



Effectiveness of Krashen's Input Hypothesis in Acquiring Sustainable SLA (Second Language Acquisition) in the Universities of Bangladesh

Kishan Saha¹

Lecturer, Department of English & Assistant Proctor Southern University Bangladesh

Arman Hossain²

Assistant Professor & Head Department of English Southern University Bangladesh

Abstract

The universities in Bangladesh use English as the language for imparting education to students. The students of the Department of English concentrate on the English language, literature, and E.L.T. However, there is a gap in the linguistic stability of the students concerned. Stephen Krashen emphasized second language acquisition using the Input Hypothesis. The Input Hypothesis is also known as the $i+1$ theory, which suggests that the teacher directly or indirectly enhances the linguistic competence of the students concerned by $+1$ from the current linguistic standard through inputting lectures in the EFL classrooms.

Naturally, the students are to attain sustainable SLA. The authors collected the data from the 15 renowned universities in Bangladesh from both primary and secondary sources. The secondary sources of data are based on the papers and theories by Krashen based on the Monitor Model. Eventually, the collected data had to go through a mixed research design, leading to effective data analysis. Consequently, the authors can expose the effectiveness of the Input Hypothesis in the EFL classrooms. Based on the results of the paper, the teachers can make amends wherever and whenever possible to achieve sustainable SLA in the EFL classrooms. Eventually, the vulnerability of the students is to be exposed, and the effectiveness of the application of the Input Hypothesis in the EFL classrooms of the universities concerned can be assessed. The effectiveness of the Input Hypothesis advocates for sustainable SLA among the students, leading to an enhancement in pedagogy and curriculum. Consequently, a holistic linguistic proficiency is expected to be achieved in the universities of Bangladesh.

Keywords: *Input Hypothesis, SLA (Second Language Acquisition), Sustainable, E.L.T. (English Language Teaching), Monitor Model, University, EFL (English as a Foreign Language), $i+1$, LAD (Language Acquisition Device), Pedagogy, CLT (Communicative Language Teaching), GTM (Grammar Translation Method)*

Introduction

The Universities in Bangladesh are usually shaped with Undergraduate and Post-Graduate studies. The classes are conducted using English as a medium of instruction for all the courses. Stephen Krashen's theory of Second Language

Acquisition (SLA) is very popular for the Monitor Model, which comprises five hypotheses, including the Input Hypothesis.

Krashen's Input Hypothesis is to be applied among the students of the Department of English for Undergraduate and Post-

Graduate courses. The students appear in the EFL classrooms as a part of their academic activities. The teachers come to the classrooms with an aim to execute the Input Hypothesis. When the students attend the classes and are enriched with the content, the language is supposed to be absorbed by the students. The teachers deliver comprehensible input and are expected to upgrade by at least a single level after the classroom activity. When the Input Hypothesis is executed successfully, it will definitely allow the students to improve their linguistic competence and to attain expertise in all four skills of the English Language. The classes are supposed to be conducted using multimedia, fluent English lectures, using intensive reading and writing as part of practice. Consequently, if the linguistic standard is improved by +1, the students can catch the comprehensible input and be motivated to be great users of the four Skills of the English Language. The authors will try to judge the command developed after attending classes, which are designed to do justice to the curriculum designed for the programs. The authors will ensure field visits to collect data based on the questionnaires designed, which are provided to the fifteen designated Universities in Bangladesh. The input provided should be highly effective to improve the existing standard of the students after they have completed the classes. In short, the input should generate optimum output in the students, generating linguistic competence. It is expected that comprehensible input may not be 100% understandable to the students, as the input is generally higher than the current linguistic proficiency of the students concerned.

They may not be able to understand every single word, as the standard of the content is higher, and they are not taught using explicit rules of grammar. The data collected from the students using focus

groups, questionnaires, and general discussions will generate an accurate idea of the effectiveness of the application of the Input Hypothesis in the classrooms concerned. Increased effectiveness in the execution of the Input Hypothesis leads to sustainable SLA in the EFL classrooms.

