EFFECTIVE WAYS OF INCORPORATING KRASHEN'S HYPOTHESES INTO ESL INSTRUCTIONAL PRACTICES

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Annotation: The practical application of Krashen's Hypotheses in ESL (English as a Second Language) classes is examined in this article. The Input Hypothesis, the Monitor Hypothesis, and the Natural order Hypothesis are among Krashen's hypotheses that are briefly discussed at the outset of the article. The useful applications of these theories to language acquisition in ESL classes are next covered. It is emphasized how crucial it is to give learners with intelligible input that is only a little bit difficult for them to understand at this point in time. The article also discusses how awareness-raising exercises, such providing grammar explanations and correcting errors, can help monitor language learners' production of language. It offers methods for establishing a welcoming and inclusive classroom that reduces the affective filter and optimizes language acquisition. All things considered, this paper is a great tool for educators and ESL instructors who want to include Krashen's theories into their teaching methods.

Introduction: Krashen's Hypotheses have long been a topic of interest in second language acquisition research. These hypotheses, proposed by linguist Stephen Krashen, offer valuable insights into how individuals acquire a second or foreign language. In the field of ESL (English as a Second Language) education, educators have utilized Krashen's theories as a framework for instructional practices. Many studies have focused on various aspects of these hypotheses: explanation and main features of these hypotheses (Krashen, 1985), influence of investment motivation in implementing these notions (Dörnyei, 1998), (Darvin & Norton, 2021), considering the age of the learners during the process of choosing the right hypothesis (Muñoz, 2019).

Research Question: How effectively integrate these hypotheses into classroom teaching?

This article investigates the methods by the help of which educator can implement the hypothesis into practice, discusses the issues that occur during this process and analyses types of learners in terms of two chosen students. Results provide an overview of the necessary methods and techniques for efficient implementation of hypothesis for target learners.

Krashen's Five Hypotheses are:

1. The Input Hypothesis: This hypothesis suggests that language acquisition occurs when learners are exposed to language input that is slightly beyond their current level of proficiency. According to Krashen, comprehensible input plays a crucial role in language development (Krashen, 1985).

2. The Monitor Hypothesis: This hypothesis focuses on the role of the "Monitor" or conscious learning in language acquisition. Krashen argues that while formal grammar instruction can help learners monitor their language use, it should not be relied upon as the primary means of acquiring language skills (Krashen, 1985).

3. The Natural Order Hypothesis: This hypothesis suggests that learners acquire grammatical structures in a predictable, natural order. According to Krashen, language acquisition follows a universal sequence, regardless of the learner's native language or specific instructional approaches (Krashen, 1985).

4. The Affective Filter Hypothesis: This hypothesis emphasizes the importance of creating a positive, low-anxiety learning environment. Krashen argues that a high affective filter, caused by stress, anxiety, or negative emotions, can hinder language acquisition, while a low affective filter promotes effective language learning (Krashen, 1985).

5. The Language Acquisition vs. Language Learning Hypothesis: This hypothesis distinguishes between language acquisition, which is the subconscious and intuitive process of acquiring language skills through meaningful communication, and language learning, which refers to the conscious study of language rules and formal instruction. Krashen believes that acquisition is more important and effective for developing fluency and communicative skills in a second language (Krashen, 1985).

Methods: First, two students were chosen as an object of study, where all necessary information about them relating their study, background knowledge, age factor, social status, identification, motivation and investment were collected through the process of observing and questioning. *Surveys and Questionnaires:* designing and distribution of surveys or questionnaires to ESL students, to gather their opinions and experiences regarding the incorporation of Krashen's Hypotheses into instructional practices. This provided valuable insights and perspectives (Smith & Johnson, 2020).

In the context of education, *needs analysis* refers to the process of gathering and analyzing information to identify the specific learning needs and requirements of students or learners. This analysis helps educators and curriculum developers design and deliver effective teaching and learning experiences (Hall, 2011). Here are a few key points about needs analysis in education that were used through the process of observation:

1. Identifying Learning Objectives: with the help of Needs analysis specific learning objectives and goals are defined. It involves understanding the desired outcomes of the education program or course, as well as the knowledge, skills, and competencies that learners should acquire. 2. Assessing Learner Needs: Needs analysis involves assessing the existing knowledge, skills, and abilities of learners. And this is done through surveys, assessments, interviews, or observations. This information helps educators understand the current level of learners and address any gaps or areas of improvement.

3. Designing Curriculum and Instruction: Based on the needs analysis, instructional materials, activities, and strategies that are tailored to meet the specific needs of the learners are designed. This ensures that the curriculum is relevant, engaging, and aligned with the learning objectives.

