

توظيف ادخال افتراضية المحتوى المعدل لتطوير مهارات اللغة لمتعلمين اللغة الانكليزية

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الملخص

يدرس هذه البحث تأثير المدخلات على نتائج تعلم اللغة بين طلبة اللغة الإنجليزية كلفة أجنبية في مستوى الجامعة من خلفيات متنوعة ومستويات مختلفة من إتقان اللغة الإنجليزية. استناداً إلى فرضية المدخلات لكراسين، يسلط البحث الضوء على أهمية تقديم المدخلات المبسطة أو المشروحة أو المعاد صياغتها لتسهيل الفهم الفعال. من ناحية أخرى، تفترض فرضية الإنتاج لسوان (1985) أن المدخلات وحدها غير كافية؛ فإنتاج اللغة أمر أساسي أيضاً لاختبار الفرضيات والحصول على تعليقات ومراجعة صحيحة يتطلب فهماً واضحاً للقواعد اللغوية. يظهر أن استخدام المدخلات المفهومة (CI) يحسن بشكل كبير من اكتساب اللغة، مما يسمح للمتعلمين بمعالجة اللغة المستهدفة وإنتاجها بشكل أفضل. سيتم تقسيم عينة مكونة من حوالي 20 طالباً إلى مجموعة مسيطرة ومراقب عليها التي تتلقى التعليم التقليدي، ومجموعة التجريبية تتعرض لمدخلات معدلة بما يتماشى مع فرضية المدخلات. سيتم جمع البيانات الكمية من خلال اختبارات قبل وبعد لتقييم التقدم في مهارات القراءة والكتابة، بينما ستستكشف البيانات النوعية من الاستبيانات والمقابلات وآراء الطلبة حول وضوح المدخلات وفعاليتها والتحفيز والمشاركة. أن هذا المنهج المختلط يهدف إلى تقييم النتائج التعليمية وتجارب المشاركين بشكل شامل.

الكلمات المفتاحية : مدخل المعلومات وإنتاجها ، تعلم واكتساب اللغة الثانية

Applying the Modified Input Hypothesis to Develop language Skills to EFL Learners

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Abstract

This research examines the influence of input on language learning results among college-level EFL students from various backgrounds and differing levels of English proficiency. Based on Krashen's Input Hypothesis, the study highlights the importance of providing simplified, clarified, or rephrased input to facilitate effective understanding. Conversely, Swain's (1985) Output Hypothesis posits that input alone is inadequate; the production of language is also essential for testing hypotheses and obtaining corrective feedback, necessitating a clear understanding of linguistic rules. The use of comprehensible input (CI) is shown to significantly improve language acquisition, allowing learners to better process and produce the target language. A sample of around 20 students will be split into a control group that receives standard instruction and an experimental group that is exposed to modified input in line with the Input Hypothesis. Quantitative data will be collected through pre- and post-tests to assess advancements in reading and writing skills, while qualitative data from surveys and interviews will investigate students' views on input clarity, effectiveness, motivation, and engagement. This mixed-methods approach aims to thoroughly assess both the educational outcomes and the experiences of the participants.

Keywords: input and output enhancement; L2 learning; second language acquisition

1. Introduction:

1.1 The Input Hypothesis

Professor S. Krashen, an American linguist, proposed the "input hypothesis," which is a theory about methods of foreign language learning and teaching. His hypothesis states that learners progress in their knowledge of the language when they comprehend language input that is slightly more advanced than their current level. Krashen's language acquisition hypothesis suggests that there are two basic methods for learning a foreign language: acquiring the language naturally, like children learning their mother tongue, and exerting one's subjective initiative to learn the language independently. Applying language rules to learning language can regulate what we say, so learning language can only come through the acquisition process.

Krashen refers to the current level of students as 'i' and the next level in their language development as 'i+1,' with '1' representing the gap between the current level of language knowledge and the future level of language learning. It is necessary to provide students with understandable materials that allow them to communicate smoothly. If the materials are not sufficient to be understood, this will impact students' acquisition. Comprehensible language input is crucial and essential for learning language. According to Long (2017), input is the most important factor in language processing. Input serves as the primary source of data for second language (L2) acquisition. Without clear and understandable input, learning cannot occur.

Language input is crucial for the development of a linguistic system and plays a significant role in second language acquisition (SLA). According to Gass (1997), learning cannot happen without language input. Several researchers, including Long (1982), Ellis (1999), and Gass & Varonis (1994), have noted that modified input and output help second language learners in acquiring a new language. Modified input is adjusted to be more understandable for learners, while modified output is simplified to ensure comprehension by conversation partners. This modified input and output offer additional linguistic information that foreign language learners can use to effectively master English (Long, 1982).

