APPLYING KRASHEN'S HYPOTHESES TO ADOLESCENT ENGLISH LEARNERS

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Abstract *This paper investigates two adolescent English language learners, Aygul and Akbar, and uses Krashen's primary theories to address their language learning demands.*

Aygul, a 15-year-old girl from Kyrgyzstan, just migrated to Uzbekistan. Her primary language is Kyrgyz, and she studied Russian as a second language at school. Despite having had no formal English teaching, Aygul self-studied utilizing books and internet videos, eventually obtaining an A2 level on his own. She can comprehend brief, simple texts and engage in rudimentary communication. Aygul is highly driven and wants to improve her English so that she may perform well in school and communicate with her peers.

Akbar, also 15, is from Uzbekistan and speaks Uzbek as his native language. His mother, an English teacher, built an intensive home setting for him, so he received early exposure to the language. She introduced spoken English through media and eventually taught him grammar and writing with textbooks. Akbar is now studying at a school that focuses on Russian and English, and he has achieved a B1 level. He wants to study medicine abroad and plans to take the IELTS exam in the future.

Application of Krashen's Hypotheses

2.1 Aygul

Input Hypothesis

Aygul gains from easily comprehensible input that is slightly above her current level (i+1). To help students understand, I will use visually supported materials, gestures, and simplified instructions. Group work with more proficient peers will expose her to more diverse input and stimulate interaction.

Affective Filter Hypothesis

As a new immigrant and minority student, Aygul may experience a "silent period" and feelings of anxiety. According to Stevick (1996), affective factors can prevent input from reaching the language acquisition device (LAD). To lower her affective filter, I plan to establish a trusting relationship with her and create a secure, inclusive school environment. Activities relevant to her interests and cultural background, as well as possibilities for peer bonding, will be included.

Natural Order Hypothesis

Aygul's learning path should follow a logical sequence of grammatical development. Instruction will start with simple structures and progress to more complicated ones. Consistent practice with controlled speaking and writing assignments will allow her to organically internalize language.

2.2 Akbar

Input Hypothesis

Akbar, with a greater profiency level, requires input that is both comprehensibly and intellectually challenging. To help him achieve his academic goals, I will incorporate legitimate materials such as articles, short documentaries, and podcasts about science and medicine. Discussion-based assignments will make the content more relevant and engaging.

Monitor Hypothesis

While Akbar already has a solid foundation, his focus should shift from language accuracy to fluency in real-world contexts. Hulstijn and Hulstijn (1984) found that focusing excessively on form can reduce the amount of information transmitted. To balance this, I will assign tasks like debates, oral presentations, and writing reflections, where communication takes priority over perfect grammar.

Affective Filter Hypothesis

Although Akbar is socially confident and emotionally secure, he may feel bored because of his classmates' lesser skill level. To keep him interested, I will offer optional enrichment activities such as critical-thinking exercises, role-playing, or advanced reading materials that will test his talents and pique his curiosity.

Conclusion.

Krashen's assumptions provide a useful framework for aiding teenage language learners from various origins, goals, and skill levels. While Aygul requires emotional support and disciplined input to develop confidence and comprehension, Akbar requires engaging materials and fluency-oriented exercise to progress. Tailoring instruction to learners' emotive, cognitive, and developmental requirements leads to more effective and equitable language acquisition.

References

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