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THE EFFECTIVENESS OF INPUT HYPOTHESIS IN ENHANCING ORAL COMMUNICATIVE  
COMPETENCE: A STUDY

SREE MAYA<sup>1</sup>, J. AUNGSTON<sup>2</sup>

<sup>1</sup>Assistant Professor of English, Loyola Institute of Technology, Chennai.

<sup>2</sup>Assistant Professor of English, DMI College of Engineering, Chennai.



J. AUNGSTON

ABSTRACT

Language is a purely human and non-instinctive method of communicating ideas, emotions and desires by means of a system of voluntarily produced symbols” says Sapir. Speaking skill is a large domain which cannot be attained as a whole lot and by leaps and bounds in a class or in a year or in a few years, with regard to acquisition of a foreign or second language in particular. Oral communication is merely the process of expressing information or ideas by word of mouth. The language learning classroom should be a place where oral communication is a vital component and therefore it should be sensitively supported. The ultimate aim in enhancing learners oral competence can be achieved by exposing learners to listen the language (ie) making them acquire the language rather than learn. This paper is based on Stephen Krashen’s assumption that input hypothesis is the ultimate factor for enhancing oral communicative competency among language learners. Natural Approach highlights that learners can enhance their speaking skill through acquisition which means exposure (listening) to input hypothesis in the target language for continuous period of time can pave way to oral proficiency development.

**Keywords:** Hypothesis, Oral Communication, Competent Level, Assumption, Acquisition, Students’ ability

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INTRODUCTION

The study of the effectiveness of understandable language input in classrooms has an additional focus on second language acquisition research. This type of a study was motivated by researchers as an attempt to look a language learning classroom as a platform for classroom language acquisition and also learning with regard to the language input provided exclusively by the teacher’s talk and also the oral output of language learners.

Krashen is of the opinion that the best activities to be practiced in a language learning class room are those which can trigger interest naturally and that which are understandable. Krashen further claims that if a teaching can provide these characteristics in a classroom, the language learning classroom then can be the ideal place for Second language acquisition. Similarly, “the ideal input for acquiring a second language is similar to the input received by the child” (Littlewood 59).

Language is considered as the right platform for communicating and conveying meaningful messages. "Acquisition can take place only when people understand messages in the target language" (Krashen and Terrell 19). Natural approach speaks about the quality of language one masters through actual encounters with input in the target language containing language structures at "i+1" stage. There is nothing specifically new in this view of language learning, except the fact that input messages are to be considered with prominence in the Natural Approach.

Natural Approach highlights that learners can enhance their speaking skill through acquisition which means exposure (listening) to Comprehensible input in the learners target language for a continues period of time which can pave way to oral proficiency development. Stephen Krashen depicts input hypothesis that influence the learner's oral communicative competence in the language classroom, moreover, it has its own significance in language learning.

#### **Input Hypothesis**

Every proponent of language learning arrive at a consensus that second language input, atleast in its minimal form, is quiet inevitable in acquiring and learning a new language. It is a mandatory fact that being able to cognitise the input received is vital in second language acquisition.

Comprehending the target language is the prime factor for communication. "The communication aims to be reached, if instructor provided comprehension of target language" (Osada 55). Input Hypothesis describes the concept of i+1, the input received should be at the acquisition level of the learner(i) while continually adding new concepts or challenges(1). The input should not be too much challenging for the student (i+2) and should not be below at the current level of the student's ability (i+0). This is Stephen Krashen's explanation for how second Language acquisition takes place in a learner. It is all in connection to acquisition and not learning of a second language when the language learner receives the second language input which is a step beyond the learners' current linguistic competence stage.

"Perceptive language behaviors such as listening or reading play the major role in the learning process, while everything also, including the development of speaking skills or the knowledge of grammar rules, will follow automatically as long sufficient amount and type of input is provided" (Krashen 34).

**Acquisition** → **Input hypothesis** → **Fruitful Out put**

#### **Comprehensible Input**

Being able to comprehend the language is the primary importance for communication. "The communication aims to be reached, if instructor provided comprehension of target language" (Osada 55). Direct teaching /learning of any target language would not enhance oral communicative competence, instead learners enjoy story books with lots of visual context and colorful classrooms environment and color pictures that also provide visuals for most vocabulary and key concepts for learners. "If there is a sufficient quantity of comprehensible input, 'i+1' will usually be provided automatically" (Krashen and Terrell 33).

When a speaker uses a language to convey a message that the receiver understands the same, the speaker is actually providing a more refined input than those the receiver is familiar with, which is clearly above the receivers current level of competence, which contains many i+1. Thus, the input the speaker uses is definitely above the receiver's present level of linguisistic competence because learners always show different levels of competence. Stephen Krashen dwells on multiple fields to draw evidence with regard to the input hypothesis and one of them is a parental parol towards children.

Krashen narrates how teachers, at their best fine their level of speech to suit the level of their students, so that they can convey the message in a more lucid way. He further states that second language learners transform and modify their level of speech for effective communication within them. This hypothesis is supported by the fact that the first second language utterances of adult learners are very much alike to those of infants in their first language. A child, who is a typical acquirer of first language, is equipped with parental parol( caretaker speech) in order to facilitate it in its first language use. This parental parol is an easier and scaled down version of adult speech; it is made up of simple syntax so that the child can comprehend it

instantaneously. Just like this, an adult who learns a second language is provided with a typical 'foreigner talk', which combines slower rate of speech, repetition of speech units, Yes/No questions, answers given in minimal phrases etc., so that he is presented with a 'simplified language' to make him a better communicator in the target language "Foreigner talk is characterized by a slower rate of speech, repetition, restating use of Yes/ No instead of wh-questions, and other changes that make messages more comprehensible to persons of limited language proficiency" (Krashen and Terrell 133).

#### **Views on this Paper**

It is viewed that enhancing oral language proficiency based on the input Hypothesis promotes language acquisition. Adequate "Input Hypothesis" in the target language can make the learners attain speaking skill and also attain interest, motivation, willingness, confidence, vocabulary and phrases.

- The necessity of language input in enhancing a language learners output is to be undisputedly acknowledged. Any language production will not develop without some form of input hypothesis.
- The quantity and quality of Comprehensible Input directly influences the output of the language learner.
- When a language learner continuously listens to comprehensible input in a language, it can trigger communicative intent in the learner.
- Learner centeredness can be established via Comprehensible Input (Input Hypothesis) learning model.

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