Second language learners (L2) cannot learn a foreign language without exposing themselves to the target language (Gass, 1997; Mackey & Gass, 2015). For example, Van Patten & Williams (2007), Patten & Benati (2010), and Shimanskaya (2018) have emphasized that language input is essential for language learners to build their L2 competence and is considered a mental representation of the language. EFL learners need a lot of input to acquire the language effectively. Listening skills are considered an input skill that precedes the output skill of speaking. Students cannot speak English and communicate with others without first going through the listening process. Reading is also an input skill that precedes the output skill of writing. Similarly, students cannot write without first reading and understanding grammatical forms and structures. According to daily communication with ordinary people, teaching listening is an indispensable part of English learning.

In Krashen's Input Hypothesis (1982), students acquire language when they are exposed to comprehensible input that contains a set of grammatical features beyond their current level of competency (i+1). According to Krashen's hypothesis, grammatical features are acquired in a specific sequence. Learners who acquire grammatical forms in the natural order represent (i), while learners who acquire the next grammatical forms beyond their current level represent (1). At the (1) level, EFL learners require explicit instruction (input) to help them learn the language, as some grammatical rules and structures may not be clear and need to be explained and clarified to the

learners. This explanation acts as an input factor that helps learners acquire the language smoothly. In Krashen's Input Hypothesis, the acquisition of vocabulary is not mentioned. Students' current vocabulary level is (i), and the next level of vocabulary that is learned through reading texts is (i+1) (Yang et al., 2021, p. 79). Students may face challenges when they read texts or novels that contain new terms and vocabulary. To enhance students' reading skills, EFL teachers/instructors must verify the meaning of vocabulary in the context in which it is used.

In term of Output Hypothesis, Swain (1985) observed immigrant students who had relocated to Canada, noting that despite studying French for seven years and taking academic subjects in French, they had not fully acquired proficiency in the language. Similarly, researchers Scarcella and Perkins (1987) found that some students exposed to considerable amounts of language input still encountered challenges with specific aspects of the target language. Swain's study (1985) concluded that input alone is insufficient; emphasis must also be placed on output. Swain identified two key factors. First, output is essential for learners to test their hypotheses about the target language and receive corrective feedback on their errors. Second, producing corrective output requires explicit knowledge of linguistic rules. Learners must explore various means of communication to identify the sources of their difficulties when they struggle to produce the language. At times, students may comprehend the input but lack the ability to communicate or articulate their thoughts effectively. They should be encouraged to find alternative methods to convey their ideas and messages. Students need to analyze grammar and usage more deeply and produce language that exceeds their current level of competence—this is what Swain refers to as i+1 output, paralleling the concept of i+1 input from the input hypothesis.

1.2. Concept of modified input and output

Krashen's Input Hypothesis emphasizes that language acquisition occurs through comprehensible input, which should be slightly above the learner's current level and engaging, relevant, and meaningful. In contrast, Swain's Output Hypothesis highlights the need for learners to produce language, as speaking and writing help identify strengths and weaknesses, which is crucial for mastering productive skills. For effective foreign language teaching, Krashen advocates for ample exposure to quality input, such as listening and reading materials, before speaking and writing, as these foundational skills enable learners to acquire language naturally. Input modification, such as simplification, paraphrasing, and visual aids, helps make language more accessible while avoiding over-simplification that could hinder authenticity. A learner-centered classroom that encourages participation through engaging activities and avoids criticism fosters a positive environment for language acquisition. Teachers can also use strategies like simplifying language, incorporating students' native languages, and providing visual support to make input comprehensible. Feedback plays a critical role in guiding learners toward better language use, while incorporating real-life contexts enhances the practical application of language. Both input and output are essential, with structured activities designed around Krashen's "i+1" concept, where input is slightly above the learner's level, helping to improve comprehension and language production. Additionally, technologies such as multimedia and apps provide diverse input, while peer interaction supports collaborative learning.

1.3 Research problem

For foreign language learners, English is not their native language. Their first language differs from English in terms of linguistic features and cultural context. The English textbooks they use contain a variety of sentence structures, vocabulary, and terminology that can be challenging for

second language learners (L2). Many English learners view the subject as a discipline rather than just a language, which can lead to proficiency issues as some students struggle with limited English skills. To support these students, educators have explored various methods to adapt their teaching strategies. One effective approach involves providing modified, easy-to-understand input. Clear and simplified input helps L2 learners process the language and produce coherent responses (Mubashshir, 2022). According to the input hypothesis (Krashen, 1985), increased comprehensible input enhances language acquisition.