Background information

- The Department of English of the Universities in Bangladesh is offering courses based on English Language and Literature.
- The offered courses are B.A. in English, M.A. in English, M.A. in E.L.T., M.A. in Applied Linguistics, etc.
- Course duration for the Bachelor's and Master's is four years and one year, respectively.
- The tuition fees in the Universities of Bangladesh depend on whether it is a private or public University.
- Most of the students don't possess command over the second language while attending the classes.
- Bangla is the native language of most of the students, and English is the target language or L2. It is supposed to be the second language.

Objective of the Research

1. To identify the effectiveness of the Input Hypothesis in the EFL classrooms of the Bangladeshi Universities.
2. To attain linguistic proficiency in English.
3. To attain sustainable SLA among the students of the universities in Bangladesh.
4. To improve teaching methodology to attain $i+1$.

Significance of the study

1. To collect feedback from the students to identify the linguistic vulnerabilities and strengths.
2. To bridge the linguistic gap between the existing standard and the target standard.
3. To differentiate between the intellectual gap between the comprehensible input and the unintelligible input.
4. To identify the role of the Silent Period in linguistic development.

Research Question

1. Can the Input Hypothesis be effective in promoting SLA among the EFL students in the universities of Bangladesh?
2. Can the Silent Period cause Linguistic and Cognitive Development among students?
3. Can the successful practice of the Input Hypothesis bridge the gap between “i” and “i+1”?

Background

The Input Hypothesis is designed to ensure that the students deliver optimum output after the input of the EFL teachers. The students need to understand the comprehensible input of the teachers, which is higher than the existing standard of the students concerned. As Bangla is the first language of the majority of the people in Bangladesh, students will take some time to adapt to the target language, which is also the language of the comprehensible input. It is not expected of the students to have absolute command over the second language very quickly. They will take some time to adapt to it and will remain silent for some time to acquire the desired cognitive and behavioral standard. This is called the Silent Period. As a matter of fact, the students want to acquire the target

language irrespective of their current academic standard, as the target language is essential both for academics and the profession. Moreover, the students belong to the department of English in their respective universities, and they must acquire a second language at the earliest. This will help them acquire linguistic proficiency. The students are expected to attain the ‘i+1’ standard after attending the classes for the designed courses. It is also necessary for the teachers to be very fluent with the second language so that the transition between “i” and “i+1” takes place smoothly. This can help to attain Sustainable linguistic competence.

Research Problem

How effective can the Input Hypothesis be at acquiring sustainable Second Language Acquisition for the Tertiary level students in the universities of Bangladesh?

Literature Review

Stephen Krashen has been very confident regarding the usage of the Input Hypothesis in the EFL classrooms. The Input Hypothesis indicates that the acquisition of language is attained whenever students are open to input or language that is a little higher than their existing academic level (Krashen, 1985). This Hypothesis or theory is popularly regarded as the Input Hypothesis, which emphasizes the role of the learner’s environment (Krashen, 1985). It has been proposed by Krashen (1985) that comprehensible input is highly essential for language acquisition, and it is the only way to acquire language naturally. The Natural Approach emphasizes the utility of comprehensible input (Krashen & Terrell, 1983). Krashen generated the idea that the linguistic competence of the students before classroom teaching is assumed to be “i”.

