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**Faculty of Letters and Languages**  
**Department of English**

**Investigating The Use Of Monitor Hypothesis In EFL Oral Classes**  
**A Case Study Of Third Year Students Of English At The Department Of**  
**English Language At Ghardaia University**

*A Thesis submitted to University of Ghardaia-Department of English- in Partial  
Fulfillment of the Requirements for the Master's Degree in Didactics*

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*In the name of Allah the most merciful  
Peace and blessings of Allah be upon our prophet Muhammad who has  
brought people from darkness to light.*

*“Whoever is thankful (to Allah) is in fact thankful for his own self.  
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## DEDICATION

*This work is typically dedicated*

*To my beloved mother soul, who is still alive in my heart  
"Safia"*

*To my dearest and loveliest father "Mustafa"*

*To My sisters and brothers especially "Mouad"*

*To My aunt "Karima" and her daughter "Khedidja" for their support and  
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*To all my family members*

*To My honest friends Soumia, Fatima, and Maroua*

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## DEDICATION

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*Special feelings of gratitude to the kindest man my heart has ever known my father "Souliman"*

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## **LIST OF ABBREVIATIONS**

- EFL:** English as Foreign Language  
**IH:** Input Hypothesis  
**LAD:** Language Acquisition Device  
**L1:** First Language  
**L2:** Second Language  
**MH:** Monitor Hypothesis  
**NA:** Natural Approach  
**SLA:** Second Language Acquisition

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# **GENERAL INTRODUCTION**

## ***1. Background:***

Language is very important for human, it is a tool for a people in the world to speak and communicate one another. They express their ideas, opinions, feelings, and so on by the language. People as social beings are in need of interaction from one to another in daily lives. Therefore, mastering several foreign languages is considerably necessary, especially English. As we know that English as universe language has made people in the world to mastering English. It is used in many aspects of human life all over the world in almost any sector of life; business, commerce, education, economy, tourism, political affairs, art, culture, sport, science and technology .Thus, English as the first foreign language for most of the people of the world, it has been estimated that although there are only 325 million of the world's; 4.7 billion population who speak English natively, for as many as 1.4 billion additional people, English is an official second language (Crystal 1985).

Speaking is one of the most important language skills that difficult for student. To most people mastering the art of the speaking as the single most important aspect of learning a second or foreign language and success is measured in terms of the ability to carry out a conversation in the language as Bailey and Savage (1994: vii) state that Speaking in a second or foreign language has often been viewed as the most demanding of the four skills. As a result, the teaching of speaking skill should be figured as central in foreign language pedagogy. The goal of teaching speaking skills is communicative efficiency. This means that learners should be able to make themselves understood, using their current proficiency to the fullest. They should try to avoid confusion in the message due to faulty pronunciation, grammar, or vocabulary and to observe the social and culture rules that apply in each communication situation.

In the past three decades many scholars have conducted studies in the area of second language acquisition and different theories have been proposed. Among these various theories, the monitor model proposed by S. Krashen in 1980s which has enjoyed wide spread popularity and influence in the field of SLA teaching as well as research. This theory has been enriched and refined over years in series of his work (Krashen, 1981; 1982; 1985; Krashen & Terrell, 1988).

The core parts of krashen's monitor model are composed of five interrelated hypotheses: the Acquisition-Learning Hypothesis, the Natural Order Hypothesis, the Monitor Hypothesis, the Input Hypothesis, and the Affective Filter Hypothesis, It has been mainly applied to the teaching of foreign languages. Thus, this study is conducted to investigate the use of the monitor hypothesis in EFL Oral Classes, which is considered as a main part out of the five other. According to Krashen the goal of "monitor" is to plan, edit and self-correct functions.....etc.

## ***2. Statement of purpose:***

The initial objective of the present research is to investigate the use of monitor hypothesis in EFL oral classes among third year Licence English students at Ghardaia University. The research aims are:

1. To investigate the existence of monitor hypothesis in EFL oral classes.
2. To help students achieve a state of balance between fluency and accuracy.

## ***3. Statement of problem :***

It is rather contradictory to say that 3rd year university students of English, who are about to get a Licence degree, have issues of speaking English. This research is the consequence of a personal observation about the speaking level of the students of English as a foreign language. To explain, the researcher has noticed that many of them encounter serious problems when they speak English even they have background of information (acquired linguistic competence). More exactly, most of them do not have that quality of spontaneity when speaking, unnecessary pauses, hesitations, and stammering because they are trying to focus on grammar, form and correctness of their utterances this means they are using monitor, Furthermore some researchers who says that there is No empirical evidence for the existence of monitor because it is just hypothesis. Thus, to delimit the problem tackled by our study, this research investigates the use of monitor hypothesis in EFL oral classes.

Based on what has been mentioned, this research bases on two major questions. As concern that answering the following questions would help us to answer the problematic already stated. Therefore, the research sought to build a methodologically sound approach to give answers to the following research questions:

1. Is the monitor hypothesis applied and enhanced in oral classes of English language teaching?
2. What makes the monitor hypothesis achieve a state of balance between accuracy and fluency ?

In order to carry out this study, using the above mentioned questions as a frame, we formulate the following hypotheses:

- The ignorance of MH from side of teacher.
- The lack of mastering methods that make MH enhanced.
- The lack of Teacher experiences in teaching oral classes.
- The use the form at the detriment of meaning.

#### ***4. Motivation :***

Among the reasons that spark our desires to carry out this research are:

\* The objective reasons:

1. The nature of the subject which is within the area of didactic specialty.
2. The importance of speaking skill to students of English.
3. Providing an additional reference for teachers and students of English.

\*The subjective reasons:

1. My desire to enrich the library with this topic of research.
2. My desire to research and write issues related to improving ways of teaching English.

#### ***5. Structure of thesis :***

In addition to "General introduction", this thesis includes two parts; the theoretical and practical. The first one contains two main chapters. Chapter one, which is entitled " Second Language Acquisition" encompasses definitions of second language acquisition and second language, natural approach, theories of second language acquisition, and the main five hypotheses of krashen theory. Chapter two, that is "The Application of Monitor Hypothesis", goes further to narrow down the research to our main concern, which is the monitor hypothesis, as a way to define monitor, conditions, individual variation, factors, general characteristics, and use of monitor hypothesis in EFL oral classes .

The second part is practical compose from one chapter, "The Research Methodology", is interested in the methodology used in the present research, encompassing all the instrumentation and data analyses methods that covers the practical part of our study. It also tackles the discussions of the findings reached during the study. Finally, the "General conclusion".

#### ***6. Limitations of study :***

We limit the present study in investigating the use of monitor hypothesis in the field of Teaching English as a Foreign Language. It focuses on the major factors behind the students' failure to speak the language properly. More precisely, this study explores students' hesitations, unnecessary pauses, and stammering when speaking English especially in oral classes. To doing so, this study used a teachers' and a students' questionnaire of third year Licence English at Ghardaia University as data gathering tools.

#### ***7. Definition of terms:***

\* **Language:** According to Encyclopedia Britannica, language is a system of conventional or written symbols, In other words, it is system of communication through which human beings express themselves.

**\*Skill:** The ability to use one's knowledge effectively and readily in execution or performance. (Merriam-Webster dictionary)

\*Is typically defined as" The learned ability to bring about predetermined results with maximum certainty; often with the minimum outlay of time or energy or both (Knapp, 1963, p.4)

**\*Speaking skill:** is a process of interaction where speakers intend to build meaning through producing, receiving and processing information (Bailey, 2000 p 25).

**\*Language learning:** Chaer (2015) they see that second language can be mastered by learning the language intentionally and consciously. It is different from first language that is acquired naturally without a formal setting.

Is a conscious process through formal education; planned and structured courses. It included learning about the rules of a language i.e., learning vocabulary, grammar rules, language functions, etc. (Herrell & Jordan, 2016, p. 2)

**\*Language acquisition:** is a 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. (Herrell & Jordan, 2016, p. 2)

\* **Theory:** The term “theory” has been defined in various ways, but essentially it refers to “. . . a set of statements about natural phenomena that explains why these phenomena occur the way they do” (Van Patten & Williams, 2007, p. 2)

**\*Hypothesis:** A hypothesis is different from a theory in that it makes a prediction about a distinct phenomenon that derives from a more general theory. (Hummel, 2014)

An idea or explanation for something that is based known facts but has not yet been proven. (Cambridge Dictionary)

**PART ONE: THEORETICAL PART**  
**CHAPTER ONE: SECOND LANGUAGE ACQUISITION**



## ***Introduction :***

What comes to mind for many people when they encounter the phrase "second language acquisition" is the experience they had as school students when they were engaged in the study of one or more foreign languages. However a formal school setting is not the only context where second languages have their place in the world today. Usually the first language learned is mother tongue and the other language learned or acquired is known as the second language .

Second language acquisition (SLA), has two meanings. In a general sense it is a term to describe learning a second language. More specifically, it is the name of the theory of the process by which we acquire - or pick up - a second language. This is mainly a subconscious process which happens while we focus on communication .

Second language acquisition, begin from path of the Natural approach who gives the light to different Theories to appear and study the relationship between the second language acquisition and learner's without forgetting the famous theory of Krashen's in second language acquisition.

### ***1.1. Definition of Second Language Acquisition :***

A Second language acquisition is the process of acquiring other language in addition to mother tongue (broad) or native language. (Cited from Hoque, 2017). Stefansson (2013) stated that SLA is the study of how the learners acquire a second language as additional language to their first language.

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.

Second language acquisition or SLA is the process of learning other languages in addition to the native language. For instance, a child who speaks Hindi as the mother tongue starts learning English when he starts going to school. English is learned by the process of second language acquisition. (Hoque, 2019)

As an interdisciplinary field, SLA mainly seeks to investigate the acquisition of a new language beyond the mother tongue or L1. (Krashen, 2018; Van Patten, 2017; Gass and Selinker, 2008:1)

Second language acquisition ('SLA' for short) is the scholarly field of inquiry that investigates the human capacity to learn languages other than the first, during late childhood, adolescence or adulthood, and once the first language or languages have been acquired.(Ortega, 2009)

## ***1.2. Definition of Second Language :***

A second language is any language that a person knows and uses that is not her/his 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)

According to Mitchell, R., Myles, F., & Marsden, E. (2013) and Crystal (1997) second language (L2) can be well-defined as a non-native language that is broadly used for purposes of communication, commonly as a medium of education, government, or business. In other words, any language acquired after acquiring the mother tongue can be termed as a second language.

## ***1.3. Approach of SLA :***

Tracy D. Terrell, during the year of 1977, being a teacher of Spanish in California offered a new revolutionary way of teaching second and foreign languages, method he decided to name “The Natural Approach”. Within his method he attempted to develop a language teaching proposal that embraced the idea of a more “naturalistic” way of presenting second and foreign languages to students, which stemmed from remarkable breakthroughs made by researches in the area of second language acquisition. During experiments with The Natural Approach carried out Terrell to decide to join Stephen D. Krashen.

### ***1.3.1. Natural Approach :***

Krashen and Terrell identified the Natural Approach with what they call "traditional" approaches to language teaching. Traditional approaches are defined as "based on the use of language in communicative situations without recourse to the native language".

According to Mohammed Rhalmi, The Natural Approach is a way of teaching second and foreign languages; it was developed by Tracy D. Terrell- a teacher of Spanish- and whose method of teaching was later supported by the applied linguist of the University of Southern California, Stephen D. Krashen. The method they developed states that language learning tends to imitate the way all humans naturally acquire (sub-conscious process) their respective mother tongue. Also this method claims that language should be perceived by the learners as a way to communicate with others, making the interaction with other learners possible.

Krashen and Terrell (1983) that the natural approach have general principles :

The first general principle of the NA Approach is that comprehension precedes production, i.e. listening (or reading) comprehension precedes speaking (or writing) abilities.