1.4 Research questions

- 1- How does modified comprehensible input enhance the language skills of EFL learners?
- 2- Which type of input is more beneficial for language learning: modified or non-modified?
- 3- Will the implementation of comprehensible input enhance the level of mastery in a second language?

1.5 Research Objectives

This study has two primary objectives. First, it aims to evaluate the effectiveness of comprehensible modified input in facilitating proper English language acquisition among first-level college students. Second, it seeks to test Krashen's Input Hypothesis by comparing the learning outcomes of students exposed to modified comprehensible input with those exposed to non-modified input.

2.The importance of input Hypothesis

According to Krashen (1985), the primary method for acquiring a language is through comprehensible language input, which is essential for effective language acquisition. Comprehensibility pertains to understanding meaning rather than form. The language presented to learners should be slightly above their current comprehension level; it should be engaging and relevant, generating interest and closely relating to real-life contexts. Furthermore, there is no strict order of grammatical structures; learners do not need to adhere to a predetermined sequence, as language acquisition occurs naturally in a supportive environment. Lastly, sufficient input is crucial, indicating that exposure to substantial listening or reading materials is necessary. The output hypothesis, proposed by Swain (1995), emphasizes the importance of output in addition to comprehensible input. It is essential for learners to practice speaking and writing more frequently (Mitchell, Myles, and Marsden, 2013). This hypothesis focuses on productive language skills - specifically speaking and writing - rather than receptive skills like reading and listening. Second language (L2) learners often struggle with mastering reading, writing, listening, and speaking due to limited opportunities for communication. Nowbakht and Shahnazari (2015) argue that language production enhances learning by increasing learners' awareness of their strengths and weaknesses in the target language. When learners are consciously aware of their output, they are better able to facilitate their improvement.

2.1 Ensure Significance of the Input Hypothesis in Foreign Language Teaching

In the classroom, Krashen focuses on providing understand materials which provide a good input to the learners (Li, 2023). To increase students' language input, teachers have to give attention to the materials that are presented to the students. Sometimes, second language learners are not interested in the way the teacher teaches in or they don't understand what teacher is talking about. The reason beyond that, students are not motivated to understand teachers' instruction in the classroom is that the input that is given to the students are not sufficient. Second language learners (L2) who need to learn a foreign language needs a large amount of input in order to process

the language. L2 learners even though exposed to certain structures, will fail to perceive them in naturalistic input. When students don't understand certain structures that means input doesn't become intake (Corder, 1967). EFL instructors need to activate their prior knowledge of L2 before starting to teach them. There are different strategies that can be adapted by teachers like using capitalizing, highlighting, or underlining. In addition to that, materials aids such as pictures, charts, diagrams, technology –YouTube, audio sectors are good inputs to the students. Comprehensible input helps L2 to achieve their learning goals.

2.2 Listening and Reading before Speaking and Writing

Listening is input skill that comes before speaking output while reading is input comes before writing output. Output is developed based the enough input the students obtained. Students are unable to speak perfectly unless they are exposed to more sufficient input. Students also cannot write English with no grammatical mistakes until they read and understand grammatical structures and forms (Li, 2023). Some teacher don't focus on the input and the quality of material that is given to the students; they are only interesting in the scores. Some EFL instructors concentrated only on the final score that qualified students to enroll in a good university. Without applying more sufficient comprehensible input in the classroom, we can obtain good results of students (Li, 2023).

Reading is an interactive process between a reader and a text. During the reading process, learners use two essential factors to understand the meaning of the text. The first factor is bottom-up processing, which involves comprehending the meaning of words, phrases, clauses, and sentences in the written text. The second factor is top-down processing, which involves using prior background knowledge to understand written or auditory activities in English (Grabe, 1991, p. 379). Both top-down and bottom-up processing are necessary for reading comprehension. Thereby, the top or bottom-up processing is considered an important input factor that used to activate learners' knowledge to improve their reading and writing skills. Without pre explaining the words, phrases, clauses and sentence pattern, students will have difficulty to writing a paragraph, sentence or essay. Language learning should come in correct sequence order.

Input is crucial for the implementation of an effective classroom strategy. One method currently in use is the Silent Way, which is particularly effective for teaching second language learners. This approach allows students to take quiet time to reflect on assigned tasks without providing comments or answers to the teacher. It is the teacher's responsibility to identify the most effective methods and approaches for teaching a foreign language. In contemporary teaching methodologies, input enhancement is a valuable technique that facilitates students' language learning (Lightbown, 1991).