After the input of the teacher, the linguistic level is incremented by +1. This is known as the 'i+1' theory. Krashen's Acquisition-Learning Hypothesis is also connected to the success of the Input Hypothesis in the EFL classrooms in the universities of Bangladesh. The conversion of the Input of the E.L.T. teachers into the output of the students depends on the usage of the LAD by the students or the learners concerned. Chomsky (1957) proposed the concept of a Language Acquisition Device (LAD), suggesting that humans are born with an innate capacity for language learning. LAD, as stated by Noam Chomsky, advocates that children possess an inborn predisposition for the acquisition of language (Smith, 2010). Acquisition is preferred over learning while using the Input Hypothesis. The acquisition-learning theory indicates that SLA is largely subconscious (Krashen, 1981, 1982). Moreover, Krashen (1982) advocates that "language is best taught when it is being used to transmit messages, not when it is explicitly taught for conscious learning" (p.5). The theory states the importance of "comprehensible input" (Krashen, 1982, p.22). Other prominent psycholinguists also supported Krashen's concept of SLA and comprehensible input. Long, M. H. (1996) discussed the importance of linguistic input in EFL classes, which will lead to SLA after the silent period in the students concerned. He also emphasized the importance of the Input Hypothesis to gain linguistic competence at the Tertiary level. Spada, N. & Lightbown, P. (2010) also encouraged and suggested the fact that the usage of comprehensible input in the Input Hypothesis enables the students to absorb complex input in the EFL classroom. (Krashen, 1982) emphasized and analyzed the contribution of the Input Hypothesis in the EFL classrooms in the book "*Principles and Practice in Second Language Acquisition*" to generate sustainable SLA among students.

Research Gap

Stephen Krashen's Input Hypothesis doesn't specifically highlight the Tertiary level students and provides a generalized scope, including students of all age groups. But this study focuses on tertiary-level students in Bangladesh, which is an exclusive idea for authors to research. Moreover, the authors of this paper aim to generate sustainability in the students in using the four skills of the English Language both in the professional and academic arena.

Framework

Input Hypothesis is regarded as one of the most pragmatic theories of the Monitor Model. The paper is designed to determine the effectiveness of the Input Hypothesis in the EFL classrooms among the Tertiary students in Bangladesh. It is to identify whether it is possible to attain sustainable SLA among tertiary students in the universities of Bangladesh. Data was collected from the students of designated renowned universities by using focus groups, closed-ended questions, and discussions. The collected data was analyzed based on the students' reaction based on the comprehensible input imparted by the teacher. The level of internalization of the comprehensible input will judge the effectiveness of the Input Hypothesis in the EFL classrooms. The planned framework for the study will determine the effectiveness of the Input Hypothesis in the EFL classrooms. The study will throw light on the effectiveness of the existing teaching methodology as well. Nevertheless, the teaching methodology and the application of the LAD (Language Acquisition Device) by the students concerned in the classrooms are essential parameters in this framework.

Research Hypothesis

The paper emphasizes the fact that the Input Hypothesis can be effectively applied in the tertiary EFL classrooms if the CLT methodology is effectively applied by the instructors to ensure that the comprehensible input is internalized by the students concerned. This helps the students to attain 'i+1', ensuring sustainable SLA and linguistic competence in the students of the universities of Bangladesh.

Research Design

The study is based on multiple methodologies. The authors have used both qualitative and quantitative research approaches. The qualitative method focuses on the non-numeric sources based on the existing papers, studies by Stephen Krashen, and the students from the designated universities using discussion, closed-ended answers, and focus groups. The quantitative method focuses on the numerical data extracted from the answers provided by the hundred and fifty students of fifteen renowned universities. Both primary and secondary sources have been utilized in this mixed research design.

Methodology

The authors have incorporated a mixed research design in this study. Qualitative and quantitative methodologies have been used strategically to obtain results with accuracy. The qualitative methodology deals with questionnaires, multiple observations, and focus groups used based on Krashen's Input Hypothesis, both theoretically and practically. The quantitative methodology is based on the answers of the students involving the questionnaires. The usage of the quantitative methodology allows the authors to denote the percentage of students agreeing or disagreeing with the effectiveness of the Input Hypothesis in theprogressjournals.com

the EFL classrooms of the concerned universities in Bangladesh. The following twenty-two closed-ended questions were available in the questionnaire, and the students answered with yes or no.