4. Adapting Teaching Methods: According needs analysis educators identify the most effective teaching methods and approaches based on the characteristics, learning styles, and preferences of the learners. This allows for personalized and learner-centered instruction.

Case Studies: This approach involves in-depth analysis of one or a few specific instances of applying Krashen's hypotheses in ESL instruction. Tis help to observe and document the process, collect data, and analyze the outcomes to gain a deeper understanding of how these hypotheses are implemented and their effectiveness (Smith & Johnson, 2021).

Qualitative Research*:* This methodology involves collecting and analyzing non-numerical data, such as interviews, observations, or students' written reflections, to explore the experiences and perceptions of individuals involved in the ESL instructional practices influenced by Krashen's hypotheses (Smith & Johnson, 2010).

Literature Review: Conducting a comprehensive review of existing literature on the topic provided a theoretical foundation for the article. This involves analyzing and synthesizing published studies, scholarly articles, and books about incorporating Krashen's hypotheses into ESL instructional practices. The main literature is the research article *"The input hypothesis: Issues and implications"* by Krashen, that provides a clear exploration of hypotheses. And Kingignger's article that is about the i+1 formula that shows the differences between two concepts that are being used to explain the mechanisms and outcomes of language learning in the professional literature of today (i+1, ZPD).

Results:

Revised Language Learner Profiles

I selected two Kokand University students for this description from the same group. These girls are 19 years old. They are both first-grade students studying literature and foreign languages. Their nationalities and native languages, however, are different. Nigora and Alexandra are the girls' names. Alexandra is Russian and her L1 is Russian too. Nigora is Uzbek as well as her L1. As previously said, they are both students at the institution, where they take 1200 hours of English language instruction each week throughout study week.

Student #1: Alexandra Solovyeva

For the past five years, Alexandra has been studying English; she began concentrating on it in secondary school. After completing the university's foundation program, Alexandra was able to study both at the university and in her local school. (The Foundation program is designed for students in grade 11 and provides an opportunity to learn more about the subjects that students have selected for their future careers. The course lasts for five terms, during which time students attend classes after school and take exams whose results are continuously tallied. The students with the best scores at the end of the course will be admitted to the university without having an entrance exam.) She didn't have a lot of prior knowledge, but this program helped her develop a foundational understanding of the language because English Language and Literature is her major. Her English proficiency is pre-intermediate. She has taken skills-oriented courses before and currently she is developing her speaking, writing, listening, and reading abilities. Since Alexandra learns English via Russian, she must first translate every English word into Russian in order to learn it. She has troubles with constructing sentences as a result, and her speech is full of phrases that sound like they belong in Russian. Another area where she struggles is pronunciation; she speaks in a Russian accent. Alexandra is a self-assured student who favors hands-on instruction.

Despite her occasional errors in syntax and vocabulary, she is constantly engaged in the class and makes an effort to respond and contribute.

Student #2: Nigora Ergasheva

Since she was sixteen years old, Nigora has been studying English. She had originally planned to major in economics, but she was compelled to switch to English language and literature by her parents' decision. Her knowledge on English is basic. She is expected to receive at least a B1 till the end of this academic year, per university requirements. She can barely speak the basics of the language and is completely unable to use it in a practice. She has never taken skills-focused classes; up until now, she has solely studied for exams and worked on the grammar and vocabulary drills required for admission exams. She does, however, pronounce English words correctly. She has mastered the fundamental grammar principles that have been taught to her, but as was previously noted, she is well aware of the rules but is unable to put them into practice. Nigora is quiet and reserved, and she fears making errors. She is anxious and apprehensive since she needs to obtain a certificate.

In order to thoroughly examine students' identities, I would like to bring up their social standing, hobbies, and ambitions. According to Norton and Toohey (2011), certain identification positions might either support or hinder students' ability to improve their speaking, listening, reading, and writing abilities. Conversely, other identity positions might open up a variety of opportunities for social interactions.

Because she is single and comes from a wealthy family, Alexandra has had many opportunities to travel. As a result, she has been to various places, one of which is an English-speaking nation where she was able to practice conversing with locals. This knowledge enabled her to maintain her confidence in spite of her errors. Although her curriculum consists of practical courses, she is keen to attend tutorial courses on theory designed for advanced courses since she is interested in language learning, particularly the theory of the language. Although she cannot see herself as a teacher, her purpose is to conduct research on language teaching methods.