2.3 Input Modification

Input modification refer to the language which is amended to understanding level of the students (Azeez, Odinko & Abijo, 2020). Chapella (2003) defines the input modification as “the provision of an accessible rendition of the L2 input, such as hypertext or hypermedia links, that assist learners in comprehending the input” (p. 45). Larsen-Freeman and Long (1991) describe input modification as a means of facilitating communication during conversations. This process involves the interlocutor seeking clarification to ensure the continuity of the dialogue, utilizing strategies such as translation from the target language to the mother tongue, repetition, clarification, and simplification. When the topic input is concrete, such as new vocabulary or English sentence patterns, Learners may encounter challenges in comprehending the meaning. To

enhance comprehension of the task at hand, it is beneficial to simplify the input using images, charts, videos, or diagrams (Citing Plass et al., 1989). Simplification is an effective strategy to make the text more accessible to L2 learners. For example, an authentic text can be revised to create a version that features shorter sentences, more common vocabulary, fewer idiomatic expressions, and simpler syntactic structures. This approach can facilitate smoother language acquisition for students.

Walsh in Reza and Bahareh (2017) stressed that teacher's ability to control the language is an essential factor in the classroom because the input that students exposed to is sometimes unclear to be understood by students. Teachers have to make some modifications and changes on the input to present it in the meaningful way to L2 learners. For example, some vocabulary may be difficult to be learned, in such case teacher's role here is important. Teacher has to break these word or vocabulary for students. Teacher needed to supply these vocabularies with some videos, images and some meaningful examples. Input modification helps students to engage in the classroom activity communicatively and learn language more practically. Yana (2013) posits that modifying input in teacher talk enhances students' understanding, mitigates misunderstandings, promotes their engagement, and familiarizes them with the language utilized in classroom interactions.

Lynch (1996) identifies three key reasons for teachers' modification of input when instructing learners. First, there is a significant connection between the comprehension of the teacher language (input) and the process of language learning. Second, learners' language development is closely linked to the manner in which teachers utilize language. Lastly, learners frequently encounter difficulties in understanding the teacher language (input).

Similarly, Brown (2006) delineates three reasons for language modification by educators. First, teachers should avoid utilizing vocabulary that is overly advanced or complex. Second, they should refrain from employing excessively simplistic language. Third, teachers must adapt their vocabulary and adopt a versatile approach to instruction, ensuring that they address the diverse needs of their students. Considering that the primary objective of classroom interaction is to facilitate learning through effective communication, teachers must modify their language input to enhance students' comprehension.

Hasan (2008) and Le (2011) identify patterns of input modification categorized as simplification—making the input easier to understand—and elaboration, which adds detail to the input. Simplification entails substituting unfamiliar words with basic or high-frequency alternatives. This process can be viewed as a form of intralingual translation that reduces a word or expression to a version in the learner's presumed language (Moradian, Naserpoor, & Tamri, 2013). Other researchers (Urano, 2000; Brewer, 2008; Yana, 2013) contend that simplification involves managing the input presented to learners by eliminating unknown words to enhance comprehension, replacing low-frequency terms with commonly used synonyms or phrases, and employing less complex vocabulary and shorter sentences.

Another way to make input clear to the L2 learner is through paraphrasing (Gulzar, 2010). This involves rewriting a paragraph using different words but conveying the same meaning. Difficult words and sentence patterns are replaced with more common words and simpler grammatical structures. According to Tania (2014), paraphrasing is a communicative method that encourages learners to find alternative words or expressions in the target language. There are two variants of paraphrasing: word substitution, which involves replacing difficult words with simpler ones, and circumlocution, which involves explaining an idea using more words to clarify the

meaning. Teachers can make input clearer and more easily understood by paraphrasing words and expressions.

While simple modifications are beneficial for learners acquiring English, Yana (2013) argues that over-simplifying input can hinder the acquisition process. Modification or simplification can affect the authenticity of the language, and authentic materials in English are essential for developing real-life communicative proficiency.

2.4 Modified Output

Another element of second language acquisition is modified output. Unlike modified input, which occurs intentionally, modified output is less conspicuous; it emerges in response to comprehensible input during interaction and communication, rather than in isolation. The negotiation of meaning compels learners to adjust their output to communicate clearly and effectively with others (Ellis, 1999). Modified output serves as a communication tool, enabling the speaker to convey a clear message to the listener and facilitating meaningful discourse between them.