- Is English used as the medium of instruction by the instructors?
- Is the language of the teacher simplified and clear enough to understand?
- Do you feel comfortable with the Silent phase?
- Does your cognitive skill improve by listening to your teacher's lectures?
- Do you feel academically benefited after the lectures are over?
- Do you feel confident speaking up in the classroom?
- Does the comprehensible input of the teacher improve your writing?
- Do you feel academically motivated to read complex texts after the classroom input of the teachers?
- Do you understand the comprehensible input provided by the teachers?
- Are you able to meet the optimum standard of 'i+1'?
- Are you feeling confident about bridging the gap between 'i' and 'i+1'?
- Do you feel confident regarding attaining a sustainable SLA after applying the Input Hypothesis?

- Is the CLT environment available in your classrooms?
- Which one is more effective among CLT and GTM in attaining sustainable SLA using the Input Hypothesis?
- Can we apply GTM and attain sustainable SLA using the Input Hypothesis?
- Do you propose curriculum development in your institution?
- Are the teachers adapting to the needs of the students to ensure successful execution of the Input Hypothesis?
- Are the four skills equally emphasized in the classrooms?
- Does the Input Hypothesis help to attain sociolinguistic development?
- Do the lectures of the instructors facilitate psycholinguistic development?
- Is the content based on English literature productive for the application of the input hypothesis in the classroom?
- Do the rich figurative analogies and texts in English Literature advocate Sustainable SLA?

The answers to the above questions have been enumerated to determine the degree of effectiveness of the Input Hypothesis in the EFL classrooms of the universities in Bangladesh. Moreover, five students were placed in each focus group. Thus, in total, 30 such groups were formed for their opinion. Open-ended questions were asked of these groups, and their choices were

investigated to measure the effectiveness of the Input Hypothesis in the classrooms concerned. Discussion was also held based on the preference in CLT, GTM, pedagogy, and curriculum development, depending on needs.

Data Collection

The authors have used both primary and secondary data for the best outcome of the paper. The primary data has been obtained from the fifteen renowned universities in Bangladesh by the authors after visiting the universities in person. One hundred and fifty students were engaged in the collection of the primary data using questionnaires. There were semi-guided productive discussions between the authors and the students of the universities. The focus groups contributed significant data based on the effectiveness of the Input Hypothesis and its credibility as an essential component of Psycholinguistic learning. The secondary data has been collected from the existing study and books of Stephen Krashen based on the Monitor Model, the Input Hypothesis, and the Acquisition-learning Hypothesis. Data has been collected from the University of Chittagong, Dhaka University, BUET, CUET, KUET, DUET, Southern University Bangladesh, Port City University, U.S.T.C., BGC Trust University, Brac University, North South University, IUB, Daffodils University, and Premier University.

Result

The answers to the closed-ended questions were analyzed, and the number of students agreeing and disagreeing with the effectiveness of the Input Hypothesis was logically segregated.

1. The data collected denoted the fact that around 85% of the students believe that the

Input Hypothesis is highly effective in acquiring English as a Second Language in the tertiary level education of Bangladesh.

2. In total, 128 students have agreed that the Input Hypothesis is highly effective in the EFL classrooms in Bangladesh.
3. 7% of the total number of participants, or 10 students, disagreed with the effectiveness of the Input Hypothesis in achieving sustainable SLA in the universities of Bangladesh.
4. 8% of the total participants, or 12 students, were not sure regarding the effectiveness of the Input Hypothesis.

The thirty focus groups contributed to the collection of data by engaging in open-ended questions, discussions, and commenting on the input, curriculum development, pedagogy, and linguistic competence. The members of the focus groups discussed, answered the questions, and deduced the following common statements:

- The Input Hypothesis is more effective when classes are conducted using CLT methodology in the EFL classrooms.
- GTM methodology doesn't facilitate the Input Hypothesis to a great extent.
- Optimum pedagogy has to be adopted for the best effectiveness of the Input Hypothesis.
- Multilingual approaches in the EFL classrooms are not encouraged.
- Comprehensible Input is better understood and absorbed with a simplified teaching methodology.
- With the execution of the Input Hypothesis in the classrooms, the students achieve psycholinguistic

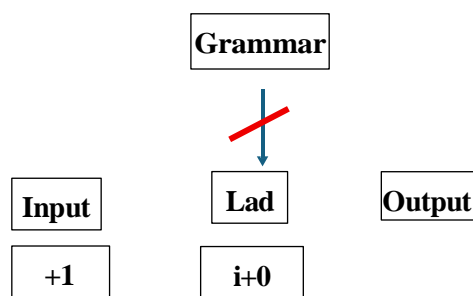
development.

