Замойська А. І.
група СОАМ-23
Тернопільський національний педагогічний
університет імені Володимира Гнатюка
Науковий керівник – канд. філол. наук, доцент Ладика О. В.

APPLICATION AND ENLIGHTENMENT OF S. KRASHEN'S HYPOTHESES IN ENGLISH CLASSROOM

The aim of our investigation is to determine the ways of application of S. Krashen's hypothesis about Second Language Acquisition in the education process of learning a foreign language.

Teaching a foreign language in schools, educators must take into account various aspects of how students learn the language. To facilitate the work of teachers, the American linguist Stephen Krashen developed a theory about Second Language Acquisition (SLA). Krashen's theory of second language acquisition consists of six main hypotheses [4]:

1. The Acquisition-Learning hypothesis
2. The Monitor hypothesis
3. The Natural Order hypothesis
4. The Input hypothesis
5. The Affective Filter hypothesis
6. The Reading Hypothesis

In The **Acquisition Learning Hypothesis** S. Krashen claims that there are two ways of developing language ability. Acquisition involves the subconscious acceptance of knowledge where information is stored in the brain through the use of communication. And learning is the conscious acceptance of knowledge 'about' a language (i.e. the grammar or form). Then, in the **Monitor Hypothesis** the linguist says that the acquisition system, initiates an utterance and the learning system 'monitors' the utterance to inspect and correct errors. In the **Natural Order Hypothesis** learners acquire parts of language in a predictable order. For any given language, certain grammatical structures are acquired early while others are acquired later in the process. The **Input Hypothesis** suggested that language acquisition occurs when learners receive messages that they can understand (a concept also known as comprehensible input. According to S. Krashen, in the **Affective Filter Hypothesis** one obstacle that manifests itself during language acquisition is the affective filter; that is a 'screen' that is influenced by emotional variables that can prevent learning. The affective filter can be prompted by many different variables including anxiety, selfconfidence, motivation and stress. The **Reading Hypothesis** basically states that the more we read in a SL the greater our vocabulary will be [1; 3-4].

The next step of our investigation is making out a scheme of each hypothesis for its clear understanding. We can imagine that the Acquisition Learning Hypothesis looks like a brain. It is our subconscious and conscious acceptances of knowledge. Then, Monitor Hypothesis can look like a monitor. Because the acquisition system, initiates an utterance and the learning system 'monitors' the utterance to inspect and correct errors. Natural Order Hypothesis will look like an apple. Because it's a predictable order, something natural. The Input Hypothesis can be imagined like the light bulb that lit up. Because this hypothesis about understanding. Then, The Affective Filter Hypothesis is a wall. Because that is a 'screen' that is influenced by emotional variables that can prevent learning. And the last one is the Reading Hypothesis. It can be imagined like a book. Because the more we read the more we know.

All these hypotheses can be easily applied in a classroom to make the process of learning more effective and interesting. For example, in the **Acquisition Learning Hypothesis** as a second language teacher, the ideal is to create a situation where in language is used in order to fulfill authentic purposes. This is turn, will help students to 'acquire' the language instead of just 'learning' it.
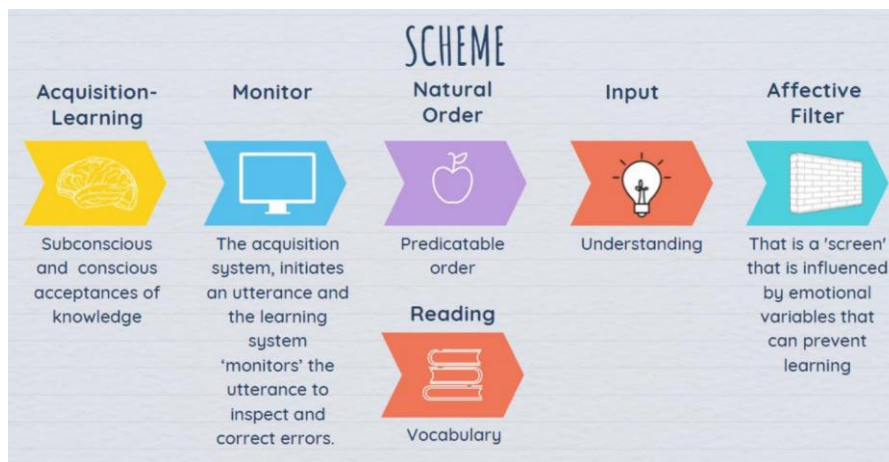
Pic. 1. *SLA Hypothesis*

As a teacher you can create the situation, where students need to speak in target language, it will be a natural communication for them. In the **Monitor Hypothesis** teacher need to find a balance between encouraging accuracy and fluency in students. Teacher, first of all, need to understand the language level of the students, the context of language use and the personal goals of each student. And then make a scheme of teaching. In the **Natural Order Hypothesis** language structures should be taught in an order that is conducive to learning. For example, teacher need to start from the alphabet, then some simple words, then some simple phrases and go to the grammar. In the **Input Hypothesis** by providing as much comprehensible input as possible, especially in situations when learners are not exposed to the target language outside of the classroom, the teacher is able to create a more effective opportunity for language acquisition. So, teacher need to communicate with students with language which they learn, so they can acquire its words, phrases and grammar. In the **Affective Filter Hypothesis** learners need to feel that they are able to make mistakes and take risks. It makes a good atmosphere for students in classroom and then students can feel where they say something correct or incorrect. As a teacher you can make mistakes (but you need to correct yourself immediately and say it to students) so that the students will understand that making a mistakes is a normal and natural process. And in the **Reading Hypothesis** it is very necessary to provide as much reading aloud in classroom as possible. The students will learn and remember new words and phrases which can be helpful in their daily life, while using a second language [2; 4-5].

To sum up, we should underline that it is very effective and necessary nowadays to use these hypotheses in teaching second language. Teacher can choose only one of 43 them and use it in the classroom, but teacher also can use all of them and make students' learning very effective and interesting. It is essential to apply the hypothesis step by step, at an average pace of study to confirm if all things and all students understand how and what they are learning.

REFERENCES

1. Bilash O. Krashen's 6 Hypotheses. May, 2009. URL: https://bestofbilash.ualberta.ca/krashen.html
2. Bolitho R. A Place for Second Language Acquisition in Teacher Development and in Teacher Education Programmes. 1991. URL: https://files.eric.ed.gov/fulltext/ED367163.pdf
3. Gass S., Selinker L. Second Language Acquisition: An Introductory Course: Taylor & Francis e-Library. 2008.
4. Krashen S. D. Principles and Practice in Second Language Acquisition. University of Southern California. 2010. 209 p. URL: http://www.sdkrashen.com/content/books/principles_and_practice.pdf
5. Schütz Ricardo E. Stephen Krashen's Theory of Second Language Acquisition. April, 1998. URL: https://www.sk.com.br/sk-krash-english.html