2.5 Learner-Center and Classroom Atmosphere

Krashen (1982) emphasized that the new teaching method should be student-centered rather than teacher-centered. The traditional classical method restricts students' freedom to move, listen, and engage with the teacher without prior permission. As a result, there is minimal communication within the classroom. Krashen stressed that teachers must adopt a non-authoritarian approach, creating an environment where students feel free and safe to communicate and express their thoughts meaningfully. Therefore, Krashen advocates for a learner-centered approach that fosters a positive learning atmosphere in which students can perceive input more effectively.

After providing comprehensible input to L2 learners, teachers should implement innovative teaching strategies that facilitate easy and practical acquisition of language. For instance, teachers can organize classroom activities that capture students' attention, such as singing, dubbing, or role-playing. It is important that teachers refrain from criticizing students' performance when they make mistakes, as criticism can instill fear in L2 learners and hinder their willingness to learn. Instead, teachers should encourage and motivate students in the classroom, as motivation significantly aids language learners in receiving input more readily. Enhancing input is not solely concerned with delivering instructional material within the classroom; it is also related to the methods and strategies teachers employ when teaching L2 learners English as a foreign language.

2.6 Reading as Comprehensible Input

In an experimental study conducted by Mubashshir (2022), two groups of students were exposed to either comprehensible or non-comprehensible input. The students were provided with a reading passage that included comprehension and grammatical questions, focusing on identifying main ideas, implied meanings, synonyms, and referent pronouns. One group received modified input, which included instructions, explanations of unfamiliar words, and examples of how to identify referent pronouns. The group that received comprehensible input outperformed the group exposed to non-comprehensible input on the test. According to Krashen (2003, p. 3), reading serves as a source of comprehensible input, enabling learners to process information and understand concepts before expressing or commenting on them. After engaging with ideas through reading and listening, learners are able to produce language, which is considered output. As a result, L2 learners develop the ability to speak, communicate, and write about their thoughts and messages.

2.7. Make the input comprehensible to English learners.

Educators use various techniques to provide clear and understandable input to English language learners (ELLs). When teaching complex and compound sentences, it is essential to ensure students have mastered simple sentences first, as different languages have distinct grammatical structures (e.g., Arabic places the verb before the subject, while English places it after). Teaching English requires time and patience, so educators should follow a logical sequence, starting with simple sentences and assessing students' proficiency levels. Loschky's (1994) study found that learners who received pre-modified input with interaction and repetition outperformed those who did not, highlighting the importance of comprehensible input. To support ELLs, educators should use simplified language, incorporate native languages, provide feedback, and use visual aids, body language, repetition, and hands-on activities. Academic success varies among students, with some needing more support than others. The Zone of Proximal Development (Gibbons, 2015) and scaffolding are key concepts here. Scaffolding involves teachers providing assistance, such as rephrasing or substituting unfamiliar terms, and gradually reducing support to help learners become independent. Research (Mitchell, Myles, & Marsden, 2013) shows that scaffolding enhances English learning effectiveness.

2.8. Using Simplified Language

Using simplified language is an effective strategy for providing comprehensible input (CI) to second language learners (L2). When working with L2 learners, teachers must monitor their students' proficiency levels and carefully select vocabulary and grammatical structures that align with their capabilities and needs (Echevarria et al., 2013). Idioms should be avoided, as students are often unfamiliar with them and require time to master such expressions. The role of a student's mother tongue is also crucial in language learning. A study by Gibbons (2015) indicates that students who are proficient in their mother language find it easier to learn a new language. Various strategies can be used to include students' native languages in lessons (Spurlin, 1995). EFL teachers can use the first language to explain concepts and ideas that may be difficult to understand in English. Once students understand the meaning in their native language, teachers can help them transfer that knowledge to the target language (Echevarria et al., 2013). L2 learners can also benefit from bilingual dictionaries, which help them understand meanings and usage by providing access to relevant terms (Echevarria, Vogt, & Short, 2013). Encouraging learners to use their native language in the early stages of learning can greatly reduce frustration (Gibbons, 2015).

2.9. Feedback

One of the contemporary methods for enhancing input in teaching is to provide feedback following tests and standard classroom tasks. Feedback can be effectively integrated into language instruction (Gibbons, 2015). In the early stages of language acquisition, learning English presents challenges even for native speakers. Inconsistent grammatical rules, prepositions, and the appropriate use of vocabulary in contextual situations pose significant difficulties for both native and non-native speakers (Cowan, 2016). Many native speakers may struggle to articulate why they use different prepositions, such as "on a train" versus "in a car." Consequently, learners often make numerous mistakes related to grammar and vocabulary usage. Teachers play a crucial role in this process by explaining concepts and providing students with feedback after assessments, which includes demonstrating, elucidating, and correcting mistakes in the classroom. Corrective feedback facilitates comprehensible input, ultimately leading to improvements in student output.