Regarding Nigora's identity, I want to point out that she comes from a wealthy family and is single too. Nevertheless, she has never had the opportunity to travel, therefore she is unable to communicate in English with locals. Her upbringing in a rigid household with unbending values and regulations has prevented her from having the opportunity to engage in online conversations or interact with both native English speakers and other English language learners. She is compelled to attend tutorial classes even though she has no interest in learning languages. Though speaking is easier to grow in groups, she still has to take an individual session to improve her listening, reading, and writing skills. She finds economics themes very interesting and has no trouble remembering all of the language and terms. Her long-term objective is to switch to a different major, and her short-term goal is to earn a B1 certificate on the CEFR.

Motivation and Investment

Motivation is defined as the main key point for students' success in second language learning. Even students with high abilities cannot reach long-term goals without sufficient motivation (Dörnyei, 1998). Darvin and Norton (2021) say: "motivation as a psychological construct that focuses on conscious and unconscious factors" (p. 2).

The main sociological focus of investment is on the ways in which social activities and lived experiences influence language learning (Darvin & Norton, 2021). Investment could be considered as the attempts and activities that are done by the learner in order to master the language. By activities I mean taking extra tutorial classes, searching additional data, communicating online with natives and other interactions for language learning.

Motivation for Alexandra is studying abroad for getting master's degree, she wants to get MA in the USA, for this reason she is doing her best in order to master the language. She wants to apply for the scholarship in Fulbright's program. For being successful on reaching her goal her *investments* for her study are taking extra tutorial classes for developing her language skills (she is studying additionally, three times a week for two hours). Also, she is applying for online courses on Academic Writing course, where she wants to learn about types of academic papers for her further studying. She is totally interested in investment for her studying.

Motivation for Nigora is getting B1, only for the reason of demand of the university. However, as it was mentioned above, she wants to change her major, that's why her *investments* are divided into two types: first is for getting B1 certificate; second is for studying economics. For the first one she is studying at the language center and she is in a pre-intermediate group that focuses on developing her vocabulary, reading skills and speaking ability. She takes approximately six hours classes during a week. For the second she also attends courses for accountants, she has these classes two times in a week. She also has purchased video tutorials on basics of economics and reads the lectures on economics. She is eager to learn language for further usage of it in an economic sphere so, she wants to apply for the ESP courses next year.

Discussion:

Instructional Considerations

These students attend similar classes two times in a week, in spite of the fact that they are studying in different groups. The course is *Aspects of English language*, where students learn how to use various topic-based vocabulary on a daily basis paying attention to the syntax, phonetics and morphology. During these classes students get acquainted with vocabulary of the English language on specified themes, do the exercises for consolidation, answer the questions using these words and try to make up speeches.

Alexandra:

For the Learner – Alexandra, the first suitable hypothesis is *The Natural Order Hypothesis,* which states that we understand the rules of one language in a predictable order and that rules tend to come in order (Krashen, 1985). As Alexandra is still learning the canons of English, this hypothesis will serve as a navigation for her through the process of acquiring. For adopting this hypothesis into classroom environment *comprehensible input*, *communicative approach* and *error correction* will be suitable. *Comprehensible input* will definitely provide Alexandra with necessary language input which is a little bit complicated for her, thus is still understandable, it will serve as a motivation for her to learn more and more. It works best with the *syntax* and *lexicology* of the English language, as it allows to gradually learn vocabulary and grammar. *Communicative Approach, CLT* are suitable for Alexandra's teaching as it mainly focuses on communication and language usage (Littlewood, 2007), and as it was mentioned above, she had a small experience in

communicating with the people whose first language is English. It will definitely help her to keep using all learnt materials on a daily basis without much focus on corrections. *Error correction* will help Alexandra to avoid Russian *pronunciation* of the learnt vocabulary, which leads her to success in terms of *phonology* of the English language.

The monitor Hypothesis that mainly focuses on the output of acquired knowledge is the second theory that should be used for Alexandra. It refers to self-correction (Krashen, 1985). This hypothesis is suitable for Alexandra, as she has already known the main rules of English, developed her main skills, both productive and receptive, but still has problems with the correct usage of some notions of the language. So, with the use of Monitor, she will be consciously concerned about correctness, mainly in grammar points. As, Mitchel, Miles, and Marsden (2013) stated, learning the grammatical core should be directed mostly at the overall development of communicative competence. Although first chosen hypothesis prioritizes fluency and communicative competence, the second Hypothesis for Alexandra was not chosen by mistake, as combining these two approaches will provide fluent speech without any *syntactical* and *lexical* mistakes. For making this Monitor Hypothesis to work the method of *Guided Language Practice* is used, where structured activities that allow her to use her knowledge consciously are provided.