The second general principle of the NA approach is that production is allowed to emerge in stages. These stages typically consist of: (1) response by nonverbal communication, (2) response with a single word, (3) combination of two or three words, (4) phrases, (5) sentences, and finally (6) more complex discourse.

The third general principle of the NA is that the course syllabus consists of communication goals. Means focus of each classroom activity is organized by topic, not grammatical structure.

The final principle is that the activities done in the classroom aimed at acquisition must foster a lowering of the affective filter of the students. Activities in the classroom focus at all times on topics which are interesting and relevant to the students and encourage them to express their ideas, opinions, desires, emotions and feelings.

The Natural Approach has born as any other methods in the area of language teaching as way to suit the necessity for teaching learners in the best way possible for them to reach the language achievement. The Natural Approach is a method that embraces the idea that the students “acquire” second and foreign languages, rather than learn it, by using language for real communication in order interact with other peers. This acquisition process is known as a “natural” way to develop the linguistic competence in a given language, it is also a subconscious process due to the reason that students are not aware of the acquisition, but they are aware that they expressing themselves through language .

The Natural Approach; catch student’s attention and make students be willing to use the language. To communicate through it, to understand that language is a great tool for exploring the environment around them and describe what their senses feel and perceive.

#### ***1.4. Theories of SLA:***

Several theories of SLA have been proposed in order to explain aspects of the language acquisition process. In this sense, the main objective of any SLA theory is to try to account for and explain language acquisition by learners with a variety of characteristics in diverse contexts (Lightbown & Spada, 2006). To that end, many theories have arisen under different perspectives. Some of the most important ones include: Behaviorist, Innatist, Interactionist, and communicative theory.

##### ***1.4.1. Behaviorist Theory:***

The behaviorist theory for second language acquisition comes from the behaviorist theory in the 1940’s -50’s by B.F. Skinner that proposed that children imitating language by people around them, accurate attempts would be followed by positive reinforcement of praise or successful communication (Lightbown & Spada, 2013, p.12). Since children were encouraged by their surrounding environment they would continue to imitate and practice these sounds and patterns until the children used ‘habits’ of correct language use. The quality and quantity of heard language in conjunction with the consistency of reinforcement by others will shape the child’s language behavior. The environment is the source of everything the child needs to

learn Behaviorism also influenced second language teaching and learning from the 1940's to 1970's where students learned dialogues and sentence patterns through mimicry and memorization (Lightbown & Spada, 2013, p.103). It was assumed that a person attempting to learn a second language would use the habits from the learning of the first language and these would interfere with new habits needed for second language learning. This was called the contrastive analyst hypothesis (CAH) and errors were believed to be caused by the transfer from the first language (Lightbown & Spada, 2013, p. 41).

### ***1.4.2 Innatist Theory:***

The innatist theory of second language acquisition is based on Chomsky's hypothesis that human beings are born with biological mental structures (Language Acquisition Device; LAD) designed for language acquisition. Humans discover for themselves the underlying rules of a language system based on the sample of languages they are exposed to (Lightbown & Spada, 2013, p.20). The universal grammar [(U.G) innate linguistic knowledge hypothesized to have a set of principles common to all languages] would stop the child from seeking an incorrect hypothesis about how the language systems might work. This hypothesis is emphasized by the fact that almost all children will successfully learn their native language and its patterns. Similarly, profoundly deaf children will learn sign language if they are exposed to it in infancy. Input is the language the learner is exposed to (either written or spoken) in the environment. Critiques of this is that what is innate is the ability to learn and not knowledge of the principles (Lightbown & Spada, 2013, p.29)

### ***1.4.3 Interactionist Theory:***

Developmental and cognitive psychologists have focused on the interplay between the innate learning ability of children and the environment they develop in. These psychologists refute the innatists who place too much emphasis on the 'final state' the competence of adult native speakers and not enough on the developmental aspects of language acquisition; acquisition is just one example of the human child's ability to learn from experience. What children need to know is available in the language exposure in the thousands of hours of interaction with people and objects around them.

Jean Piaget (1951), the Swiss psychologists, believed that children's language is built on their cognitive development as evidence within their play and interaction with objects and people. For example, he traced the development of cognitive understanding of things as object permanence (knowing that things hidden from sight are still present), stability of quantities irrespective of changes in appearance (knowing 10 pennies spread out to form a long line are not more numerous than 10 pennies in a tightly squeezed line), and logical inference (solving which properties of a set of rods (their size, weight, material, etc.) cause some rods to sink and others to float on water. Children's language is one of a number of symbol systems that are developed in childhood (Lightbown & Spada, 2013, p.24). Vygotsky (1978) viewed language developing from social interaction as he observed interactions among themselves and between children and adults in the 1920's and 30's. He believed that in a supportive interactive environment, children are able to achieve higher levels of knowledge and performance. He

coined this metaphorical place with its interlocutor (a participant in a conversation) as the zone of proximal development (ZPD).

Those conversations provide a kind of supportive structure that helps them make the most of the knowledge they have and to acquire new knowledge called scaffolding (The language an interlocutor uses to support the communicative success of another speaker). It may include missing vocabulary or expanding a speaker's incomplete sentence.

#### ***1.4.4. Communicative Theory:***

The communicative theory of second language acquisition is grounded on the assumption that successful language learning is made up of knowledge of forms and structures of language in addition to the functions purposes a language function in various communicative settings. This model of second language acquisition stresses the communication of meaning in interaction instead of the emphasis on the practice in contrast of grammatical forms in isolation (Lightbown & Spada, 2013, p.215).

### ***1.5. Theory of krashen's five Hypotheses in SLA :***

The major contribution of Stephen Krashen was the theory of second language acquisition (SLA). The prime focus of this theory is a person has the ability to acquire a second language as acquiring their mother tongue. They ignore the drill of grammar rules for acquiring a language. According to Krashen, the acquisition is a natural process of acquiring a language. By Second language acquisition, he meant that acquire any another language as they acquire their mother tongue without emphasizing the grammar or structure of the language. It will depend upon the input they received.

#### ***1.5.1. Acquisition-Learning Hypothesis:***

According to krashen (1983), second language acquisition is the same process through which we acquired our mother tongue, and it represent the natural, inherent, .subconscious experience by which we inter analysis the target language, putting emphasis on the message rather than on form. Acquisition is picking-UP a language, informal and implicit learning or natural learning. Learning, unlike acquisition, is a conscious process that focuses learners' attention on the structure. Krashen (e.g.1981, 1982, 1985) describes acquisition as a subconscious process virtually identical to the one used in first language acquisition. It involves the naturalistic development of language proficiency through understanding language and through using language for meaningful communication (Richards & Rodgers 1986: 131). The acquirer is usually not aware of acquisition taking place or the results of it. Acquisition occurs as a result of participating in natural communication where the focus is on meaning (Ellis 1985: 261). On the other, learning is described by Krashen as conscious knowledge, 'knowing about' language. It occurs as a result of conscious study of the formal properties of the language.

For example, in traditional classrooms, teachers talk about structural rules, and students are expected to take notes and are forced to know about language. This is explicit and formal

knowledge of language. However, in real life, we rarely give our attention to the form of the language when we communicate with the speakers of our own language. Therefore, Krashen says that acquisition gives us fluency, learning gives us accuracy. They can make two different kinds of contributions for learner in learning language in academic situations".

ACQUISITION	LEARNING
similar to first language acquisition	formal knowledge of language
'picking up' a language	'knowing about' a language
subconscious	conscious
implicit knowledge	explicit knowledge
formal teaching does not help	formal teaching helps

Table 01: Acquisition/Learning distinctions (Adapted from Krashen & Terrell 1983: 27)

### 1.5.2. Natural Order Hypothesis:

According to the Natural Order Hypothesis, certain grammatical structure tend to come early and others late. This means that some structures are acquired more early than others. Krashen (1983) states that inflections such as the "ing" of the present continuous tense and the auxiliary "do" are not acquired at the same time. Also, the order of difficulty is not necessarily consistent with what English teachers believe is an easy or difficult structure .so that teachers should teach them in a predictable order. Krashen (1983) says that this natural order for adult subjects seems to appear reliably when we focus adults on communication, not on grammar tests.

As regards the acquisition of English as a second language (for both children and adults), the average order of acquisition of grammatical morphemes is summarized in table 2.

ING (progressive) PLURAL COPULA (to be)
↓
AUXILIARY (progressive) ARTICLE (a, the)
↓
IRREGULAR PAST
↓
REGULAR PAST 3 <sup>RD</sup> PERSON SINGULAR (-s) POSSESSIVE ('s)

Table 02: Average order of acquisition (Adapted from Krashen & Terrell 1983: 29)

### ***1.5.3. Monitor Hypothesis:***

Students appear to have two different ways of developing skills in a second language: learning and acquisition. The Monitor Hypothesis basically explains what the interrelationship is between the conscious and subconscious process as mentioned earlier in the section on acquisition learning distinctions.

In the Monitor Hypothesis, the learned system is undermined in favor of the acquired one (Krashen, 1981, 1982; Krashen and Terrell, 1988). The acquired system is responsible for speech initiation and the learned system only for its editing/monitoring. To activate the learned/Monitor system, three conditions (i.e. time, focus on form, knowledge of rule) need to be met which makes it all the more difficult either to implement or to test the hypothesis in real-life situation.

According to the Monitor Hypothesis, speech errors must be accepted as a natural part of the acquisition process by teachers. They must, not be corrected directly. Terrell (1983) suggests:

***No student errors should be corrected during acquisition activities in which the focus by definition must remain on the message of the communication. Correction of errors would focus the students on form, thereby making acquisition more, not less, difficult. Correction of speech errors may lead to learning, but not to acquisition.***



Figure 01: A model of second language performance (Adapted from Krashen 1981: 7)

### ***1.5.4. Comprehension Input Hypothesis:***

The Input Hypothesis addresses the question of how we acquire language. This hypothesis states that we acquire (not learn) language by understanding input that is a little beyond our current level of acquired competence (Krashen & Terrell 1983: 32). This has been recently expressed lucidly by Krashen (2003a: 4): 'we acquire language in only one way: when we understand messages; that is, when we obtain "comprehensible input"'. This strong claim is repeated in other places where Krashen states that 'comprehending messages is the only way language is acquired' and that 'there is no individual variation in the fundamental process of language acquisition' (Krashen 2003a: 4). The Input Hypothesis claims that understandable input must also contain  $i+1$  to be useful for language acquisition. Here  $i$  refers to the input at the student's present level;  $1$  refers to a level above the student's present level.

According to the Input Hypothesis, there is a silent period between input and output. The length of this period differs from student to student. Some learners produce original statements in a short period, some prefer being silent for a long time, and some start speaking as soon as something has been introduced in the classes.

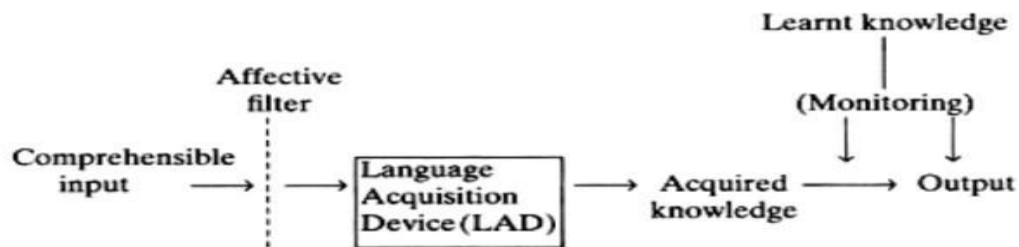


Figure 02: The input hypothesis model of L2 learning and production (adapted from Krashen, 1982, p16 and 32; and Gregg, 1984)

### 1.5.5. Affective Filter Hypothesis:

The fifth and last hypothesis states that certain personality characteristics predict success, such as self-confidence, motivation, and low anxiety. Conversely, learners with less self-confidence, lack of motivation, and high anxiety are less successful in SLA. The filter, a mental block, with the former group is low; with the latter it is high. Krashen (1985: 3–4) writes: “When the filter is ‘up’, the acquirer may understand what he hears and reads, but the input will not reach the Language Acquisition Device (LAD). ... The filter is ‘down’ when the acquirer is not concerned with the possibility of failure in language acquisition and when he considers himself to be a potential member of the group speaking the target language.”