- With the accomplishment of 'i+1', the students attain cognitive development.
- When the comprehensible input is well absorbed, students acquire the four skills of the English Language.
- With the effective implementation of the Input Hypothesis, students attain sustainable SLA among the Tertiary students of Bangladeshi universities.
- The silent phase allows the students to acquire a Second Language faster.
- The successful practice of the Input Hypothesis allows the students to bridge the gap between 'i' and 'i+1'.
- The positive filters facilitate sustainable SLA among the students.
- The negative filters obstruct sustainable SLA in the EFL classroom.
- Input Hypothesis motivates sociolinguistic development.
- Input Hypothesis leads to Neuro-linguistic development.

Chart based on 150 students

Students supporting the effectiveness of the Input Hypothesis	Students do not support the effectiveness of the Input Hypothesis	Students are not sure about the effectiveness of the Input Hypothesis
128	10	12
85%	7%	8%
Prefer CLT methodology	Prefer GTM methodology	Not sure about the methodology
Will achieve i+1	Will not achieve i+1	Not confident of achieving i+1

Process Diagram Of The Study



Discussion and Analysis

The study is based on Krashen's Input Hypothesis and its effectiveness in the EFL classrooms in attaining sustainable SLA in the universities of Bangladesh. The instructors must use English for instruction in the classroom. But at times, there can be exceptions and violations of such ideal practices. Moreover, the results have shown that with ideal scope and teaching expertise, the Input Hypothesis is highly effective in the EFL classrooms in the universities of Bangladesh. The academic content from English literature also serves as efficient input to achieve $i+1$. The strategic study of the course content, various formats of assessments, and activities like peer group discussion, presentation, and assignments will improve the linguistic standard of the students concerned. Krashen has emphasized the Input Hypothesis in the Monitor Model to achieve sustainable SLA, and it is expected to be highly effective. The rich figurative input in English Literature will also improve all four skills of the English Language. It generates a great sense of reading, increases the ability to comprehend texts, and helps the students attain command over the target language. Positive filters like confidence and patience enforce sustainable SLA in the EFL classrooms. The negative filters, like the lack of patience, nervousness, obstruct the Second Language Acquisition. The Affective Filter Hypothesis in the Monitor Model by

Krashen gives clarity on the SLA using the filters based on needs. The efficient use of the Input Hypothesis for achieving sustainable SLA induces Acquisition rather than Learning. The input hypothesis aims to bridge the gap between the L1 and L2 using communication, and there is hardly any scope for translation and grammar. The students have emphasized the ideal pedagogy and development of the syllabus and curriculum whenever required. The Input Hypothesis is a student-centered theory, and the concerned instructors are expected to facilitate a level playing field for the students to identify their needs based on the syllabus, pedagogy, and curriculum.

The results have been analyzed to identify the level of effectiveness of the Input Hypothesis in the EFL classrooms in the universities of Bangladesh. The research questions have been efficiently answered in this paper to get clarity on the real-time academic situation. The Input Hypothesis is an ideal approach and method for attaining sustainable SLA. The study is based on the concept that if comprehensible Input is applied ideally by the instructors, then the Input hypothesis will be highly effective in the EFL classrooms in the universities of Bangladesh. The data collected from the students of the designated universities has given linguists and students a clearer picture of the reality of the concerned EFL classrooms. They want the instructors to use CLT methodology, and the results have shown that it is expected to induce SLA among the students concerned. The students may not understand the whole of the comprehensible input; some words may be unclear, yet they will be able to get a clear understanding of the entire concept. The four skills of the English language will be improved over time, and the students will acquire English as a Second language. The paper advocates sustainable SLA using the Input Hypothesis. The SLA

