

‘THE INFLUENCE OF KRASHEN’S HYPOTHESES ON SECOND LANGUAGE LEARNERS’

English teacher’

Kosimova Khilola Muzaffar kizi

Academic lyceum under Tashkent State Transport University

Hilola.kosimova.03@gmail.com

Annotation.

This research investigates the adult L2 learner's linguistic proficiency. As an example, two teenage students, who are studying at lyceum under TSTU at the same group, are chosen. The name of the first student is Peach and the second one is Pineapple. Peach is a very hardworking student; she came from pre-intermediate level. Also, it should be pointed out that Peach is from typical Uzbek family, however, she speaks Russian very fluently. As soon as she is a second-course student, she has an extrinsic motivation to study English. Her purpose is successfully entering the university. Coming up to the second learner (Pineapple) it needs to be mentioned that he is a student of the beginner level. He also came from a typical Uzbek family. The only language that he speaks is Uzbek. Pineapple has a lack of motivation to study a language. What is more, he has not any purpose for further education.

The Affective Filter hypothesis.

This is quite effective for students who suffer from discouragement. Stevick (1976) states that an emotional filter is a serious obstacle to knowledge. Sometimes out of excitement learners forget not only the subject itself, but also their name. That is, negative emotions interfere with the thought process. That is the reason why students need to study in a good mood, love learning the language, make the learning process exciting. Also, it needs to be said that students should be unconsciously involved in process of language acquisition. Peach sometimes do not have enough motivation to accomplish exercises as she tends to think that she is a proficient language speaker. For this reason, the perfect way of avoiding such a problem is a game activity to release their minds for some time. It is preferable to use ‘fulfill karaoke’ activity, which assists learners to be unconsciously engaged in the process. As this activity develops listening, speaking and writing skills students first need to fulfill gaps and then sing a song. Coming up to less motivated learners (Pineapple), it should be mentioned that in order to induce a learner to acquire a language, another method of the Affective filter hypothesis should be applied. In this case universal grammar and grammar-translation methods play an important role in language acquisition. As the first language of Pineapple is Uzbek it is quite essential to use the traditional method (grammar-translation). It should be taken into consideration that the Uzbek language is based on

similar grammar to English, which means that it is relevant to apply similar grammar rules in L2. Chomsky (1981) claims that the acquisition of a language is facilitated by the interaction of the common learning basis and first language expertise.

For instance, to make language mastering easier students like Pineapple, whose initial language is Uzbek, need to practice translation from a first language to a target language. Moreover, in order to create a student-friendly atmosphere it is advisable to switch on the music in the target language while completing tasks.

Input hypothesis.

According to Krashen (1985), acquiring a foreign language happens when a student is exposed to content that is comprehensible to him orally or visually, such as when they read, listen to podcasts, or watch television. At the same time, the content raises the maximum benefit to a level above the student's current level. It follows that studying literature, listening to podcasts, and watching videos for the Intermediate level are most effective at the pre-Intermediate level. In current case it means that Peach, who is on intermediate level should master an information of the higher level. It means that Peach will not only acquire what she hears but takes pains to understand the context, which brings to the development of listening skills. According to Chomsky's LAD (1965), the input hypothesis is the crucial component. The inner linguistic synthesizer makes a considerable influence on the learner's ability to accomplish more than just take in what the student hears. Coming up to Pineapple it cannot be denied that is quite hard to apply to beginner students as soon as they might struggle with hardships and be demotivated as they are at the beginning of language mastering. Nevertheless, input hypothesis should be applied and observed the process of adaptation of students.

The Natural Order hypothesis.

The most disagreement in linguists' circles surrounds this theory. Krashen asserts that everyone learns languages in a particular natural order. That is, no teacher may alter the sequence in which students master the content. For instance, somebody studying English will first master general questions before moving on to particular topics. Even if you reverse the sequence in which you cover these concepts, the person will still begin by comprehending how generic inquiries "operate" before moving on to dealing with specific issues. This hypothesis is addressed, rather, to teachers, whom Krashen calls not to experiment with the sequence of language learning, but to present materials according to the concept from simple to complex. The acquisition involves the unconscious natural learning of a language. In order to get more effective and to learn a language naturally, Pineapple should be educated by materials that interest him. Students should not force themselves to learn a language, they are bored and uninterested. Each person has his own favorite activities: someone likes to read, someone likes to watch TV shows, and someone likes to play games. All of these can

be used for learning. Coming up to Peach it should be highlighted that it is advisable to do some self-study to improve pronunciation: in order to analyze speech and find errors in it, student needs to have experience in learning English and know perfectly how all sounds should sound. But this difficulty can be overcome if learners use the following techniques: practice speaking tongue twisters; use tongue twisters voiced by native speakers. Say at least a couple of them daily, and students' pronunciation will be improved in a couple of months, and it will become much easier to pronounce difficult sounds in English. Johnson & Newport (1989), Oyama (1976), Patkowski (1980) claim that second language learners cannot obtain the second language as their first native language. It means that Peach and Pineapple cannot master the language, however, they should practice getting a higher proficiency.

References:

1. Chomsky, N. (1965). *Aspects of the theory of syntax*. Cambridge, MA: MIT Press.
2. Chomsky, N. (1981). *Lectures on government and binding*. Dordrecht: Foris.
3. Johnson, J., & Newport, E. (1989). Critical period effects in second language learning: The influence of the maturational state on the acquisition of ESL. *Cognitive Psychology*, 21,60-99.
4. The Input Hypothesis: Issues and Implications. (1985). *Open Journal of Social Sciences*.
5. Oyama, S. (1976). A sensitive period in the acquisition of a non-native phonological system. *Journal of Psycholinguistic Research*, 5,261-285.
6. Patkowski, M. (1980). The sensitive period for acquisition of syntax in a second language. *Language Learning*, 30,449-472.
7. Stevick, E. W. (1976). *Memory, meaning and method*. New York: Newbury House Publishers.