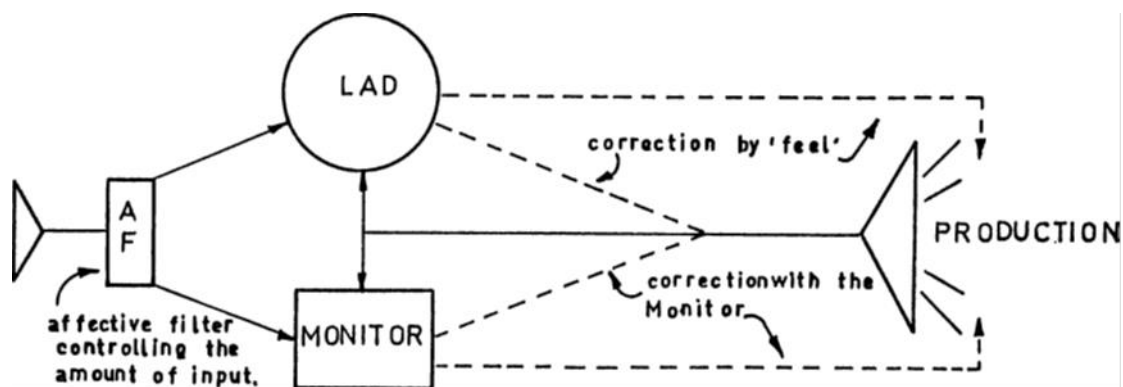


Figure 03: Operation of the Affective filter (Adapted from Krashen & Terrell 1983: 39)

Krashen (1985: 4) summarizes the Monitor Model in the following way: "We can summarize the five hypotheses with a single claim: 'people acquire second languages only if they obtain comprehensible input and if their affective filters are low enough to allow the input in.' When the filter is 'down' and appropriate comprehensible input is presented (and comprehended), acquisition is inevitable".



## ***Conclusion :***

Throughout this chapter, we have seen how second language take place in the process of acquiring another language, that the natural approach (teaching second or foreign languages in naturalistic way) explain how Second language acquisition goes through communication. Thus, some linguists explain or corporate that by different theories and views; B.F. Skinner propose that language can acquired and learned by imitation, Chomsky's based on his hypothesis (Language Acquisition Device; LAD) that humans are born with it, precisely it's innate and universal grammar is a set of principles common to all languages, and psychologists Jean Piaget who believe that supportive interactive environment help in acquiring new knowledge.

Krashen. S, proposed a monitor model in the 1970s, and by the mid-1980s, he had revised and expanded. The five major hypotheses have been proposed are interconnected and function in conjunction with one another to form an organic system. The acquisition-learning hypothesis suggests that there are two distinct approaches to learning a second language: "acquisition" and "learning". The natural order hypothesis proposes that second language learners learn grammatical items in a specific order. Assumedly, the monitor hypothesis conforms to the view that language output is produced by the learner's acquired knowledge. According to the input hypothesis, a novice learner's input of language information should be of an appropriate difficulty level in order to progress. As described by the affective filter hypothesis, there are many factors that prevent input from being processed into inhalation. (Ettlinger et al 2016)

**CHAPTER TWO: THE APPLICATION OF MONITOR  
HYPOTHESIS**

## ***Introduction :***

Currently retired from the University of Southern California, Stephen Krashen is a renowned researcher in the field of second languages. Krashen's Monitor Model evolved in the late 1970s in a series of articles (Krashen 1977, 1978) and was elaborated and expanded in a number of books (Krashen 1981, 1982, 1985; Krashen and Terrell 1983). The theory consists of five basic hypotheses. This chapter, examines the third one which is the Monitor Hypothesis developed in the late 1970s and 1980s. This hypothesis is a part of a larger theory of second language acquisition by giving explanation to its elements: conditions, individual variation, and factors that influences, Then moving to the main purpose the use of monitor in EFL oral classes.

### ***2.1. Definition of Monitor Hypothesis :***

Krashen states: "***Knowing grammar rules can help students to monitor their speech and correct themselves.***"

Hoque (2019) states that, The "Monitor" is a "device" for "watchdogging" one's output, for editing and making alterations or corrections as they are consciously perceived. Acquisition "initiates" the speaker's utterances and is responsible for fluency. Thus the Monitor is thought to alter the output of the acquired system before or after the utterance is actually written or spoken, but the utterance is initiated entirely by the acquired system. This hypothesis has important implications for language teaching. Krashen argued that formal instruction in a language provides rule isolation and feedback for the development of the Monitor, but that production is based on what is acquired through communication, with the Monitor altering production to improve accuracy toward target language norms. Krashen's position is that conscious knowledge of rules does not help acquisition, but only enables the learner to "polish up" what has been acquired through communication. The focus of language teaching should not be rule learning but communication.

In order to define this hypothesis Krashen and Terrell define that: "Conscious learning has an extremely limited function in adult second language performance: it can only be used as a Monitor, or an editor. Their hypothesis says that when we produce utterances in a second language, the utterance is 'initiated' by the acquired system and our conscious learning only comes into play later." (Krashen & Terrell 1983p.30)

The Monitor Hypothesis attempts to explain how acquisition and learning are used. The hypothesis states that when we produce utterances in a second language, the utterance is initiated by the acquired system and the conscious learning is employed only later to make changes in our utterances after the utterance has been generated by the acquired system. This may happen before we actually speak or write, or it may happen after (Krashen & Terrell 1983: 30; see Figure 1). Krashen claims (2003a: 2) that language is normally produced by using acquired linguistic competence. Here conscious learning has only one function: that of a Monitor or editor.



Figure 04: Acquisition and Learning in second language production

Conscious learning is available only as a monitor, which can alter the output of the acquired system before or after the utterance is actually spoken or written; it is the acquired system which initiates normal, fluent speech utterances.

## 2.2. *Conditions of MH:*

The formal knowledge has one function, that is, to make repairs on the output of what the learner has at that moment acquired. They say that the monitor is not only related to the learning process, but also the function of the monitor is very limited. Krashen (principles and practice, 1982) have observed that in order for the monitor to take place, there are three conditions that must be met (p.16):

**(i) Time.** In order to think about and use conscious rules effectively, a second language performer needs to have sufficient time. For most people, normal conversation does not allow enough time to think about and use rules .

**(ii) Focus on form.** To use the Monitor effectively, time is not enough. The performer must also be focused on form, or thinking about correctness (Dulay and Burt, 1978). Even when we have time, we may be so involved in what we are saying that we do not attend to how we are saying it.

**(iii) Know the rule.** This is a very formidable requirement. Linguistics has taught us that the structure of language is extremely complex, and they claim to have described only a fragment of the best known languages. We can be sure that our students are exposed only to a small part of the total grammar of the language, and we know that even the best students do not learn every rule they are exposed to.

## 2.3. *Individual Variation of MH:*

Some of the individual variation we see in adult second language acquisition and performance can be accounted for in terms of differential use of the conscious Monitor. Studies of case histories suggest that there may be three basic types of performer (Krashen, 1978; Stafford and Covitt, 1978; Kounin and Krashen, 1978):

### 2.3.1. *Over-Users :*

These are people who attempt to monitor all the time, performers who are constantly checking their output with their conscious knowledge of the second language. As a result,

such performers may speak hesitantly, often self-correct in the middle of utterances, and are so concerned with correctness that they cannot speak with any real fluency.

Some characteristics of Over-users are:

1. They know many of the rules of English language.
2. They are not able to communicate in speech.
3. Their written English might be quite accurate.
4. They don't have speaking fluency because they are too concerned with being grammatically correct.
5. When speaking, these language learners make many pauses, repetitions and speech repair.

### ***2.3.2. Under-Users :***

These are performers who have not learned, or if they have learned, prefer not to use their conscious knowledge, even when conditions allow it. Under users are typically uninfluenced by error correction, can self-correct only by using a "feel" for correctness (e.g. "it sounds right"), and rely completely on the acquired system.

Some characteristics of Under-users are:

1. They don't use the monitor under any conditions even when they have opportunity.
2. They don't use conscious linguistic knowledge in their speaking performance.
3. These learners aren't able to correct their own errors in written English.
4. These students might not like grammar.
5. They believe that grammar rules are important but hardly use when they speak.
6. These learners tend to rely on instinct to spot errors in their second language performance.
7. These students are not embarrassed to make mistakes.

### ***2.3.3. Optimal-User :***

Our pedagogical goal is to produce optimal users, performers who use the Monitor when it is appropriate and when it does not interfere with communication. Many optimal users will not use grammar in ordinary conversation, where it might interfere. (Some very skilled performers, such as some professional linguists and language teachers, might be able to get away with using considerable amounts of conscious knowledge in conversation, e.g. Rivers, 1979, but this is very unusual. We might consider these people "super Monitor users", after Yorio, 1978).

Optimal Monitor users can therefore use their learned competence as a supplement to their acquired competence. Some optimal users who have not completely acquired their second language, who make small and occasional errors in speech, can use their conscious grammar so successfully that they can often produce the illusion of being native in their writing. The

optimal user is able to fill part of the gap with conscious learning, but not all of it. (Krashen 1982: 20)

Some characteristics of Optimal-users are:

1. They have fluency and accuracy when they speak or write.
1. These learners are able to correct errors and mistakes in their own language performance.
2. They know the rules and use them when they communicate.

## ***2.4. Factors that Influence MH:***

The fact that some students learn a new language more quickly and easily than others is linked to certain pivotal factors affecting their success, or failure, that are largely beyond the control of the learner. Krashen and Terrell (1983) they mentioned some factors (p. 39):

### ***2.4.1. Second language aptitude :***

There has been considerable interest over the last two decades in the idea of second language aptitude. Some individuals have a special aptitude for L2 study. These students are thought to be the ones who should pursue language study and who can be expected to make the most rapid in second language classes.

The kind of linguistic competence tapped by aptitude tests is language learning not language acquisition. Aptitude tests predict speed of learning in foreign language classes, achievement in foreign language classes is usually measured by grammar types tests that involves heavy use of conscious grammar rules, i.e., the monitor. Several empirical studies confirm that aptitude tests themselves consist to a large extent of tasks that require a conscious awareness of language.

### ***2.4.2. The role of the first language :***

The role of the first language in L2 performance is often referred to as interference. This implies that our knowledge of our first language actually gets in the way when we try to speak a L2. If true, this means that we need to fight off these interferences. Indeed, this is what many exercises attempt to do: they provide extra practice and drills on just those structures in which the L1 and L2 differ .

Our view of L1 interference is quite different, and it implies a very different cure for interference errors. The research supports an idea first proposed by Newmark, who suggested that the L1 does not interfere at all when we try to use a L2. Rather, errors that show the influence of the L1 are simply the result of "falling back" on the L1 when we lack rule in our L2. The cure for interference is simply acquisition. Pedagogy does not need to help the acquirer fight off the effects of the L1, it need only the acquirer acquire the target language.

### ***2.4.3. Routines and patterns :***

Routines and patterns are sentences that are memorized wholes or partially memorized wholes. Examples of routines are sentences like: what's your name? Parlez-vous Francis? Spoken by performers who have not acquired or learned the rule involved. For example, someone who used the second example might not have any idea that parlez meant "speak". Patterns are partially memorized sentences with an empty "slot" for a noun or noun phrase. The tourist who asks: Where is the.....? Where the blank could be filled with opera, police station, Grand Hotel, etc. Is using a pattern.

