



Input Hypothesis (Ih) Behind Morphosyntax Adeptness Index: Case Of L2 Learners From Applied Linguistics View

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Suggested APA Citation:

Submission Date:1/01/2024
Acceptance Date:4/03/2024

Abstract (250 -300 words inclusive of 5 key words; include international perspective)

This paper offers scientific evidences on the influence of IH proposed by S. Krashen. The purposively selected participants ($n = 1615$) answered the instruments (0.8572 Cronbach Alpha) asynchronously. Morphosyntax adeptness of L2 learners utilizing descriptive statistics such as frequency, percentage, mean and composite mean ranges from slightly adept to highly adept index. Comprehensible Input (CI) such as speaking activities, writing drills, listening and reading text as primary features of IH are categorized into two (*production* and *reception*). The empirical investigation has resulted to an additional IH feature such as extension activities, reward system and viewing linguistic activities as contributory elements to the adeptness index. This study is beneficial to L2 learners across the world as it highlights their vocabulary and learning attitude, and age factors towards L2 acquisition to be taken into consideration by EFL educators across the globe even native language educators handling L2 learners. EFL teachers will most likely be able to provide rich linguistic activities considering the new features of IH adaptive to the 21st century learning styles. Notably, the slight occurrence of L1 on processing L2 fluency may also be considered by EFL teachers as a positive language attitude and a prelude to L2 fluency. From the lens of applied linguistics, it is recommended that other sampling techniques may be used to distribute evenly future participants and achieve higher validity and reliability of findings. The reinforced version and evolution of IH offers a research gap for future researchers to better understand 21st century L2 learners due to the dynamism aspect of language.

Keywords: applied linguistics; EFL teachers; input hypothesis; morphosyntax adeptness index; second language acquisition

Introduction (carefully establish the research gap you want to address; hyperlink the year of all the authors you cited; cite 3-4 recent authors with similar views consecutively and alphabetically; 1 page at least)

Several theories have attempted to delineate second language acquisition (SLA) in many perspectives (e.g. applied linguistics, sociolinguistics, etc.). Many scholars have similarly endeavored to discuss and validate the applicability of Krashen's suppositions particularly input hypothesis (IH) in SLA context. These include the studies of Berti (2020); Chao (2013); Huang and Zhang (2019); Liu (2015) who correspondingly conducted verification on the aptness as well as veracity of the propositions made by Krashen (1987) in language acquisition. In fact, this hypothesis claims that language is acquired by receiving comprehensible input (CI) slightly above one's current level of competence ($i+1$). This formula of acquisition is further challenged by McLaughlin (1987) who refutes that Krashen never defined the concept CI philosophically, thereby contributing to the improbability of the challenged hypothesis. The indistinctness is mainly exhibited in what the formulation $i+1$ indicates and what CI presupposes. As a matter of fact, in Krashen's account, the formulation $i+1$ is not given a particular definition, and is consequently construed somewhat contrarily. He seems to be arguing about one's "level of competence". He then limits this type of proficiency to grammar alone and infers $i+1$ as structures at our next stage. McLaughlin (1987, p.37), additionally, conjectures $i+1$ structure as unknown cognition.

Literature review (categorize into 3-4 themes or sub-titles; state the relevance and differences of the cited studies to your article; cite 3-4 recent authors with similar views consecutively; 2-3 pages)

The Philippine Linguistic Landscape

In Philippine linguistic landscape as one of the countries in ASEAN region, many scholars both locally and internationally (Bautista, 2004; Cameron, 2008; Hinkle, 1995; Morenberg, 1998) have likewise tried to investigate language acquisition utilizing various linguistics fields (e.g. applied linguistics, sociolinguistics etc.) specifically morphology and syntax linguistic features. In truth, Hinkel (1995) posits that modal verb *would* is complex both lexically and syntactically because its meanings tend to be ambiguous and variable depending on the context. NNSs with forms and functions that are governed by rules not clearly set in textbooks and not effectively discussed in classrooms.

Research questions & Assumptions/ Hypothesis

To come-up with philosophical data, the descriptive-theoretical method of research was deemed most appropriate to delineate the dependent and independent variables of the study (Edgar & Manz, 2017). Initially, this study is grounded on the following research question (RQs) and assumptions highlighted underneath.

- **RQ1** What is the morphosyntax adeptness index of Filipino L2 learners?
- **RQ2** How does Krashen's input hypothesis influence the morphosyntax adeptness of the L2 learners?
- **RQ3** What linguistic factors have contributed to the morphosyntax adeptness of L2 learners?

