

Pirnazarova Nozanin Xolmurod qizi

Uzbekistan State World Languages University, Philology faculty(teacher)

Email: pirnazarovanoz@gmail.com

[Tel:+998971718803](tel:+998971718803)

Abstract: *The following study shows that Krashen's five hypotheses are the acquisition-learning hypothesis, the monitor hypothesis and the affective filter hypothesis in second language acquisition. These are analyzed in two different students.*

Key words: *Language acquisition, intonations, phonology, morphology, Krashen's theory, language learner, deductive method.*

Language Learner Profile

I am going to write about two of my English language learners who are the same age and the same CEFR (B2) level, but their backgrounds differ from each other.

Mushtariy is in her 20s. She was born in Russian family and she is fluent in Russian. Moreover, she a bit knows Uzbek language as she lives in Uzbekistan. Mushtariy has been learning English as a foreign language (EFL) for 6 months. When she came to my lesson for the first time, she had fundamental knowledge in English. Basically, she had known some basic grammar rules and could speak a little in English by using A1 level vocabulary, but she has Russian accent and some pronunciation mistakes. Her writing is her weakest skill, so she is especially eager to improve it. At the moment, her level is pre-intermediate.

Fotima is my second enthusiastic learner who was born in Uzbek family in Tashkent. She is the same age with Mushtariy. She got married and had a five-years old child. Unlike Mushtariy, Fotima is only learning English as a second language (ESL), she does not know other languages. She has been learning

English for about 7 months to study at university. Her grammar is good and pronunciation is better than Mushtariy, now she is pre-intermediate level and good at writing, too. However, Fotima's weakest skill is speaking.

1. The Acquisition-Learning Hypothesis

Mushtariy has been learning English through natural way without grammar or any rules like children who learn first language. She tends to watch movies, you tube videos in her target language and on social networking websites she makes foreign friends who speak English with her regularly. This student is a prime example of acquisition since she picks up language in a natural, subconscious manner without being aware of grammatical conventions.

Second student Fotima has been learning English with the help of some grammar books, in theoretical way. She uses a deductive method to study the intonations, phonology, morphology, and syntax of the target language. This took place as she began to learn how to read and write. So, Fotima is an example of learning a language. "In Chomsky's terms, what I have called 'conscious learning' is the result of a separate 'faculty of mind', outside the language mental organ, and perhaps part of the 'science-forming' capacity used for gaining other knowledge as well" (Chomsky 1975, p. 24).

2. The Affective Filter Hypothesis

My student Mushtariy is characterized by low effective filter as she has high motivation, low anxiety for learning. When she speaks in English, she has high self-confidence. She tends to express ideas freely without shyness, in spite of making some grammar mistakes. The filter is down when the learner is not concern about the probability of failure in language learning and when she views herself as a possible member of the community speaking the target language (Smith 1982, 1983).

Turning to the second student Fotima has high effective filter, she is complete opposite of Mushtariy. As lack of confidence can make learning a second language more difficult, she is hesitant to attend and looks for chances to work with others during the class. This happens when the learners lose motivation

or they are insecure or worried, when students are "on the defensive" and believe that the language lesson is a place where their inadequacies will be exposed (Stevick 1976). She cannot speak in front of others, but writing tasks are not difficult to her. Language anxiety, which refers to a person's inclination to respond nervously while speaking in a second language, has been described by some psychologists as a consistent personality feature (Gardner and MacIntyre, 1993, p. 24).

3. The Monitor Hypothesis

Both of my students use monitor hypothesis in language learning, but in a different way.

As Mushtariy can maintain a balance between self-correction and fluency, error repair is not a barrier to her goal of communication. Her use of knowledge is sound. In her own language performance, this learner is able to fix flaws and mistakes. When communicating, she follows the rules.

However, Fotima can't talk with any real fluency because she is too worried and correctness-obsessed. She is not able to speak, despite the fact that she is familiar with numerous English language rules. She writes in English much more accurately than Mushtariy does. Fotima lacks fluency because she is overly focused on using the right grammar. She pauses frequently and repairs her words while speaking.

To sum up, like many theories, we as a teacher should decide which parts of the theory apply to our learners and which do not depend on our understanding of our students' learning styles. To create a suitable and fulfilling learning experience for our second language learners, we may use what works for our students to inform our instructional tactics and activities. Personally, I found the Five Hypotheses of Krashen's Theory of Second Language Acquisition are practical and useful for language educators.

Reference

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