**Stage 1: ALM dominant (learn rule, output + correction). Signs of change from Elley, Newmark, Winitz, Asher, Corder, Selinker.**

**Stage 2: Input hypothesis defeats traditional methods. CI- based methods (natural approach, TPR, TPRS) do better than traditional on tests that involve communication, no difference on form-based tests.**

**Support from practitioners: Kaufman, Stevick, Terrell**

**CI applications were eclectic: speaking required, targeting, pre-teaching vocabulary, skill-building.**

**Immersion still popular: go to the country**

* 1. **Dobrowksi (2003): air force officers – how would you improve your second language: the winner = immersion: eg an assignment in another country.**

**Reading clear loser – how would you maintain your competence; only 15 out of 127 mentioned reading. Only one subject (out of 102) said “I find I expand my vocabulary by reading books, magazines or websites. Would be nice for base libraries to carry some books or magazines.”**

**Brno, 2017: how would you improve your second/foreign language ability = NO MENTION OF input in any form.**

**The era of massive criticism –**

* + 1. **the fate of The Input Hypothesis book (1985 to 1986); 18/19 rejections, adventure in self-publishing**
    2. **The money rumor: Vonnegut’s hypothesis**

**Attack in LA New Times**

**Incident at a conference: I see what other speakers are being paid.**

**Popperism: searching for counterevidence. (Einstein’s reaction to 100 Against Einstein)**

1. **Glee when apparent counterevidence found.**
2. **But: Let’s look deeper before discarding a hypothesis: eg un-natural order of acquisition (accuracy order) when focus on form: Led to acquisition-learning distinction.**
3. **Information: Hard to find/read/expensive.**

**Change requires massive shift, huge financial loss**

**Stage 3:**

1. **Optimal input (comprehensible, interesting, rich, abundant) Krashen & Mason 2020.** [**https://tinyurl.com/y7h64zhr**](https://tinyurl.com/y7h64zhr)

**New questions asked:**

1. **Immersion: is it always optimal? Mason, B., & Krashen, S. 2019. Hypothesis: A Class Supplying Rich Comprehensible Input is More Effective and Efficient than “Immersion.”**[**https://tinyurl.com/y4zdwmmz**](https://tinyurl.com/y4zdwmmz)
2. **Games, songs, subject matter teaching– optimal?**
3. **Pomona freeway hypothesis: No need to target. i+1 is there!**

**Note: i+n is also there. (1) comprehensible. (2) incomprehensible (= noise). Does noise impair comprehension? Conjecture: Rarely. Usually late-acquired cosmetic aspects of language.**

1. **Emerson: “The value of a principle is the number of things it will explain.”**

**Similar results in different domains.**

**What optimal input explains:**

1. **EFL: the TOEIC study: Mason, B. & Krashen, S. 2017 https://tinyurl.com/yc9tc8ha**
2. **Story Listening impact on vocabulary: Clarke, S. 2020. https://tinyurl.com/ypun8zhk**
3. **Literacy: Smith, Goodman, Anderson, Allington (non-encounter at MEXTESOL, with Frank Smith in 1976): then - Reading without Nonsense)**
4. **The PIRLS study: Predictors of Reading Ability among Ten-Year Olds: Poverty (negative), School Libraries (positive), Instruction (zero), Early literacy (zero). Lao, Lee, McQuillan, Krashen. Language Magazine 2021. 20, 10: 20-21. (languagemagazin.com)**
5. **K.C. Lance library studies:** <http://keithcurrylance.com/school-library-impact-studies/>**) – collections, credentialed librarian > higher reading competence.**
6. **Heritage language: Pleasure reading habit - Cho, G, 2020. NABE Global Perspectives 44, 2: 24-27. Tse, L. 2001. Language Culture and Curriculum, 14:3, 256-268, But little access: Ashtari, N. (2020)** [**https://tinyurl.com/p9abr5h8**](https://tinyurl.com/p9abr5h8) **Pucci,S. and Ulanoff, S. (1996): Where are the books? CATESOL Journal 92(2):111-114.**

**Now applies to first language, foreign language, second language, heritage language**

**My conversion: Despite my experiences with language acquisition, I stuck to traditional methods.**

**Research changed my mind; re-analyzed my experiences (SLA and SLL, 1982)**

**WE NEED TO HAVE BOTH**