Krashen (1982) emphasizes the innate subconscious process involved when acquiring a new language, rather than emphasizing conscious processes such as memorizing explicit grammar rules. This theory also focuses on the importance of comprehensible input, or language content that can be understood by the learner while remaining one step above the learner's language ability, in order to encourage critical thinking and new learning (Krashen, 1982).

## Acquisition-Learning Hypothesis

Asserts there are two ways in which communication in a second language develops: language acquisition and language learning. language acquisition has much in common with the way children develop their first language (L1) in that it occurs subconsciously when the acquirer finds a need for communicating with others. Language learning on the other hand, involves explicit learning with direct instruction about the rules of the language.

## Monitor Hypothesis

Learners acquire grammatical structures in a natural order, but conscious language rules are not developed until later. Once a student has conscious knowledge of grammatical structures, they are able to edit, or self-monitor, oral and written language. This process requires adequate time to develop.

## Natural Order

Learners acquire the rules of language in a predictable sequence. "What is learned early in one language is learned early by others." (Lightbrown and Spada (1996)

## Comprehensible Input

Learners will best acquire language when given appropriate input. Comprehensible Input is easy to understand but still challenges the learner to infer meaning just beyond their level of language competence, often referred to as "i+1". Vygotsky's zone of proximal development supports this hypothesis where in students must go beyond what they already know and build their new understanding on that foundation

## Affective Filter

Learners require an environment where they feel safe to take risks necessary to learn the language. A learner's emotional state will affect their receptiveness to comprehensible input.