Krashen and Scarcella argue that routines and patterns are neither acquisition nor learning, nor do they turn into acquisition or learning directly, except to occasionally serve as comprehensible input.

### ***2.4.4. Age Differences :***

Before attempting to explain age differences, let us first review the research on the effect of age on second language acquisition. Contrary to popular opinion, it is not simply the case that "younger is better", or that children are better than adults in all respect in SLA. Rather, children are "better" with respect to ultimate attainment; over the long run, those who start L2 as children will usually reach higher levels of competence than those who start as adults (i.e. after age 15). Over the short run, however, adult are faster in attaining L2 proficiency than younger children.

### ***2.5. General characteristic of MH users :***

Before describing the extreme cases, we shall first turn to some typical instances of Monitor utilization in adult second language performance. Krashen (1981, p. 12 13) several informal case studies will be presented to illustrate some general characteristics of Monitor users, namely:

1. Successful Monitor users edit their second language output when it does not interfere with communication.
2. This editing result in variable performance, that is, we see different types and amounts of errors under different conditions .

Monitoring generally improves accuracy levels, and as we have noted above, under edited conditions, where attention is on form, we no longer see the child's "natural" difficulty order.

3. Monitor users show an overt concern with "correct" language, and regard their unmonitored speech and writing as "careless".

## ***2.6. The Use of Monitor Hypothesis :***

The Monitor Hypothesis is one of many ideas developed by Professor Stephen Krashen to help people learn a second language more effectively. What is this powerful idea about self-correction and how can it help you in your speaking?

- ***What exactly is the monitor hypothesis ?***

Let's imagine that you take all of the rules that you have learned about English and call them 'the monitor'. These include spelling rules, pronunciation rules and grammar rules. They also include rules on usage and formality, such as what to write when you sign a letter or when to say 'please'. Now, let's imagine that you take all the words and phrases that you have acquired and call them your 'acquired language'. Your acquired language could include language you acquired from school, from watching TV, from listening to podcasts or from anywhere else. When you speak freely in a conversation, you use the words and phrases from your acquired language. But, just before speaking, you use 'the monitor' to review what you are going to say. And, just after speaking, you use 'the monitor' once again to check what you just said was correct.

- ***Do you use 'the monitor'?***

Reading the description of the monitor hypothesis, you were probably wondering... "Do I do that?" You probably don't do it in your first language because the rules of the language have become internalized (so natural that you need not think about them).

How much you monitor and self-correct yourself in English depends upon what kind of learner you are. But before we look at that, let's look at the monitor hypothesis from the viewpoint of its critics.

- ***Criticism of the monitor hypothesis :***

You may have noticed that we are talking about the monitor hypothesis and not the monitor theory. Confusingly, in everyday English, a theory is an unproven idea we have about something. While in science, a theory is an idea which is tested and proven to be true. So when a TV detective says that he has a theory about who the murderer is, he means he can't prove it yet. But when a scientist talks about a theory (like the theory of gravity), he means that it has been tested and found to work. Professor Krashen originally talked about the monitor theory. However, he changed the name to monitor hypothesis when it was challenged by other linguists. (A hypothesis is an unproven theory.) Does this mean that the monitor hypothesis is not true or of no value to us? No, Linguists and other scientists argue over their theories all the time.



- ***Practical application of the monitor hypothesis :***

My first suggestion is to think about what kind of English speaker you are. If you speak fluently, but make a lot of mistakes, then you need to focus on accuracy .

Some learners don't like grammar. Some feel that it is unimportant. This is absolutely not true. Learning all the various English tenses, for example, allows you to express yourself more precisely. If you ever have a job where you need to write in English, good grammar suddenly will become much more important. And since English is being used more and more widely, there is a strong chance you will need to write in English in the future for your work.

Some learners use a 'listen and repeat' method when speaking. That is, they repeat pieces of language that they have acquired without ever thinking about the rules. Again, this kind of learner will make a lot of mistakes. The solution is actually fairly easy, but requires a major change in your behavior. The first step is to speak just a little bit slower. You can think much faster than you can speak, so a small reduction in speed gives you a lot more thinking time. Once you do this, you will have time to think about what you want to say before you say it. In particular, think about your weak areas, e.g. verb tenses or parts of speech.

Remember that the 'monitor' also works after you say something. If you find that you have just made a mistake, correct yourself. Self-correction is a very powerful tool and can really help improve your accuracy over time. You may face a situation where you say something, then wonder whether it is correct or not. For example, you say "proved" and then wonder whether you should have said "proven". In this case, make a mental note and then Google it later. To understand the explanation, you may have to learn some new grammar words or rules. If so, good! This is independent learning.

Let's look at the other kind of English learner. This person speaks very slowly and with a lot of hesitation because they are afraid to make a mistake. The advice for this kind of learner is simple: you need to get over your fear of making mistakes. What you are doing is called 'over-monitoring' and it is preventing you from speaking fluently. Yes, it's not easy to fix because it involves changing habits and behavior, but you can do it. For example, you could try speaking just a little bit faster and worrying a little bit less about mistakes. Take a small step at a time to achieve big changes in the long run .

Remember, most people speaking English around the world speak it as a second language. English is a versatile language. There are many ways to say whatever you want to say. Just use a filler phrase and take a few seconds to think of another way to say it. Remember, even native speakers forget words sometimes! But if you get stuck on a grammar rule, remember you can always take time to Google it later.

To conclude, you need to find balance when you speak. You shouldn't "under-monitor" and ignore all those grammar rules that you learned at school. Neither should you "over-monitor" and prevent yourself from speaking fluently. Take the middle path and eventually you will be able to speak both fluently and accurately. (Dodds, 2022)

## ***Conclusion :***

This chapter discussed and reviewed the major concepts related to the Monitor hypothesis. The monitor hypothesis suggests that the learner's acquired knowledge can be used as language output. It reflects the dynamic relationship between "language acquisition" and "language learning". The monitoring hypothesis also suggests that three conditions must be met for it to work (Krashen, 1999). Firstly, to ensure effective monitoring, there must be sufficient time, i.e. language users must be able to select and apply grammatical rules within the appropriate timeframe. Secondly, the focus should be on the form of the language and not on the meaning, that is, the language user's attention should be placed on the correctness of the language used, as well as its form. Thirdly, the language used should be familiar with the grammatical rules and concepts associated with the studied language. Furthermore, individuals use their monitor differently; some of them use it all the time to correct themselves, they are called over-users. Others use it to correct by feeling of mistake are under-users, and finally optimal-users use it when it's appropriate. There are lot of factors that influence and controller monitor hypothesis as well some of them: Second language aptitude is concerned with learning more than acquisition more precisely speed of learning second or foreign language, Role of first language; referred to as interference mix between L1 and L2, Routines and Patterns; are sentences that are memorized wholes or partially memorized wholes, and the age differences; means that children and adult are differ in their learning capacity .

In the end, monitoring should be moderate, not excessive or insufficient. For example, in everyday oral communication, the speaker subconsciously checks and corrects the language they are about to deliver. It is more important to focus on meaning and content while communicating orally than on form and grammar. A heavy focus on grammatical monitoring and correcting errors continuously will prevent effective communication (Krashen, 1999).

**PART TWO: PRACTICAL PART**  
**CHAPTER THREE: RESEARCH METHODOLOGY**

## ***Introduction :***

This chapter of the study is interested in describing the methodological procedures undertaken in this research (the research tools). The backbone of it is analyzing and interpreting the teachers and students' questionnaire in order to confirm or disconfirm the hypotheses.

### ***3.1. Sampling :***

The questionnaire was conducted on the 3rd year students of English at University of Ghardaia. The sample comprised one (01) group of the total number of four (04) groups. In other words, the whole number of students of this group is 40 students, which we distributed the questionnaire .

Concerning the questionnaire of teachers, the number of oral expression teachers during the academic year 2022/2023 in the Branch of English at University of Ghardaia was four (04) teachers. We conduct questionnaire with three (03) of them .

### ***3.2. Data Collection :***

Data collection is the process of gathering and measuring information on variables of interest, in an established systematic fashion that enables one to answer stated research questions, test hypotheses, and evaluate outcomes. The goal of data collection is to gather information from variety of sources, to evaluate results and forecast future probabilities. Therefore, there is a variety of data collection methods includes: interviews, observations, and questionnaires. This thesis based on a questionnaire will be distributed to teachers and another for students in order to investigate the use of Monitor Hypothesis in EFL Oral Classes.

***Seliger and Shohamy (1989),wrote: “Once the researcher has decided what data to collect, the next step is decide how to collect them At this point the researcher will select the appropriate data collection procedure(s) from a large pool of available procedures”.***

A questionnaire is a research instrument that consists of a set of questions or other types of prompts that aims to collect information from a respondent. A research questionnaire is typically a mix of close-ended questions and open-ended questions. The data collected from questionnaire can be both qualitative as well as quantitative in nature.

Quantitative data is numerical in nature and can be mathematically computed. Quantitative data measure uses different scales, which can be classified as nominal scale, ordinal scale, interval scale and ratio scale. And qualitative data are mostly non-numerical and usually descriptive or nominal in nature. This means the data collected are in the form of words and sentences.

***To Ary, Jacobs, & Razavieh: “Quantitative research uses objective measurement and statistical analysis of numeric data to understand and explain phenomena. It generally***

*requires a well-controlled setting. Qualitative research, in contrast, focus on understanding of social phenomena from the perspective of the human participants in the study. (2002:22)*

### ***3.3.1.The Description of Student's Questionnaire :***

The questionnaire was constituted of short paragraph to identify the topic and seventeen (17) questions that were divided into three main sections. The sections were put in a way that represents a smooth shift between its questions. Also, each section represented a part of the research problem. The first four (04) questions were dealt mainly with the speaking deficiencies the students encounter when speaking English. Its purpose was to introduce the main topic of the research so that the respondents would have an idea about the problematic and the coming sections. Then the second four (04) questions, one was open-ended, and the other three were close ended. Usually the four questions were directed towards the students' perceptions on the teaching procedures inside an oral expression classroom. The idea was that we needed to know their opinions in order to come up with deeper understanding about their speaking problems. The last Nine (09) questions; Six (6) questions are multiple choices and the other three (3) are close-ended, they were on the students' own endeavor to develop their speaking level.

### ***3.3.2.The Description of Teacher's Questionnaire :***

The questionnaire is composed of short paragraph to identify the topic tackled and ten (10) carefully selected questions. Some of the questions are closed-ended where teachers have to answer with (yes/ no questions), some are multiple choice questions, or put a tick in the appropriate box. The other questions are open-ended; teachers are asked to provide explanations or a full statement if necessary. The questions of the questionnaire tried to cover all the aspects of our research problem. The ten (10) questions are sought to tackle our problematic from various angles in order to reach our desired objectives.

### ***3.4. Data Analysis :***

The 1973 Webster's New Collegiate Dictionary defines data as "factual information (as measurements or statistics) used as a basis for reasoning, discussion, or calculation." The 1996 Webster's II New Riverside Dictionary Revised Edition defines data as "information, especially information organized for analysis.

As to Kothari (2004) data analysis includes comparison of the outcomes of the various treatments upon the several groups and the making of a decision as to the achievement of the goals of research .

