ANALYSIS OF KRASHEN'S 'INPUT HYPOTHESIS' IN TEACHING ENGLISH LANGUAGE

ANAMIKA LALL

Research Scholar, English Literature

Department of Humanities and Social Sciences, DIT University, Dehradun

Email: anamiklall@gmail.com

ANAMIKA LALL

ABSTRACT

This Paper attempts to Test the effectiveness of the Krashen'sMoniter Model Theory in English Language Teaching. The Paper gives Introduction to the theory and explains all five hypothesis of the theory one by one. Which proceeds further with the test conducted on few students by taking just 'Input Hypothesis' as a tool to understand the student's learning ability. The research paper is exploratory and on the basis of Analysis we shall come to our final conclusion. Out of his all five Hypothesis he suggests, in his theory, we took just one as a tool to test the effectiveness of the Result. i.e . Input Hypothesis, which has the formula , I +1 = r. means Input + Challenge = better result. For the above test and analysis. I taught few students from state board for thirteen days, who didn't know English and applied this theory on them , and to my surprise I got the Best of my result and found the Krashen's theory , really important to understand the students learning method. It just not only helped me to test his Hypothesis, But it taught me to teach English to the beginners in the most effective way in future.

Key Words: Hypothesis, Stephen Krashen, Input , Challenge, Result, Observation, Critical Analysis, Beginners.

1. **Introduction**

"Language Acquisition does not require extensive grammatical rules and does not require Tedious Drill." (Krashen 1987)

The above lines are aptly marked by Stephen Krashen, the founder of famous 'Monitor Model Theory' in Linguistic Theory in his book, 'Principles and Practice in Second Language Acquisition'.

We learn many words a year from our first birthday and till we die. We grow old to older from knowing no language to the chatterbox , and many researcher wants to know , how it really happens. There are different theories on **language acquisition**. It is the process by which we learn to listen speak write, or even use symbols to communicate in the most meaningful ways.

2. **Purpose of the Present Studyand Observation:**

This theory and analysis gives the vivid description of the Krashen's Input Hypothesis and its usage in practical life. Once we understand the depth of the concept, it really makes Language teaching, easier than ever. Not only this it enhances the teaching ability of the teacher and learning ability of the learner. The concept can be understood with the help of real observation done with the students and its outcome.

3. **Monitor Model Theory and Input Hypothesis:**

Among many theories of Language Acquisition, Dr. Stephen Krashen had also Given the Theory of Language acquisition. His theory is famous 'Monitor Model Theory' of Language Acquisition. Under this theory

he had given and proved five Hypothesis. Dr. Krashen was born on 1941, He is an educational, researcher and a linguist .He is currently an Emeritus Professor of Education at the University of Southern California.

3.1   Under Monitor Model Therory, There are five Hypothesis, they are -

a) Input hypothesis
b) Monitor Hypothesis
c) Acquisition Hypothesis
d) Natural Order Hypothesis and
e) Effecting Filter

From the above Hypothesis, the Input Hypothesis is Proved and tested in present study ,which attempts to examine the learning ability of the student. Under this small test,we examine the learning process of the students through two different observation.

3.1.1.   Input Hypothesis

- acquisition best occurs when the learners receives second language 'input' that is ' i'
- step beyond their current stage of linguistic competence;
- often termed as comprehensible input, or 1+
- Thus i+1 = r (or Input +Challenge = Better Result)

3.1.2.   OBSERVATION – 1:

Under this Observation, I taught English to the few of the students with the mixedcombination of 'Grammar and Translation method' and 'Direct Method' of TeachingLanguage. For this I Taught all rules of Different Tenses which was followed by the brief Introduction of Grammar and Part of Speech. After the completion of the topic and sub- topics, at the end of two weeks, the test was conducted. The students were assessed with a simple MCQ Test ,which was given to the students followed by few Extempore Topics , to assess their language command.

The same test was conducted to the another Group of Students also, but this time with a small twist and different method. For this, lets go to the observation-2 explained below-

3.1.3.   OBSERVATION-2

Under this observation also I used 'Grammar- Translation Method' with 'Direct Method' ofteaching language. For this oberservation also , the same topics were selected, i.e. Tenses and Part of Speech. But this time, the test was given side by side, after each sub-topicswere covered. This time, the questions were asked and the short test in the form of few MCQs or Oral test, was given to the students, before the end of each session, after each sub topics were explained and taught. Then,after two weeks the main exam was conducted in the form of Extempore and MCQs, likewise the Observation 1.

The assessment and the evaluation was done for both the Observations. Now comes the result or the output we receive after testing the Input- Hypothesis to the one of the group of students.

3.1.4.   Result / Output

The output received from the Observation-1 and Observation-2 was quite different. In the Observation-1 , we gave the test at last and In Observation-2, the test process was going on side by side, Where ,after every Input there was a challenge. Thus, In the Observation-1, it is found that the students could not mark the correct answer in the MCQs and even they couldn't speak language with proper usage of grammatical rules. Whereas, InObservation-2, the students were quite vigilant about making mistakes as they were facing the regular drill exercise in the form of MCQs and Topics in a regular interval and after two weeks when they had to face the main exam they had shown the better result.

4.   Conclusion

From the above experiment, we can accept that 'Input +Challenge' really helps us in better Result and the formula of 'Input Hypothesis' (i.e. i+1= R), really works effectively in real life teaching of English Language.

Other than this, it is found that the Krashen's theory helps in understanding the student's way of acquisition of second language. It gives us the idea of best method, to apply in teaching and learning Language. It can really make Language teaching, easier than ever. Not only this, it enhances the teaching ability of the teacher and learning ability of the learner. Thus, In real life situation, the present study can help us to make teaching and learning of language, effective and interesting, along with that, it will help us to understand the methods by which the person can really work out to improve their Language skills.

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