolved. They are dynamic in the field of SLA still today, as our working hypothesis forecasted; they continue to occupy an important place in the discipline; however, they are used frequently unaccepted and under new jargons such as *implicit vs. explicit learning, ordered development vs. natural order hypothesis,* and *a crucial role for communicatively entrenched input vs. comprehensible input*, in totally theories of SLA. Lastly, it is worth saying that MT has taken/will take a crucial place in L2 teaching due to its implications for SLA research.

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