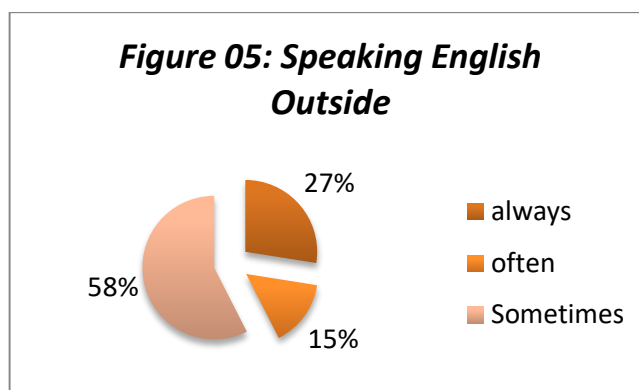
***"If I knew what you were going to use the information for I would have done a better job of collecting it".***

Famous quote from a Migrant and Seasonal Head Start (2006)

### 3.4.1. Analysis of the students' questionnaire :

**Q1: Do you speak English Outside of the Classroom?**

The answers	Number	Percentage %
Always	11	27%
Often	06	15%
Sometimes	23	58%
Total	40	100%

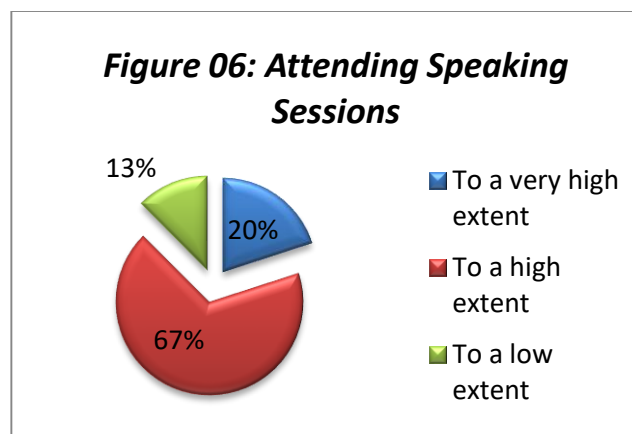


**Table 03: speaking English outside**

This question aimed to identify the use of English Outside the Classroom in the participants' daily life communication, the results revealed that the majority; (23) student picked "Sometimes" 58%, (11) student reported "Always" 27%, and last ones (06) say "Often" 15%.

**Q2: To what extent do you like attending speaking sessions?**

The answers	Number	Percentage %
To a very high extent	08	20%
To a high extent	27	67%
To a low extent	05	13%
Total	40	100%

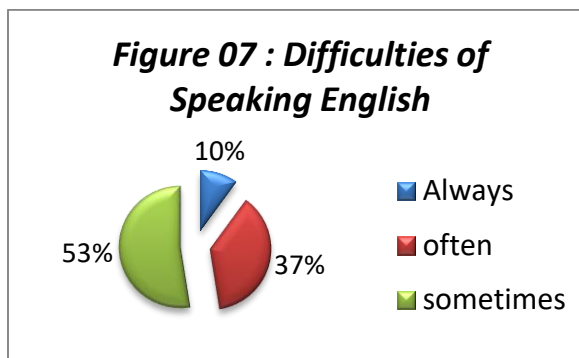


**Table 04: Attending Speaking Sessions**

The answers of this question show that (27) students opted "To a high extent", which corresponds to 67%, (05) students 13% select for "To a low extent", and the last (08) students 20% like attending the oral expression sessions to "a very high extent".

**Q3: How often do you experience difficulties (like hesitation, long pauses and stammering) when speaking English?**

The answers	Number	Percentage
Always	04	10%
Often	15	37%
Sometimes	21	53%
Total	40	100%



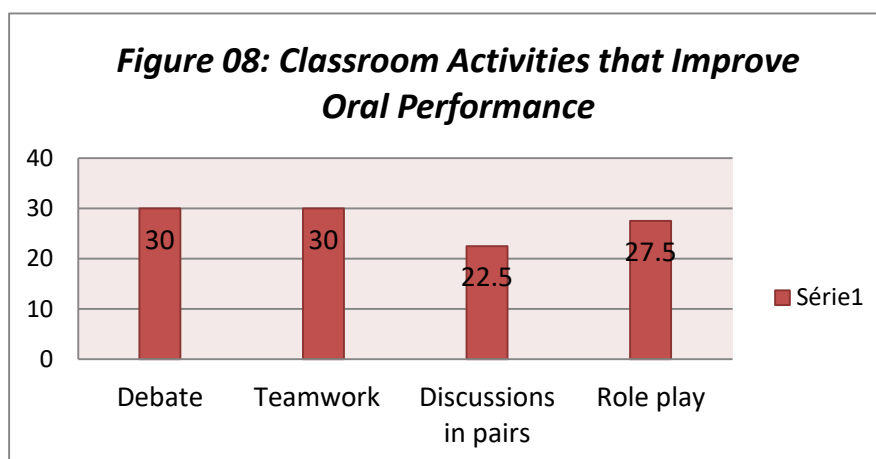
**Table 05: Difficulties of Speaking English**

The graph reveals that 53% of the students "sometimes" experience difficulties when they start speaking English, which corresponds to 21 students. Therefore, (15) participants 37% of them have selected "Often", And (04) students 10% opted "Always".

**Q4: which classroom activity helps you improve your oral performance the most?**

The answers	Number	Percentage
Debate	12	30%
Teamwork	12	30%
Discussions in pairs	09	22.5%
Role play	11	27.5%
Total	40	100%

**Table 06: Classroom Activities that Improve Oral Performance**

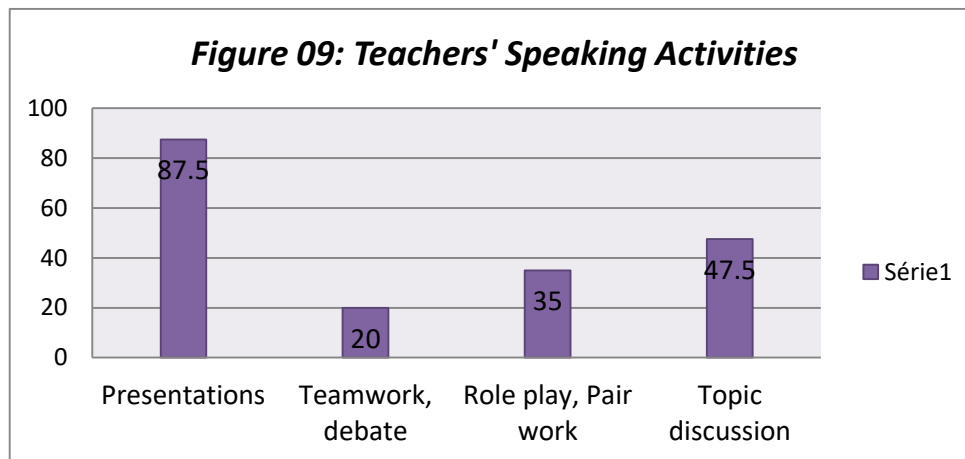


These answers disclose that 30% (24) of the respondents prefer both debates and teamwork as a way to speak English. Moreover, 27.5% (11) among them favor role play in-class. Finally, 22.5% (09) of the participants like more discussions in pairs as a method to speak English language.

**Q1: What class activities do your teachers usually use to teach you speaking?**

The answers	Number	Percentage%
Presentations	35	87.5%
Teamwork, debate	08	20%
Role play, Pair work	14	35%
Songs, videos, and movies	0	00%
Topic discussion	19	47.5%

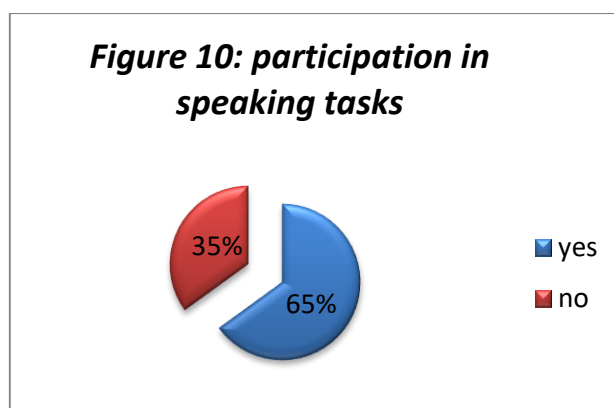
*Table 07: Teachers' Speaking Activities*



As shown above, the classroom activities used by the teachers during the oral expression sessions in the branch of English at Ghardaia university. It is clear that the most frequent oral expression activities are; presentations 87, 5% and topic discussion 47, 5%. Then role play, pair work 35% and teamwork, debate 20%.

**Q2: Are you open to participate willingly in your speaking tasks?**

The answers	Number	Percentage %
Yes	26	65
No	14	35
Total	40	100.0%



*Table 08: Participation in Speaking Tasks*

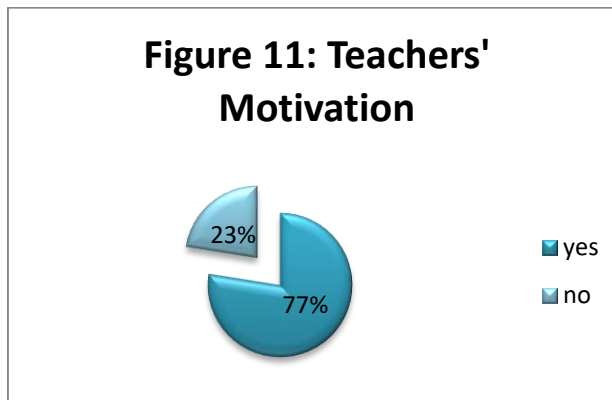
These answers show the prevalence of students 65% (26) who were open to participate in speaking activities. However, 35% (14) have picked in the “No” box to answer the question. Even if the task is challenging, the majority of the respondents like to participate in the activities, which means that they are willing to take the risk. Regarding Hurd and Murphy’s



(2005) opinion, "Taking risks in language learning means being prepared to have a go at saying or writing something even if you are not exactly sure how to do it, without worrying that you might get wrong" (p. 56).

**Q3: Does your teacher motivate you to speak in the classroom?**

The answers	Number	Percentage %
Yes	31	77
No	09	23
Total	40	100.0%



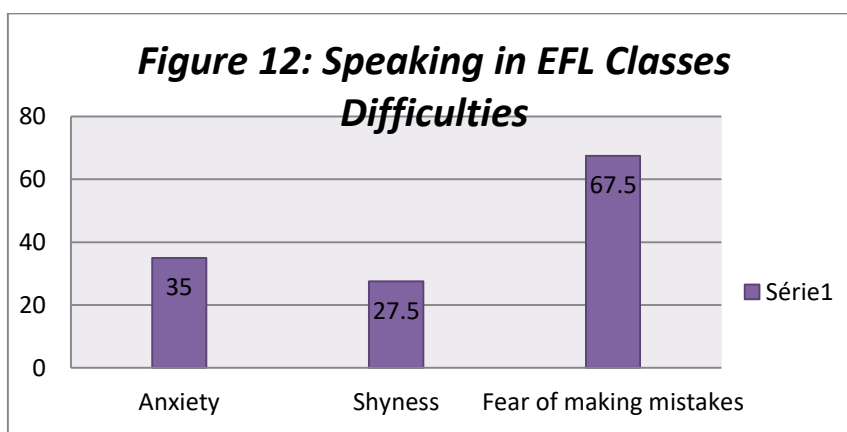
**Table 09: Teachers' Motivation**

Data from this question disclosed that teachers motivate their students to be active during the oral expression tasks. It says that (09) participants 23%, claim that their teachers are not source of motivation. Nonetheless, the majority of the students, (31) respondents 77% said that their teachers motivate them to participate in the classroom.