- The morphosyntax adeptness of Filipino L2 learners does not vary.
- Krashen's Input Hypothesis does not influence the morphosyntax adeptness of Filipino L2 learners.
- There are linguistic factors that contributed to the morphosyntax adeptness of Filipino L2 learners

Methodology (this should be written carefully as referees put great weight on this part; cite 3-4 recent authors with similar views consecutively and alphabetically; 3-4 pages)

Research Context (describe the target participants and the research site e.g. geography, linguistic background, culture etc.)

Participants are chosen on the basis of their knowledge and of the information desired. The researcher, for the most part, considered purposive sampling to guarantee high validity gauge of the pursuit and ease of administration of the test. In the same vein, there are seven respondent schools representing the Luzon Island yielding 1035 pupil respondents and is, in effect, the most represented island. The researcher is part of the Luzon Island; hence, was able to include many respondents as possible due to geographical location. For Mindanao Island, the researcher was able to include 325 respondents only due to distance constraint. This island is presumed to have not been safe for new comers which deterred the researcher to include potential respondents. The least represented island was Visayas Island, it only accumulated 255 pupil respondents.



Figure 2 Map of Philippines Highlighting the Participant Regions

Instrument Validity (describe the instrument and state the validity gauge)

The principal tool employed by the researcher was a researcher-generated questionnaire tested using cronbach alpha to measure the internal consistency of the instrument (Cronbach, [1951](#)). The cronbach alpha result of 0.8572 denotes that the tool is acceptable inasmuch as $0.7 \leq \alpha < 0.8$ range of internal consistency is concerned. Moreover, the instrument includes the test on forming nouns, subject-verb agreement, using gerunds, verb forms, changing active to passive voice and vice versa, changing statements to reported speech, using indefinite pronouns, adjective forms, using adverbs, connectors, and rewriting sentences using appropriate conjunctions. Each of the skill tested has 5 underlying tasks or questions yielding a total of 60 questions. As a matter of fact, there are 12 skills tested which involve morphology and syntax. After ensuring the validity and reliability of the instrument, it was already distributed across the three main islands of the Philippines as portrayed in the foregoing illustration.

Data Collection Procedures (state the steps undertaken - interviews, observation, transcription, codification, etc.; diagram depicting the procedure is encouraged)

For data collection aspect, the researcher took advantage of courier in sending and retrieving the answered questionnaires. The shipped documents are coupled with the letter addressed to the school principal stipulating therein the noble purpose of the study. Since it covers a nationwide scope, the researcher sought the help of his Facebook friends who are also teachers to administer the test on his behalf. In Cavite City and Bulacan Division (Luzon), the researcher pled the help of his first cousins both in mother and father side. The data collection started March 16, 2018 until end of July 2018. The answered questionnaires were shipped between the months of July and September 2018. Grade six pupils of the researcher were instrumental in checking the responses from September to middle week of October 2022. To the extent that the subjects of study are minors, a letter was drafted by the researcher and was sent along with the research instrument. In this hereby, elementary school principals, respondents' advisers, and in the process parents of the subjects of the study had been aware of the paramount purpose of the conduct of study. In the process of research, the data and information that were collected from the respondents had been held with highest level of privacy and namelessness. Quoted researchers and authors can be verified as highlighted in the subsequent pages. Permission was assured also thru the Facebook friends of the researcher as to the mentioning or naming of schools in this humble piece of work.

Data Analysis (state how what of analysis are undertaken- qualitative, quantitative, theoretical, thematic, data-triangulation etc)

To establish connection to the existing body of knowledge and come-up with philosophical findings, this study exploited the combination of TA with EA to accordingly delineate the intervening variables (i.e. teachers' activity, students' responses, internal and external linguistic factors etc.). Besides the preceding methodological approaches fall under the umbrella descriptive- qualitative inquiry under phenomenological and case study categories (Collins & Stockton, 2018). According to Saldaña & Omasta (2018, p. 257), there are at least three primary applications of theory in qualitative research: (1) theory of research paradigm and method (Glesne, 2011), (2) theory building as a result of data collection (Jaccard & Jacoby, 2010), and (3) theory as a framework to guide the study (Anfara & Mertz, 2015). Basically, in order capture the relevance of IH to the morphosyntax adeptness index of Filipino L2 learners in the research site, there is need to analyze fully the principles and salient tenets of the existing theoretical evidences to arrive at a close prediction of the intervening variables. To describe the morphosyntactic competence, the researcher employed a researcher-crafted scale based on percentage: highly adept (90% - 100%), moderately adept (80% - 89%), slightly adept (60-79%), and not adept (0% - 59%) parameter.