2.10 Context and Situation

Incorporating context and situational elements in the instruction of L2 learners is essential. Context and situation support learners in enhancing their reading, writing, listening, and speaking skills in English (Slager, 1973). When teaching L2 students, educators can systematically integrate context and situation to provide comprehensible input (CI), enabling students to produce effective output in relevant contextual scenarios. These contextual situations foster an environment where learners can practice and utilize the language they have acquired in the classroom. When content is presented within a specific context, it creates opportunities to connect language with its linguistic features, including phonology, semantics, syntax, and pragmatics (Shuy, 1969). By employing a variety of contextual situations, educators can expose students to diverse experiences, cultures, backgrounds, customs, and traditions (Shuy, 1969). Real-life situations enhance the confidence of L2 learners, empowering them to use the language purposefully and communicatively (Bauer & Manyay, 2008). Consequently, classrooms that integrate real-life situations contribute to improving learners' (IC).

2.11 Using Visual Support and Body Language

In addition to the social context, another effective strategy for delivering input to students in a clear and comprehensible manner is the use of visual aids and body language (Williams, 1993). The incorporation of images and pictures can enhance students' understanding of the material more effectively than traditional lectures (Gibbons, 2015). When visual aids are integrated into lessons, students are better equipped to grasp the tasks at hand (Williams, 1993). In certain classroom activities, students may find it challenging to comprehend the content without the support of visual aids and illustrations. Visual images and physical gestures play a crucial role in helping learners understand the language instructions provided (Carlo, 1994).

In addition to the use of visual aids, Total Physical Response (TPR) is a pedagogical technique that enhances students' comprehension of lessons by actively engaging them in physical actions, such as standing, writing on the board, or opening their books (Asher, 1969). This integration of auditory input and physical movement promotes language comprehension and facilitates the internalization of information, ultimately improving long-term retention (Hwang et al., 2014).

2.12. Contrastive Analysis Hypothesis

The input component is influenced by the contrastive analysis between the first language and the target language. In 1957, Robert Lado proposed the Contrastive Analysis Hypothesis, suggesting that learning a second language can be enhanced by comparing it to the first language (James, 1980). English learners may be affected by the linguistic habits of their first language, such as grammar, vocabulary, and phonetics, a phenomenon known as language transfer (Liu, 2016). This transfer can have both positive and negative effects on the input component.

When there are no significant differences between the first and target languages in terms of linguistic features such as grammar, vocabulary, or phonetics, the input is not impacted by transfer, facilitating the learning of the target language. However, when differences exist in these areas, the input is affected, resulting in a more challenging and time-consuming learning process. Susan (2008) emphasized that the differences between the first and second languages are more significant than their similarities, as these differences are the primary sources of errors and mistakes in second language acquisition. James (1980) argued that applying contrastive analysis in second language instruction enhances students' ability to learn the target language effectively.

2.13. The concept of Peer Input

Students in the classroom benefit from collaborative engagement and information sharing, both within and beyond the classroom, because of their mutual relationships. Many language teaching methods and approaches prioritize communicative activities that encourage the exchange of ideas and mutual support among students. Contributions from peers are often easier to understand due to their similar academic levels (Loi & Franken, 2010). While students may hesitate to approach their teachers with questions about unclear aspects of a lesson, they usually do not feel the same reluctance when interacting with close friends in the classroom. Implementing peer and group activities is crucial as it enhances input intake and positively influences students' progress in acquiring the target language (Loi & Franken, 2010).

2.14 Designing “i+1” in the Teaching Strategies

Swain's and Krashen's hypotheses are essential in language learning, and these two theories are typically interconnected, relying on each other to facilitate formal language acquisition. The language output produced by students is denoted as 'i'. Students' written assignments are also represented as 'i', while teachers' feedback and corrections are represented as '1'. When students review their marked papers, they are presented with the formula: "i + 1" input. Teachers may instruct students to refrain from reading the corrected paper after receiving it and subsequently teach them new structures. The efficacy of the task is further enhanced if teachers request that students write sentences or compositions using every structure that contains errors—providing "i + 1" output increases the instructional value of a language exercise. The sequence of the task can be summarized as follows:

Output → "i + 1" input → "i + 1" output.