**Q4: What are the difficulties that you have when speaking in EFL class?**

The answers	Number	Percentage%
Anxiety	14	35%
Shyness	11	27.5%
Fear of making mistakes	27	67.5%

**Table 10: Speaking Difficulties in EFL Classes**



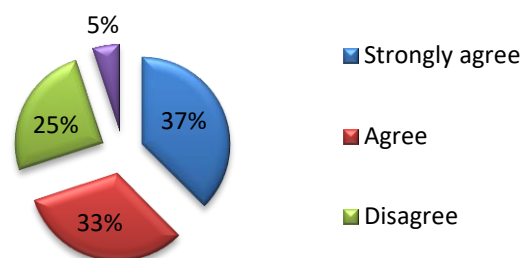
As expected that the highest frequency goes for "Fear of making mistakes" which means that (27) of the sample 67, 5% do not engage in conversations or tasks in English due to their

frightens from the teacher reactions, and the present members, if they make mistakes. Then (14) of participants 35% struggle with "Anxiety" and the rest 27, 5% suffer from "Shyness".

**Q1: I feel anxious when I am asked to speak without preparation in the classroom.**

The answers	Number	Percentage %
Strongly agree	15	37%
Agree	13	33%
Disagree	10	25%
Strongly disagree	02	05%
Total	40	100%

**Figure 13: Speaking Without Prepration (Anxeity)**



**Table 11: Speaking Without Preparation (Anxiety)**

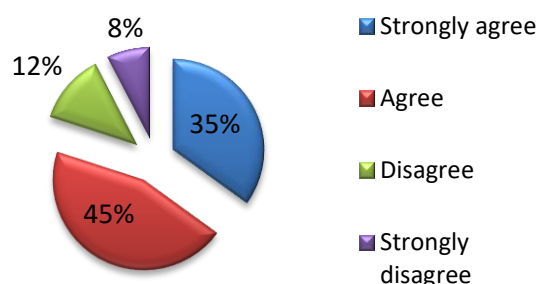
The data demonstrated that, (15) students 37% of them strongly agree. A little bit lesser (13) students 33% agree on the statement; they usually feel anxious when they perform English in the classroom without preparation. However, (10) students 25% disagree on, which means that they can speak English without preparation. Besides, only two students choose “strongly disagree” as an answer.

**Q2: During the tasks of oral expression, I feel so worried so that I forget words I know.**

The answers	Number	Percentage%
Strongly agree	14	35%
Agree	18	45%
Disagree	05	12%
Strongly Disagree	03	08%
Total	40	100%

**Table 12: Forgetting Words during Oral Tasks**

**Figure 14: Forgetting Words During Oral Tasks**

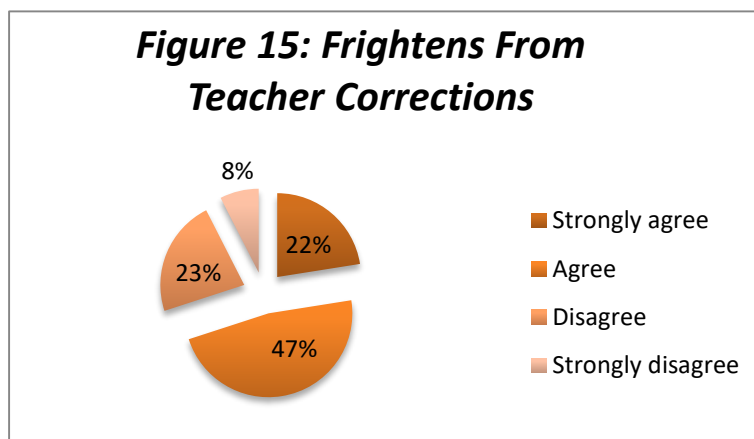


The results above exhibited that (18) students 45% agree, while, (14) students 35% strongly agree, Moreover (05) students 12% disagree. Once more, (03) students 08%, were strongly disagree.

**Q3: It frightens me when the teacher corrects every mistake I make when I speak.**

The answers	Number	Percentage %
Strongly agree	09	22%
Agree	19	47%
Disagree	09	23%
Strongly disagree	03	08%
Total	40	100%

**Table 13: Frightens From Teacher corrections**



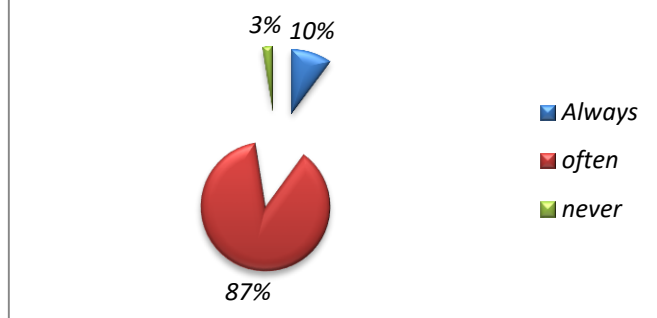
It's obvious that (19) students 47% agree on the given statement, while (09) students 23% disagree. Therefore, (09) students 22% strongly agree. While, the rest (03) students 8% strongly disagree.

**Q4: When I make a spelling or writing mistake; self-correction**

The answers	Number	Percentage %
Always	04	10%
Often	35	87%
Never	01	03%
Total	40	100%

**Table 14: Self-Correction**

**Figure 16: Self-Correction**



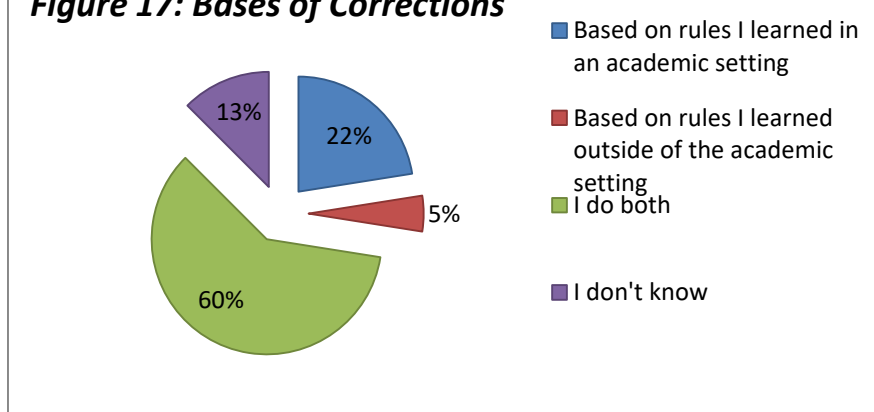
To know whether the students are aware of their mistakes or no we ask the above question, and the answers are; (35) student 87% say "Often", (04) of them 10% say "Always", and the last one 03% says "Never".

**Q5: When you make a spelling or writing mistake on what basis do you correct that mistake:**

The answers	Number	Percentage%
Based on rules I learned in an academic setting	09	22%
Based on rules I learned outside of the academic setting	02	5%
I do both	24	60%
I don't know	05	13%
Total	40	100%

**Table 15: Bases of Correction**

**Figure 17: Bases of Corrections**

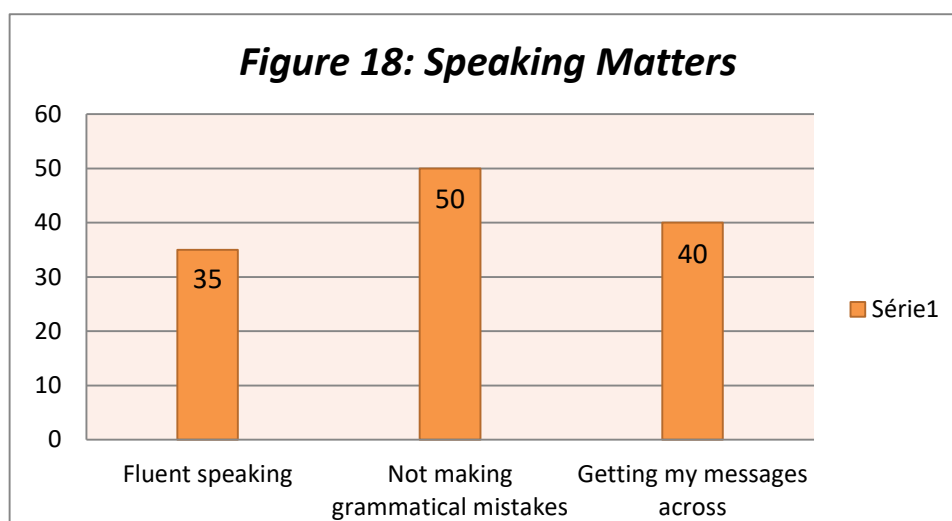


The graph indicate on what basis the students depends when correcting themselves; the lowest participants (02) 05% correcting their mistakes by relying on rules they learned outside of the academic setting, And (09) of the sample 22% correcting their mistakes depending on what they learned in an academic setting. However, (24) 60% choose both of them as highest percentage, Nevertheless, (05) 13% they do not know.

**Q6: Which of the following matters to you when you are speaking English?**

The answers	Number	Percentage%
Fluent speaking	14	35%
Not making grammatical mistakes	20	50%
Getting my messages across	16	40%
Total	40	100%

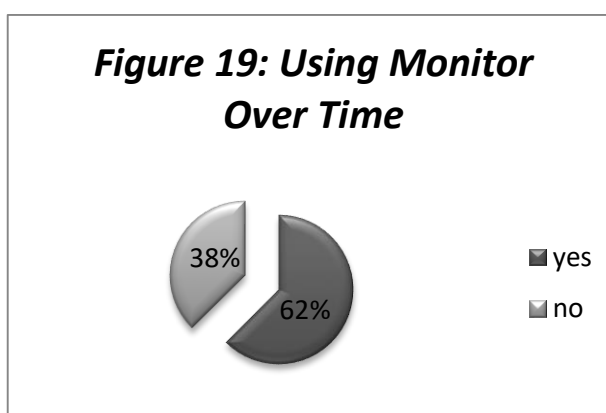
**Table 16: Speaking Matters**



According to the answers, the students try to not making grammatical mistakes when they speak (be accurate) 50% as first step to get their messages across 40%, and by neglecting fluent speaking 35 %; it is difficult for the student that brings together accuracy and fluency at the same time that make him forsake one of them which is fluency.

**Q7: Do you use monitor over time to correct yourself.**

The answers	Number	Percentage %
Yes	25	62%
No	15	38%
Total	40	100.0%



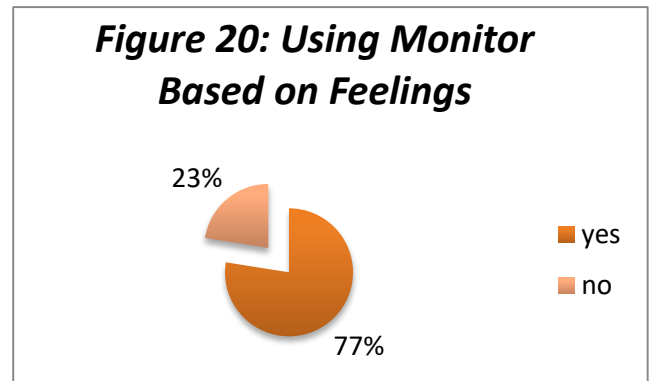
**Table 17: Using Monitor over Time**

Through this question the collected information says that (25) students; means 62% use their monitor in each time they want to speak to check if they did mistake or not, However, (15) students 38% they say No.

**Q8: Do you correct yourself based on your feelings.**

The answers	Number	Percentage %
Yes	31	77%
No	09	23%
Total	40	100.0%

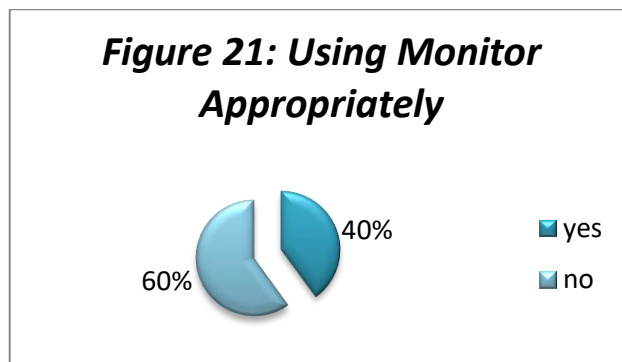
**Table 18: Using Monitor Based on Feeling**



The above data shows that the (31) of students 77% use the monitor based on their feelings, while the rest of them (09) 23% says No.