should not be short-lived. It should be sustainable, and the students should be able to use English as a language both in the classroom and personal space. It helps to bridge the gap between 'i' and 'i+1'. As a result of this, the linguistic competence of the students concerned will be escalated. The optimum proficiency will be achieved. The Language Acquisition Device will help the students to grasp the input and process it in the form of the output. The innate capacity will help the students to acquire the target language. The silent phase is expected to be a phase of transition for the students in the EFL classrooms. This is the time during which the students may not be able to respond and react to the input of the instructors in the EFL classrooms. Gradually, with the absorption of the language, the students will be able to react and respond using the target language. The paper determines the linguistic gap between the L1 and L2, which is expected to be bridged by using the LAD. The results have established the fact that the Input Hypothesis is not effective while using GTM in the EFL logy to attain sustainable SLA in the tertiary level education in Bangladesh. It also bridges the gap between 'i' and 'i+1' if applied successfully in the classrooms. The silent period also allows the students to gain cognitive, psycholinguistic, and sociolinguistic development in the students concerned. It will improve the Socio-Economic status of the students concerned and provide them with a great opportunity to succeed in their social and financial space as well. Thus, the target language can be used efficiently in the field of academics and profession for the growth of the students concerned.

Limitations of the paper

The paper is expected to direct the students toward sustainable SLA. But there can be limitations as well. There can be a case where the students are not able to absorb

theprogressjournals.com

the comprehensible input of the instructors, and the instruction is not comprehensible to the students concerned. Moreover, there can be a situation when the silent phase is not being utilized by the students to gain cognitive and psycholinguistic competence. These will obstruct sustainable SLA, and the Input Hypothesis will not be effective in the EFL classrooms.

Conclusion and Recommendation

The paper aims to attain sustainable SLA in the universities of Bangladesh. It is to be achieved by using the Input Hypothesis effectively. After the analysis of the data, we have identified the fact that the i+1 theory is highly effective in this regard. The teachers play a great role in ensuring the sustainability of SLA. The teachers should work as facilitators rather than mere instructors to ensure that the CLT is enforced correctly in the concerned classrooms. After the effective utilization of the Input Hypothesis, the students should gain linguistic proficiency, which will ultimately lead to sustainable SLA at the tertiary level. The graduates and the postgraduates should emphasize linguistic proficiency for their socio-economic and cultural development. The proficiency in English will always provide an upper hand in the globalized field of professions and academics.

The authors recommend using the Input Hypothesis and the CLT environment in the EFL classrooms for attaining healthy linguistic practice and the best outcome of the paper. The comprehensible input should be given utmost importance by the students to gain cognitive and behavioral development. This will ensure sustainable SLA in the universities of Bangladesh. The students will contribute to the national economy in return and enhance the global platform of communication throughout the world.

References

1. Chomsky, N. (1957). *Syntactic Structures*. Mouton.
2. Chomsky, N. (1965). *Aspects of the Theory of Syntax*. MIT Press.
3. Krashen, S. (1981). *Second Language Acquisition and Second Language Learning*. New York: Pergamon Press.
4. Krashen, S. (1982). *Principles and Practice in Second Language Acquisition*. London: Pergamon Press Inc.
5. Krashen, S. D., & Terrell, T. D. (1983). *The Natural Approach: Language Acquisition in the Classroom*. New York: Pergamon Press.
6. Krashen, S. (1985). *The Input Hypothesis: Issues and Implications*. Longman.
7. Long, M. H. (1996). *The Handbook of Second Language Acquisition*. Newbury House Publishers.
8. Lightbown, P. M., & Spada, N. (2010). *How Languages are Learned*. Oxford University Press.