Homework is not the sole method for generating input and output; several additional approaches have been developed. One such technique involves eliciting language from students, which constitutes part 'i', and using language materials to provide further practice. The significance of this approach lies in its capacity to implement the full formal "i + 1". Students will efficiently engage in these classroom exercises and achieve teaching objectives (White, 1987).

2.15 Using Multimedia and Technology.

Using technology has become an inevitable trend in education as it enables teachers to find additional resources beyond the textbook. When teachers utilize technology, they can access various resources such as videos, YouTube, and Google to provide learners with quality content. Computer-Assisted Language Learning (CALL) can create a conducive environment for language learning (Incedayi, 2018). CALL inspires students' enthusiasm to learn English and helps them avoid monotony (Guan et al., 2018). Learners appreciate information better when they have access to audiovisual content (Garcia, 2015). Rodrigues & Fernandez (2017) using technology to teach tasks is one of the most common tools used by teachers today, as digital information resources are readily available. Implementing multimedia and technology, including smartphones, YouTube, visual videos, and Google data systems, enhances learning input, which in turn influences students' output (Andres & Villafuerte, 2022).

3. Literature Review.

The Comprehensible Input Principles establish an effective environment for learners to naturally acquire the target language (Patrick, 2019). In this authentic learning setting, language learners can subconsciously acquire the target language by comprehending messages that are both engaging and meaningful (Cahyaningrum, Naftali, & Nur Hayati, 2020). Language acquisition refers to the process by which learners inherently acquire a language without explicit instruction in grammar

and syntax, whereas learning pertains to contexts where learners engage with the target language through explicit grammar and syntax instruction (Patrick, 2019).

The Input Principles emphasize that individuals acquire language through reading and listening. When students fully comprehend the message, they are able to acquire the language (Patrick, 2019). Both Patrick (2019) and Namaziandost, Nasri, & Ziafar (2019) affirm that a sufficient amount of comprehensible input is crucial for language acquisition, which ultimately facilitates language output. Cho & Krashen (2019) surveyed a teacher who taught Korean students English as a foreign language. The teacher implemented a variety of reading tasks, including novels, magazines, and newspapers. By the conclusion of the course, students had significantly expanded their vocabulary. An analysis of the test results revealed that the vocabulary acquired by the students played a pivotal role in bridging the gap between vocabulary knowledge and enhanced writing skills.

4. Methodology

This study employs a mixed-methods approach, combining quantitative and qualitative data collection techniques to explore the integration of comprehensible input and output in language acquisition among EFL learners. The research is conducted in a classroom setting with an emphasis on analyzing the impacts of modified input on language learning outcomes.

4.1. Participants

The participants will consist of EFL learners from diverse backgrounds, primarily at the college level, with varying levels of proficiency in English. A sample size of approximately 20 students will be divided into two groups: a control group receiving standard instruction without modified or clarified input, and an experimental group receiving modified input based on the principles of the Input Hypothesis.

4.2 Materials:

1. Modified authentic texts (simplified sentences, vocabulary, and visual aids).
2. Audiovisual content (videos, charts, and diagrams).
3. Structured tasks (writing assignments and oral presentations) to encourage student output.

4.3 Procedures

The experiment involves two groups: an experimental group and a control group. The experimental group will receive modified input that is simplified and clarified through techniques such as:

1. Using visuals (e.g., images, videos) to reinforce learning.
2. Providing clear, structured tasks that progress from simple to complex.
3. Incorporating Total Physical Response (TPR) techniques to enhance comprehension.

4.4. Data collections

The study will collect quantitative data through pre- and post-tests to measure improvements in language skills (listening, speaking, reading, and writing). Additionally, qualitative data will be gathered via surveys and interviews to understand students' perceptions of the clarity and effectiveness of the input, as well as their levels of motivation and engagement in both input and output tasks. This mixed-method approach aims to provide a comprehensive evaluation of the learning outcomes and experiences.

(Controlled group results)

Controlled group	Pre-test 100	Posttest 100
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Ahmed	40	50
Ali	50	60
Aya	30	40
Baneen	20	40
Basmala	55	60
Bayader	60	68
Ibrahim	35	45
Iman	40	50
Jafar	66	69
Tabarak	44	50

(Experimental group results)

Experimental group	Pre-test 100	Posttest 100
Afrah	50	66
Alaa	60	75
Aqeel	55	65
Asam	40	50
Jassim	38	50
Jubair	45	65
Kadhim	60	78
Majeed	66	80
Mohsen	70	85
Talab	56	71

5. Results and discussions

This study employed a mixed-methods approach to investigate the impact of modified input on language acquisition among EFL learners. The results are derived from both quantitative data (pre- and post-tests) and qualitative data (surveys and interviews) to provide a comprehensive understanding of the effectiveness of the modified input approach.