**Q9: Do you use your monitor appropriately**

The answers	Number	Percentage %
Yes	16	40%
No	24	60%
Total	40	100.0%



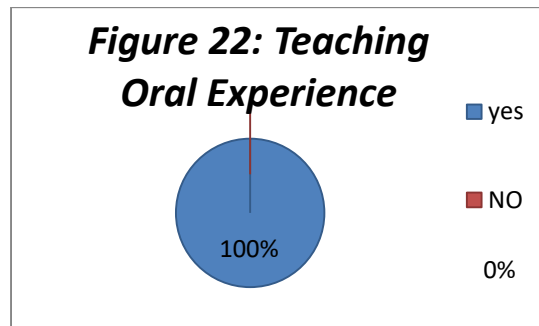
**Table 19: Using Monitor Appropriately**

The answer of this question differ from the two previous questions; where the majority of the students (24) picked "No" 60% which means they don't use monitor in the right time and the right situation, while rest of them (16 students ) say "Yes" 40%.

### 3.4.2. Analysis of the teachers' questionnaire :

**Q1- Did you teach oral session before? If yes, how many times?**

Teacher 01	Yes I have, countless times actually.
Teacher 02	Yes I do, few times.
Teacher 03	Yes, twice at least.

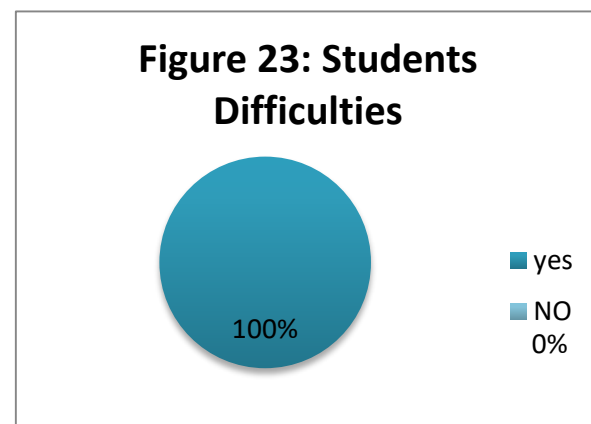


**Table 20: Teaching Oral Experience**

According to the above information this question is related to the previous one in which experience plays an important role in teaching oral session. So, we can see that all of them had an experience in teaching oral session before, as illustrated in the above table; the first teacher said yes I have, countless times actually, the second one said yes I do, few times, and the last one said yes, twice at least.

**Q2- Do your students have difficulties (like hesitations, long pauses and stammering) to speak English?**

The answers	Number	Percentage %
yes	03	100%
No	00	00.0%
Total	03	100.0%



**Table 21: Students Difficulties**

The above table shows that three (03) teachers representing 100% claimed that their students have real difficulties in speaking English, such as hesitations, long pauses and stammering.

**Q3- Why do you think that many students of English struggle with the speaking skill?**

Teacher 01	Mainly because they don't use it outside of the classrooms, and they fear being judged by one another.
Teacher 02	Because of the lack of practices inside and outside classroom.
Teacher 03	Mainly the lack of vocabulary and translating from the mother tongue.

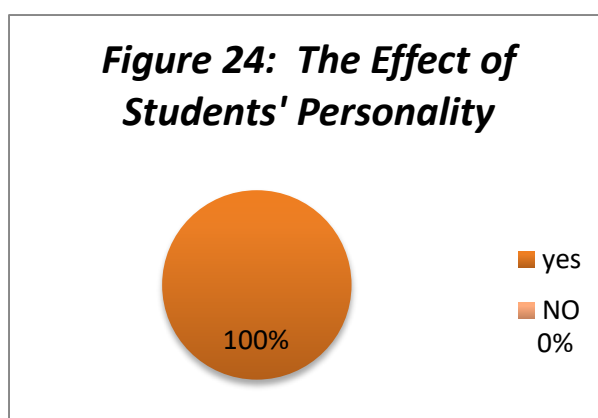
**Table 22: students struggling with the speaking skill**

Each teacher had his own way of analyzing his students’ oral proficiency. According to the above pie chart, the students’ hesitations, long pauses, and stammering appear more when they face an audience and present something that's why; the first teacher said mainly because they don't use it outside of the classrooms, and they fear being judged by one another. The second teacher has another point of view that the students struggling with the speaking skill because of the lack of practices inside and outside classroom. The last one said that the lack of vocabulary and the fact that they translating from the mother tongue into English language making them face difficulties.

**Q4- Does the students’ personality type affects their openness to communicate? If yes, please explain how?**

Teacher 01	Students who are confident and have social relationships can communicate better.
Teacher 02	Student personality is very important.
Teacher 03	The environment has a big effect in the personality of students.

**Table 23: The Effect of Students' Personality**



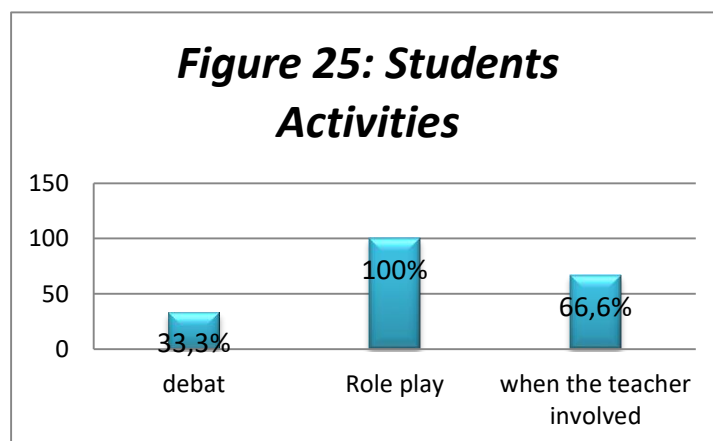
As it is shown in this chart, all the teachers unanimous that when it comes to the speaking problems personality is a highly considered factor. The first teacher said that students who are confident and have social relationships can communicate better. The other teacher said that student personality is very important. Furthermore, the last one, finally, talked about the environment that it has a big effect in the personality of students.



**Q5- In your opinion, do your students feel comfortable when they work in:**

The answers	Number	Percentage%
Debate	01	33.3%
Role play	03	100.0%
When the teacher involved	02	66.6%
Teamwork	0	00.0%

**Table 24: Students Activities**



We want to know what the teachers think about the most effective way to make their students comfortable to communicate, so as an attempt to understand more their perceptions; The above pie chart shows that the three (03) teachers select Role play 100% as best activity. In addition, two (02) of them see that it's better when the teacher involved 66%. However, one teacher prefers that debate is the right choice to make the students feel more comfortable.

**Q6- Are there any techniques that you can suggest to reduce the students hesitations, long pauses, and stammering while speaking English?**

Teacher 01	Being open with them, make them see that we all make mistakes, and that the classroom is their own personal space.
Teacher 02	Yes, there are a lot such as role play, discussions
Teacher 03	I give room to the students, this kind of easiness make kind of production; they are going to overcome all these issues.

**Table 25: Reducing Students Difficulties**

The answers to this specific question demonstrated that the teachers did different techniques to reduce the student difficulties. As an attempt to make them feel comfortable during the oral activities, the first teacher said being open with your students, make them see that we all make mistakes, and that the classroom is their own personal space. The second one said yes there are a lot such as role play and discussions. The third teacher made his students at ease by giving room to the students, this kind of easiness make kind of production; they are going to overcome all these issues.

***Q7- How do you motivate your students to be active during the speaking tasks?***

Teacher 01	By not making it boring and getting them involved by asking questions.
Teacher 02	The type of exercises is important. By using the activities that help in enhancing their participation.
Teacher 03	I choose interesting topics related to their life, they feel interested and want to contribute.

***Table26: Students' Motivation***

Most of the time we notice that many students do not want to be part of the discussions during the oral expression activities inside the classroom; in this case they are not going to have the required level of speaking. This is why the teachers' role here is paramount important. The above table shows the teachers' answers concerning this aspect. The first teacher, stressed the idea that motivating students by not making it boring and getting them involved by asking questions. For the second one, he sees that using the activities that help in enhancing their participation. According to the last one, he said I choose interesting topics related to their life, they feel interested and want to contribute. Which mean all the attempts of speaking must be highly encouraged by the teacher if the topic of the oral expression session is interesting enough to make some of the passive students participate.

***Q8- How do you usually test your students' speaking proficiency?***

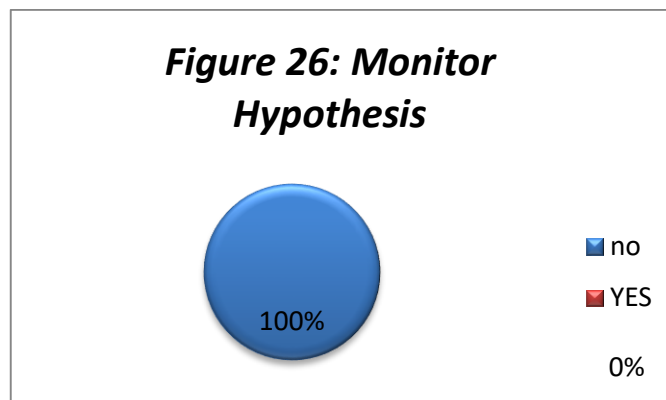
Teacher 01	Giving them equal chances to talk about topics they feel comfortable with it
Teacher 02	I test grammar, vocabulary, intonation, and the choice of the topic.
Teacher 03	I rely on the meaning (what to say) and the form (how to say it).

***Table 27: Testing students' speaking proficiency***

As it is shown in the table above this question aimed to knowing how the teachers assessed their students' speaking proficiency. Testing speaking differs from one teacher to another. The first teacher said that giving the students equal chances to talk about topics they feel comfortable with it. The second teacher focused on grammar, vocabulary, intonation, and the choice of the topic. To the third teacher, the process is a bit dissimilar. He said that I rely on the meaning (what to say) and the form (how to say it).

***Q9-As a teacher of oral classes, do you pay attention to monitor hypothesis in your students? If yes, what are the methods that you use to enhance it?***

<b>The answers</b>	<b>Number</b>	<b>Percentage%</b>
yes	00	00%
No	03	100%
Total	03	100.0%



**Table 28: Monitor Hypothesis**

According to the above data we see that total (03) of teachers 100% do not pay attention to monitor hypothesis in oral classes; which means it's not taken into consideration.

***Q10- Do you focus on the form or on the meaning of their message whiles your students speaking? And on what basis you do that?***

Teacher 01	On both, it can sometimes be meaning more than form, depending on the students.
Teacher 02	In fact on both, however most of student struggle with them that's why depends on students.
Teacher 03	On both, but I focus more on the meaning of their message, because it's the first stage of production.

**Table 29: Form/ Meaning consideration**

The results of this question show that teachers focus on form and meaning depending on their students. According to that, the first teacher said "On both", it can sometimes be meaning more than form, depending on the students. The second one said, in fact on both, however most of student struggle with them that's why depends on students. And the last one said "On both", but I focus more on the meaning of their message, because it's the first stage of production.

### ***3.5. Discussing the Findings:***

Department of English in the faculty of letters and language at Ghardaia University is an appropriate environment to investigate the use of monitor hypothesis in EFL oral classes. The analysis of this section is based on the answers of forty (40) students and three (03) teachers. This part of the analysis is concerned with interpreting and discussing the data gathered through the questionnaires. Interpreting the data is a step of paramount significance in any research, "this is where the process is turned into a product" (Dörnyei, 2007, P. 257).