Ethical Considerations (state letter if you have minor participants, communication letters; funding source, etc.; This also include voluntary participation, informed consent, anonymity, confidentiality, potential for harm, and results of communication.)

Results (simply discuss your raw data in form of figures, diagrams, transcription, datasets etc.; thematic discussion of results guided by the research question; do not relate to existing studies or cite any authors)

RQ1 What is the morphosyntax adeptness index of Filipino L2 learners?

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XX.

RQ2 How does Krashen’s input hypothesis influence the morphosyntax adeptness of the L2 learners?

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XX.

RQ3 What linguistic factors have contributed to the morphosyntax adeptness of L2 learners?

XX
XX
XX.

Table 1 (Description)

Note: tables should not have intersecting lines

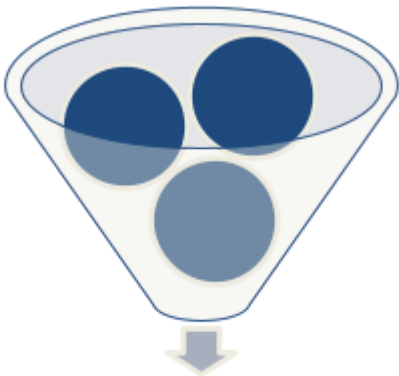


Figure 3 (Description)

Note: Figures should

Discussion (deepen your insights from the results through thematic discussion; this should be 2-3 pages; cite related studies to back-up your claims; state the factors that may have contributed to the outcome; cite 3-4 recent authors with similar views consecutively alphabetically)

Morphosyntax adeptness index of Filipino L2 learners

XX
XX
XX.

Krashen's input hypothesis influence the morphosyntax adeptness of the L2 learners

XX
XX
XX.

Linguistic factors have contributed to the morphosyntax adeptness of L2 learners

XX
XX
XX.

Conclusion and Recommendations (reject or accept your hypothesis/assumptions; sum-up the salient points of your study addressed to the potential recipients; consider international audience; recommend/suggest at the last part)

This academic piece primarily explored the morphosyntax adeptness index of Filipino L2 learners taking into account Krashen's IH on SLA. The present paper confirms that IH is important to assimilate morposyntax features towards successful L2 functionality. Be that as it may, it also paved the way for the discovery of new features of IH in L2 acquisition as highlighted previously adding to the originality and innovativeness of this research endeavor. The new features linked to the IH is a proof that language has indeed been dynamic by nature. It continues to metamorphose to keep pace with the fast evolving linguistic landscape dependent on interlocutors. Based on results and discussion section, it is safe conclude that the mophosyntax adeptness indexes of Filipino L2 learners vary; Krashen's Input Hypothesis directly influenced the morpohosyntax adeptness of Filipino L2 learners; and, there have been linguistic factors that contributed to the morphosyntax adeptness of Filipino L2 learners drawn-out originally from the research questions and assumptions. EFL teachers and policy makers may benefit from this study since it highlights the learning styles and new features of Input hypothesis in SLA. Learning attitude of students may be well-understood since this study revealed some suggestions and recommendations for successful L2 acquisition.

Limitations and Direction (briefly discuss the limitations of your study and possible research topic for further inquiry)

To the extent that the sampling strategy adopted by this study was purposive, it may have overlooked other participants which could offer a

more comprehensive data on morphosyntax adeptness index behind IH. It is recommended that other sampling technique may be used to distribute evenly future participants to achieve higher validity and reliability of findings. As for the morphology aspect of the paper, more tests must be included to capture how learners form words through morpho-sentential assessments to establish a balance between morphology and syntax language aspects. The reinforced version and evolution of IH since its inception in the field of linguistics offers a research gap for future researchers to better understand 21st century L2 learners.

Declaration of Conflict of Interests (declare, if any)

Funding Source (mention the grant number and funding agency)

Acknowledgments (briefly acknowledge those that contributed to the completion of your article)

References (alphabetically arranged; link must be highlighted; must adhere to APA 7th edition format)

Appendices (if any)

AUTHOR BIODATA (100 words)

Dr. Michael L. Estremera is the school head Tugos E/S, Sorsogon City. He has published researches on reputable international journals on education, literature, language and linguistics. He is a graduate of MAED- English at Sorsogon State College, year 2011. He obtained his Doctor of Philosophy, Major in Educational Development at Annunciation College of Bacon, Sorsogon Unit Inc., Philippines. For vertical alignment intents, he is pursuing his PhD in Language Education at Sorsogon State College and is about to write his dissertation.