5.1 Quantitative Results:

The control group, which received standard instruction without modified input, showed modest improvements in language skills. The average pre-test score was 44.5/100, and the post-test score was 53.7/100, indicating a 9.2-point improvement. Individual improvements were relatively small, with the highest improvement being 20 points (Baneen) and the lowest being 3 points (Jafar).

5.2 Experimental Group Performance:

The experimental group, which received modified input (simplified texts, visuals, TPR techniques, and structured tasks), demonstrated significant improvements. The average pre-test score was 53/100, and the post-test score was 69/100, indicating a 16-point improvement. Individual improvements were more pronounced, with the highest improvement being 20 points (Afrah) and the lowest being 10 points (Asam).

5.3 Comparison between Groups

The experimental group outperformed the control group, with an average improvement 6.8 points higher than the control group. This suggests that modified input techniques, such as visuals, structured tasks, and TPR, significantly enhance language acquisition compared to traditional methods.

5.4 Qualitative Results:

1. Perceptions of Clarity and Understanding:

Students in the experimental group reported that the modified input (e.g., visuals, simplified texts) made the material easier to understand and more engaging. Many students highlighted that the use of videos and diagrams helped them grasp complex concepts more effectively.

2. Motivation and Engagement:

The experimental group expressed higher levels of motivation and engagement in both input and output tasks. Students appreciated the structured progression of tasks (from simple to complex) and found the TPR techniques particularly helpful in reinforcing comprehension.

3. Output Activities:

Peer discussions and writing assignments with feedback using the "i + 1" model were well-received. Students felt these activities encouraged active language production and provided opportunities for meaningful practice. Some students mentioned that the feedback sessions helped them identify and correct errors, leading to noticeable improvements in their language skills.

5.5 Discussion:

1. Effectiveness of Modified Input:

The quantitative results clearly indicate that modified input techniques significantly enhance language learning outcomes. The experimental group's higher post-test scores and greater improvement margins demonstrate the effectiveness of these methods. The qualitative data further supports this, as students reported increased clarity, understanding, and engagement with the modified input.

2. Role of Visuals and Structured Tasks:

Visual aids and structured tasks played a crucial role in simplifying complex concepts and maintaining student interest. The progression from simple to complex tasks allowed learners to build confidence and competence gradually.

3. Impact of TPR Techniques:

TPR techniques were particularly effective in enhancing comprehension and retention, especially for learners who struggle with traditional lecture-based instruction.

4. Importance of Output Activities:

The inclusion of output activities, such as peer discussions and writing assignments, provided learners with opportunities to practice and internalize the language. The use of the "i + 1" model in feedback sessions ensured that corrections were tailored to each student's level, promoting gradual improvement.

5. Limitations:

The small sample size (20 students) limits the generalizability of the findings. Future studies could include a larger and more diverse group of participants. The study was conducted in a controlled classroom setting, which may not fully replicate real-world language learning environments.

6. Conclusion

This study highlights the effectiveness of integrating modified input techniques, such as visuals, structured tasks, and Total Physical Response (TPR), in enhancing EFL learners' language acquisition. The experimental group, which utilized these methods, demonstrated higher performance and provided positive feedback, underscoring the potential of these techniques to improve comprehension, motivation, and engagement. The findings suggest that clear and comprehensible input is essential for language learning, as unclear input can hinder acquisition. Researchers like Krashen, Long, and Ellis emphasize that input serves as the foundation for

language production and proficiency, and instructors must simplify and clarify input to aid learners effectively.

The study also reinforces the importance of authentic language resources and the logical sequencing of tasks, moving from simple to complex, to enhance comprehension. Techniques like scaffolding and the Zone of Proximal Development (ZPD) are crucial in providing initial support and gradually reducing assistance as learners become more independent. Additionally, the use of technology, body language, and feedback further supports learners in understanding input and improving their language output.

Swain's Output Hypothesis is also discussed, emphasizing that input alone is insufficient; learners need opportunities to produce language (speaking and writing) to test hypotheses and receive corrective feedback. This output helps learners analyze grammatical rules and improve their language skills. However, students often struggle with output due to limited practice opportunities, highlighting the need for more communicative activities in the classroom.

In conclusion, the study advocates for a combination of comprehensible input and output practice, supported by modified input techniques, scaffolding, and technology, to enhance EFL learners' language acquisition. Future research could explore the long-term effects of these methods and their applicability in diverse learning contexts.

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