### ***3.5.1. Discussing the Findings of Students' Questionnaire:***

The findings drawn from the analysis of the obtained data using the questionnaire as collection data tool were positive and negative in many aspects. The three part of the questionnaire revealed that the majority of students are:

- The lack of practicing English language out classroom lead students to be interest more about attending speaking session where they are able to express themselves by using such kind of class room activities which is debates and team work. It pretty much seems that the most difficulties which face students like hesitation, long pauses, and stammering "sometimes" are due to the lack of practice.
- The most students have the ability to be part of any speaking tasks even though they have serious obstacles such as: Anxiety and fear of making mistakes when speaking in EFL classes.
- In students' opinion, the teachers considered as a source of motivation, while they deem that presentations and topic discussions are the best class room activities that teacher use it in teaching oral session.
- Experiencing hesitation, long pauses, and stammering return to students' fear from speaking without preparation, forgetting words, and correction of the teacher.
- Usually students correct their mistakes by themselves so this correction is based on the rules that they learned in and out the academic setting, and what matters to them while speaking are not making grammatical mistake and getting their messages across.
- Students are aware about their monitor; however they use it whether over time or based on their feelings.

### ***3.5.2. Discussing the Findings of Teacher's Questionnaire:***

The results of the data gathered from teachers' questionnaire of oral expression at Ghardaia University illustrate that:

- All teachers have the same degree (Master degree). Although the experience exist but, the lack of oral teacher specialty led to bringing teachers with different specialties.
- The majority of the teachers claimed that most of students experience speaking problems (hesitations, stammering, and long pauses). Besides, the reasons behind these problems are the shortage of using the language outside the classroom, and they fear being judged by one another.
- The teachers said that the students' personality type has an influence on their speaking flow either positively or negatively. Moreover, the students communicate and feel comfortable when play role and when the teacher involved in activities.
- The focus of the teachers was on making their students sufficiently comfortable in order to reduce their hesitations, long pauses, and stammering while speaking English.
- The concentration of teachers on motivation led students to participate willingly in their speaking tasks, which are assessed by teacher in different ways based on grammar, vocabulary, intonation, and the choice of the topic.

- The teachers do not pay attention to monitor hypothesis whereas they take into consideration the meaning and the form depending on students' concerns.

## ***2.7. Research questions and hypotheses:***

In a form of making the link between the two data collection method findings, this part attempts to answer the research questions posed and check the correctness of our hypotheses.

"Is the monitor hypothesis applied and enhanced in oral classes of English language teaching?" was the first research question we posed, which aimed at knowing if the monitor hypothesis takes into consideration in oral classes. After the findings of data collection method were discussed and analyzed, the answer of this question was "No". Through this answer we reached that oral session itself doesn't have program to involved and each teacher teach this module freely; doesn't have even method, which confirm our hypotheses: The ignorance of MH from teacher side; without program he/she is not obliged to take into consideration, and that explain the lack of mastering methods that make MH enhanced, in addition to the lack of Teacher experiences in teaching oral classes.

The second question "What makes the monitor hypothesis achieve a state of balance between accuracy and fluency?" was aimed at overcoming the battle between fluency and accuracy by trying to balance between meaning and form, which disprove our hypothesis: use the form instead of meaning.

Fluency (meaning) is the ability to speak freely without hesitation. Accuracy (form) is the ability to speak without making mistakes. For a language learner, it is difficult to do both! I have noticed that some of students speak very quickly without seeming to care whether they make a mistake or not. In fact, they even make mistakes with basic grammar, such as the past tense. Or they make a mistake in something we just learned ten minutes ago! These students might be fluent, but not accurate. Other students have the opposite issue. They speak very slowly and with a lot of hesitation because they are anxious about making a mistake. In fact, if they are not sure if the grammar is correct, they may not say the sentence at all! These learners might be accurate but they are probably not fluent. So we can say that there is a battle between fluency and accuracy, what we need to do is to find a balance between the two things. We can sacrifice a little fluency to improve accuracy or we can sacrifice a little accuracy to gain fluency. The monitor hypothesis can help us to do this. (Dodds, 2022)

## ***Conclusion:***

The present chapter was devoted for the fieldwork of this research study in which the use of monitor hypothesis in EFL oral classes, as well as the students of third year English Licence at Ghardaia University was investigated. Our major finding is that the educational environment in oral classes does not permit the existence of monitor hypothesis, by taking into account no program to involve and the lack of methods to enhance.

## **GENERAL CONCLUSION**

## ***Conclusion:***

The present thesis was conducted at the department of English at Ghardaia University to investigate the Use of Monitor Hypothesis in EFL Oral Classes in Third Year Students of English Licence.

The current study consists of three chapters; the first chapter of this thesis gave an overview about second language acquisition in general: Natural approach and SLA theories such as Behaviorist, Innatist, Interactionist, and Communicative theory, then diving deeply into theory of krashen's five hypotheses in SLA which are Acquisition-Learning, Natural Order, Monitor, Comprehension Input, and Affective Filter Hypothesis.

On the other hand, the second chapter we discussed about monitor hypothesis and its elements from definition, condition, individual variation, factors that influence it and characteristics of users. Finally we shed the light on how we can use the monitor.

The practical part of this study investigate the use of monitor hypothesis in EFL oral classes by using questionnaire one for student's and the other for teacher as method of data collection. After the research was conducted, the findings indicate that: if we take into account that there is no program to involve and the lack of methods, the educational environments in oral classes logically do not allow monitor hypothesis to exist.

Finally, in light of what has been discussed in this work, the goal of this study was to provide more information and specifics about the use of monitor in order to help students achieve a state of balance between fluency and accuracy.

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## **APPENDICES**

## *The Questionnaire*

Dear students, you are kindly asked to fill in this questionnaire. It is used in our Master thesis is entitled “Investigating the Use of Monitor Hypothesis in EFL Oral Classes: The Case of Third Year Students of English Language at Ghardaia University”. Hence, we would be so grateful if you could answer the following questions because your participation is important.

N.B. Your answers will be kept anonymous, non-public and they will be used only for academic purposes.

**\* Put tick in (✓) the box that best describes your answer**

***1-Do you speak English Outside of the Classroom?***

Always           Often           Sometimes

***2-To what extent do you like attending speaking sessions?***

To a very high extent     to a high extent     to a low extent

***3-How often do you experience difficulties (like hesitation, long pauses and stammering) when speaking English?***

Always           Often           Sometimes

***4-Which classroom activity helps you improve your oral performance the most?***

Debate     Teamwork     Discussions in pairs     Role play

***5-What class activities do your teachers usually use to teach you speaking?***

Presentations

Teamwork, debate

Role play, Pair works

Songs, videos, and movies

Topic discussion

***6-Are you open to participate willingly in your speaking tasks?***

Yes       No

***7-Does your teacher motivate you to speak in the classroom?***

Yes       No

***8-What are the difficulties that you have when speaking in EFL class?***

Anxiety     Shyness     Fear of making mistakes

**9-I feel anxious when I am asked to speak without preparation in the classroom.**

Strongly agree    -Agree    -Disagree    -Strongly disagree

**10-During the tasks of oral expression, I feel so worried so that I forget words I know.**

Strongly agree    -Agree    -Disagree    -Strongly disagree

**11-It frightens me when my speaking teacher corrects every mistake I make.**

Strongly agree    -Agree    -Disagree    -Strongly disagree

**12-When I make a spelling or writing mistake; self-correction**

Always     Often     Never

**13-When you make a spelling or writing mistake on what basis do you correct that mistake:**

Based on rules I learned in an academic setting

Based on rules I learned outside of the academic setting

I do both

I don't know

**14-Which of the following matters to you when you are speaking English;**

Fluent speaking     not making grammatical mistakes     getting my messages across

**15-Do you use monitor over time to correct yourself.**

Yes     No

**16-Do you correct yourself based on your feelings.**

Yes     No

**17-Do you use your monitor appropriately.**

Yes     No

***Thank you for your collaboration***

Ghardaia University-Department of English Language

Date: .....

Teacher's name: .....

Signature: .....

### ***The Questionnaire***

Dear teachers, we are conducting a study on the Students' Use of Monitor Hypothesis in EFL Oral Classes: The Case of Third Year Students of English Language at Ghardaia University". For that, your participation is of a paramount help to fulfill our study.

***1- Did you teach oral session before? If yes, how many times?***

Yes

No

.....

***2- Do your students have difficulties (like hesitations, long pauses and stammering) to speak English?***

Yes

No

***3- Why do you think that many students of English struggle with the speaking skill?***

.....  
.....

***4- Does the students' personality type affect their openness to communicate? If yes, please explain how?***

Yes

No

.....  
.....

***5- In your opinion, do your students feel comfortable when they work in?***

Teamwork  Debate  Role play  when the teacher is involved

***6- Are there any techniques that you can suggest to reduce the students' hesitations, long pauses, and stammering while speaking English?***

.....  
.....

***7- How do you motivate your students to be active during the speaking tasks?***

.....  
.....

**8- How do you usually test your students' speaking proficiency?**

.....  
.....

**9-As a teacher of oral classes, do you pay attention to monitor hypothesis in your students?  
If yes, what are the methods that you use to enhance it?**

Yes                   No

.....  
.....

**10- Do you focus on the form or on the meaning of their message while your students  
speaking? And on what basic you do that?**

.....  
.....

***Thank you for your cooperation***

## *Abstract*

The students of 3rd year English Licence at Ghardaia University often face some obstacles while speaking and that reveal itself during oral classes. Hence, this research aims to investigate the use of monitor hypothesis in EFL oral classes by seeking to promote it on them in as much as its effectiveness in teaching and acquiring knowledge. This thesis research is divided into two parts; theoretical and Practical. The theoretical one contains two chapters which provide the reader with a general review of second language acquisition and spot light on the application of monitor hypothesis in oral classes. And for the practical one, it includes one chapter, which analyses and interprets the collected data on the use of Monitor Hypothesis in EFL Oral Classes. The present study is limited to third year students and teachers of English at the department of English at Ghardaia University by using questionnaire. The results revealed that the educational environment in oral classes do not permit to monitor hypothesis to exist, taking into account no program to involve and the lack of methods to enhance.

**Key Words:** 3rd year students, Monitor hypothesis, Oral classes, Practical, Second language acquisition, Theoretical.

## **ملخص:**

ان طلبة السنة الثالثة ليسانس الانجليزية في جامعة غرداية غالبا ما يواجهون عقبات اثناء التحدث مما يظهر جليا في حصص التعبير الشفهي ومن خلال هذا تهدف هذه الدراسة الى التحقق من استخدام فرضية المراقبة في تدريس اللغة الانجليزية كلغة اجنبية وذلك بالسعي الى تعزيزها لدى الطلبة نظرا الى فعاليتها في التدريس و اكتساب المعرفة. تنقسم هذه الاطروحة الى فصلين نظري و تطبيقي; يحتوي الفصل النظري على فصلين يزودا القارئ بنظرة عامة عن اكتساب اللغة الثانية و يسلط الضوء على تطبيق فرضية المراقبة في حصص التعبير الشفوي. اما بالنسبة للتطبيقي فيضم فصلا واحدا يحلل و يفسر البيانات المجمع حول استخدام فرضية المراقبة خلال التعبير الشفوي. تقتصر الدراسة الحالية على طلاب و معلمي قسم اللغة الانجليزية سنة ثالثة في جامعة غرداية باستخدام الاستبيان. اظهرت النتائج ان البيئة التعليمية في الحصص الشفوية لا تسمح بتجلي فرضية المراقبة لانعدام برامج لاحتوائها وعدم توفر طرق لتحفيزها.

**كلمات مفتاحية :** طلبة السنة الثالثة ,فرضية المراقبة, حصص التعبير الشفوي, تطبيقي, اكتساب اللغة الثانية , نظري