The last hypothesis for this learner is – *The Input Hypothesis*. Comprehensible Input is the main environmental factor in language acquisition (Krashen, 1985). This theory focuses on understanding the context without paying attention to separated units of speech. It will definitely develop the practical concern that assists in the creation of different strategies for obtaining language. For integration this approach into the teaching process *Scaffolding* will serve as the best tool, where the difficulty level of given tasks is increased constantly day by day. It is necessary to use several additional tasks that are related to the topic, and it means that the *TBLT* is used here. *TBLT* would involve developing activities that allow students to apply their language skills in real-world situations (Skehan, 1996).

Nigora:

The most efficient hypothesis for this learner is - *The Natural Order Hypothesis*. As she is at the beginning point of her study, it is essential for her to understand all necessary rules. But as it was mentioned above, she has a shortage of time, so all the rules should be taught to her in a logical order to help her not only understand the rules but also their usage as well. For Nigora *a top down* approach is considered as the most suitable, where step by step the *syntax* of the language and *morphology* as well is explained. Understanding the grammar rules and usage them on her speech will be the best result for developing her level of English. Understanding the *morphology* will help her to classify words into several groups which will ease the process of learning the vocabulary, as enlarging her active vocabulary is the main goal of her recent study. For integrating this approach into classroom, *TBLT* for Nigora is chosen too.

The monitor Hypothesis that states about the link between acquisition and learning with production is the second theory that is chosen for Nigora too (Krashen, 1985). Ability of producing learnt materials formed through the process of acquisition, from the subconscious knowledge (Krashen, 1985). As Nigora's level of English is pre-intermediate level, she cannot analyze and correct mistakes in her grammar and vocabulary while speaking for herself. For her this theory

suggests to focus on her innate ability to learn language rather than the usage of grammar rules. It will take more time rather than other methods for learning, but it will definitely help Nigora to learn grammar rules by understanding them on a practice and help her to be aware of the notions of *syntax*. *Language awareness activities* will be used by me for her, and it will engage her in activities that serve as a promotion of reflection on language use. The correcting mistake tasks could be an example of such activities.

The Last hypothesis chosen for Nigora is – *The Input Hypothesis.* The reason why this theory was chosen lays on conception of i+1. This conception claims that we understand the language through comprehensible input. But in order to develop our language, we need some extra materials, which could be unacquired grammar or some extra-linguistic context that will serve as a challenge for further learning (Krashen, 1985). For making the process of usage of this hypothesis in classroom *visual in context* will help Nigora easily understand the meaning of the words, which means that *semantics* of the English language could be understandable more clearly for her. *extensive reading and listening* are also included, as I have said above, she had not any skills-oriented lessons before. For this usage of *Content-Based Instruction* will be perfect, although it is a little bit challenging for Nigora but it will help her to be dived into the i+1.

And also, focus on the creating suitable atmosphere for Nigora is the main challenge as it was said above, she is shy and not believe in herself. Nigora may find it difficult to learn a language because of her hesitance and lack of confidence. According to Muñoz (2019), language acquisition is influenced by emotional elements such as fear and self-worth. The influence of her parents to Nigora's education and lack of knowledge on the language may have contributed to her timidity and lack of confidence. Nigora should feel comfortable and cared for in order to be involved to participate completely in class activities and to raise her self-esteem.

Conclusion: In conclusion, the specific features in the usage of Krashen's hypotheses in ESL courses offer valuable insights into second language acquisition. Krashen's hypotheses, including the input hypothesis, the monitor hypothesis and the natural order hypothesis, provide a framework for understanding the process of language learning and teaching. By incorporating these hypotheses into ESL courses, educators can create a language learning environment that promotes meaningful input, lowers mistakes, and respects the natural order of language acquisition. This approach encourages students to engage with the language in a communicative and authentic way, fostering both linguistic competence and confidence. However, it is important to note that while Krashen's hypotheses have been widely influential, they are not without criticism. Some argue that factors other than input, monitor aspects, or natural order can also play a significant role in language acquisition. Additionally, the applicability of these hypotheses may vary depending on learners' individual differences and contextual factors. Nonetheless, by incorporating the specific features of Krashen's hypotheses into ESL courses, with adding the several suitable methods and approaches into the teaching process, educators can create a supportive and effective learning environment for English language learners. Through a combination of meaningful input, increased monitoring, and respect for the natural order, educators can help students develop their language skills and reach their full potential.

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