Stephen Krashen’s (1980) Theory of Second Language Acquisition is well-known to its five hypotheses. The first is the acquisition-learning hypothesis which is the most renowned among Krashen’s Theory as it shows the variation between acquisition and learning. Acquisition is an unintentional way of getting the language as the acquirers are not aware to the growth of their linguistic skills. Yet, learning is intentional as there is a need of formal instruction. In this hypothesis, Krashen points out that acquisition is more effective than learning as the acquirers are required to engage in a meaningful interaction in the target language. They may practice a lot that breeds to a language development.

The second is the monitor hypothesis which explicates the connection of acquisition and learning. Through the acquisition system, the learners may initiate to interact and to practice the language. However, learning system is responsible for monitoring or editing where the acquirers may focus on correctness. Self-assessment and independent learning occur as the acquirer becomes aware to the function and meaning of the language without the use of formal tutoring.

The third is the input hypothesis which emphasizes the acquisition rather than learning. The acquisition of language occurs as the acquirers receive more comprehensible input from the others. In the classroom, instructors specifically the language teachers should maximize the use of target language in order for it to be acquired by the students. They should be mindful with regards to the language choice as it affects the language and communicative competence of the learners. The fourth area in Krashen’s theory is the affective filter hypothesis which indicates a number of affective variables play a significant role in second language acquisition. Krashen postulates that learners with self-
esteem and high motivation are more equipped to acquire the target language. Lastly, the natural order hypothesis is proposed which is known as the least significant among the five hypotheses. Krashen believes that learners become competent in grammar structures as it follows the natural order.

This theory shows how classroom discourse or communicative competence influences language acquisition. Through the language choice of the teachers inside the classroom, it serves as the comprehensible input that leads the students to easily acquire the language. Acquisition is more effective than learning. Thus, classroom discourse affects a lot the students to develop second language acquisition as they interact and expose to the target language. Also, classroom discourse determines affective variables among the students as it caters belongingness that shows a non-threatening atmosphere. It eliminates pressure, anxiety and isolation among them. Boosting self-esteem and motivation are the essential factors for language learning and acquisition. Hence, this theory is essential for assuring the acquisition of language among the students. Teachers should be aware to the language choice they are utilizing during the instructions inside the classroom as the quality of the language they are using may determine the communicative competence and discourse will be learned by the students. Eslami and Rasekh (2008) mentioned that conversational competence should be developed among the learners in order to converse effectively. It should be given relevance as it helped the students to interact and negotiate meaning based on the context. As the conversational competence developed among the teachers and students, it resulted to a healthy classroom discourse that maximized language learning. Hence, the learners should be exposed to the input of the target language through giving a chance to exercise interaction and conversation. They ought to enhance a range of practical situation-dependent communication.
References:

