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

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Abstract

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

1. Introduction

Several theories have attempted to delineate second language acquistion (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.

To strike a balance of argument, this study also highlights the claims of Krashen concerning CI and comprehensible (CO). According to him, CO hypothesis states that people acquire language when one attempts to transmit a message but fails and has to try anew. Eventually, we arrive at the correct form of our utterance, our conversational partner finally understands, and we acquire the new form we have produced (Krashen, 1998). This view is linked to the findings of Abukhattala (2012) who hypothesized that by receiving what he calls comprehensible input, learners in the context of pedagogy can learn how to drive by first showing him or her how to do it (input) and then, each by each, when the driver is prepared, he or she can start trying (production). Krashen (1998), consequently, states that from input to production there is a period when students do not produce any original statements. This he calls the silent period. Students seem to need the silent period to internalize the information properly. When this period is broken, students are likely to develop a negative attitude towards learning the new language.

1.1. Literature review

1.1.1 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. The semantic weight of *would* goes beyond the surface structure of language and could also relate to the cultural orientation of the learners. For instance, in sentences like:

> - *Please pray that I would pass the exam*
> - *Students are invited to the mass which would happen in the Marian Quadrangle,*
> - *We have to get sponsors from rich companies so they would support us when we go on tour.*

These sentences, if analyzed closely deserve the use of modal *will* since actions are non-past and non-conditional. However, in the context of non-native speakers (NNSs), the preceding sentences appear to be acceptable as it sounds more polite (Bautista, 2004). Additionally, there are 3 related factors why NNSs tend to use *would* instead of will as in the above sentences: *(a)* imperfect learning *(b)* an expressive need to communicate non-assertiveness; and *(c)* the tendency in second language variety to simplify complex structure and semantics. By the same token, Cameron (2008) indicated that syntactically, educated PhE was precise in matching the correct form of the verb, in the *would + verb* combinations. The source of the potential problem in sentence construction largely involved in the context and

functions expressed using *would*. It was underscored too that though it is easy to check if the time of action expressed in the sentence or not, some contexts were not clear enough to indicate a condition or expression of level of certainty or non-assertiveness. Politeness markers, as in many studies, are hard to pin down as most of them could be interpreted in various possible ways. Furthermore, traditional grammar teaching marked the use of *would* to refer to past action, past habitual action, or present conditional action. In certain sentence construction, *would* has also been used to refer to future conditionals involving mid-to high –level uncertainties (Morenberg, 1998). Such time distinctions have received different prescriptions in grammar teaching and continue to be a source of potential problems. The above statements confirm the supposition that there have essentially been misconceptions on the use of modals verbs *will* and *would* in the context of NNSs of English. One contributory factor could be linguistic interlanguage features which daunt the learners to use the modals accordingly -- the same idea that the author tried to validate among the respondents.

1.1.2 The Nature of Input Hypothesis

According to Berti (2020); Huang and Zhang (2019) the input hypothesis is Krashen's attempt to explicate how the learner acquires a second language – how second language acquisition takes place. The Input hypothesis is only concerned with 'acquisition', not 'learning'.
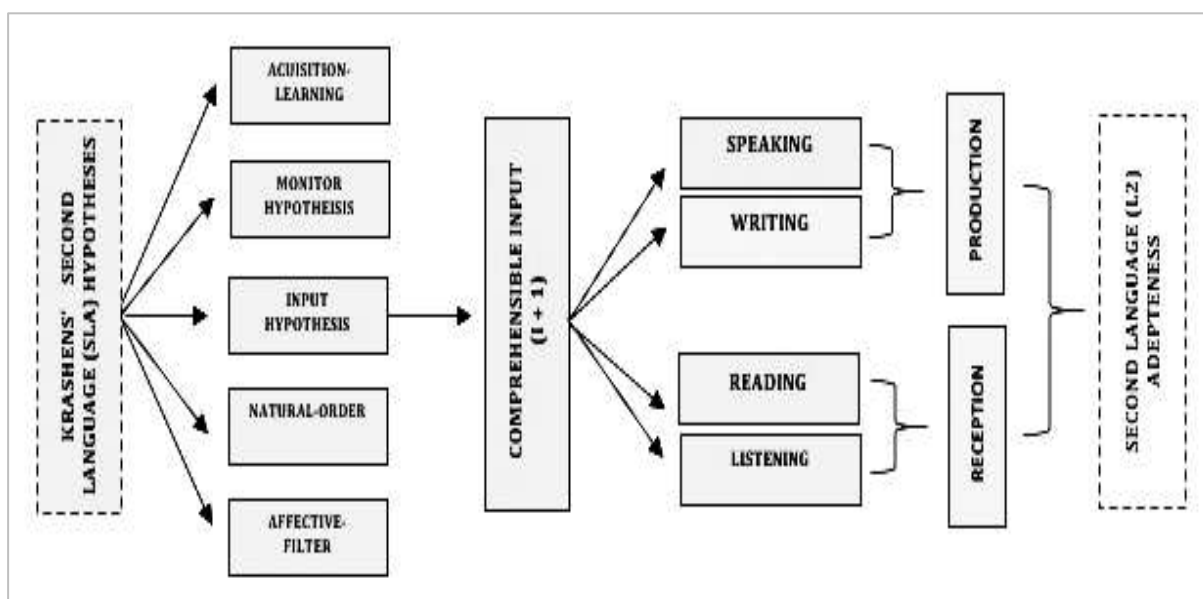

Figure 1 Krashen's SLA Input Hypothesis Framework

Based on this supposition, the learner develops and progresses along the 'natural order' when he/she takes second language 'input' that is one step beyond his/her current level of linguistic competency. For instance, if a learner is at a stage 'i', then acquisition takes place when he/she is exposed to CI that belongs to level 'i + 1'. To the degree that not all of the learners can be at the same pace of linguistic competence, Krashen recommends that natural communicative input is the key to designing a syllabus, ensuring in this way that each learner will receive some 'i + 1' input that is fitting for his/her current level of linguistic ability.

1.1.3 The hypotheses to L2 Adeptness

The present paper is principally grounded on existing theories and hypotheses of SLA as well as other scientific studies conducted along L2 acquisition to be able to link the present findings; however, linguistic factors such as volume of language input, contextual influences, rich linguistic environment and so forth are deemed relevant. Foremost, Pfenninger (2016) concluded that the overall lack of age effect on foreign language (FL) achievement may be explicable in terms of a number of affective factors (*e.g.* disengagement of the early starters due to language practices of the classroom) and contextual factors (*e.g.* transition from English in primary school to English in secondary school). The present research journey presumes that apart from affective and contextual factors associated to morphosyntactic prowess of participants, there could have been other intervening variables such as memory drills and learners' motivation itself to process L2 functionally and use it in day to day conversation (Grymska, 2016; Liu, 2020). The former claims the newest and original empirical evidence which supports the role of working memory (WM) in different aspects of L2 learning, *i.e.* speaking and bilingual interpretation as well as vocabulary and grammar learning are essential features of L2 acquisition; conversely, the latter underscores that highly motivated L2 learners had vivid images of themselves as proficient English users in the future had positive appraisals of their L2 learning experiences, and had a moderately good perception of their ought-to L2 self. Senior students had been found having significantly higher ideal L2 self and held more positive attitudes towards English learning experience. Taking on another perspective of L2 acquisition, Ke and Zhang (2021) postulated in their study that the morphological instruction redounded to consistent and positive gains in L2 children's morphological cognizance and vocabulary knowledge, and the effect sizes (Cohen's ds) ranged from small to large; and the connection between morphological instruction and other aftermaths such as phonological awareness, word reading accuracy, word reading fluency, spelling, and reading comprehension are inconclusive. Having cited the negating claims of scholars in the field of linguistics, confirms the researcher's assumption that there is still a research gap in the theories of SLA despite longitudinal studies conducted. Besides, there are dearth of researches available locally at least capturing the morphosyntax index of the Filipino learners considering a large scale of respondents. The noted contradicting perspectives of foreign authors spurred the researcher to initiate empirical, statistical and theoretical analysis in order to fill the perceived gap. The author likewise envisions to contribute to the body of knowledge specifically in the field applied linguistics and language theories to accordingly delineate linguistic phenomena. Most significantly, the concepts and findings of this study will serve as an input of higher echelon education personnel and academicians for potential policy revision or enhancement. Teachers and school administrators may be able to craft school-based initiated program and projects geared towards improving the linguistic prowess of their clienteles considering the salient points of this piece of work.

1.2. **Research questions & Assumptions**

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 mophosyntax adeptness of Filipino L2 learners does not vary.

- Krashen's Input Hypothesis does not influence the morpohosyntax adeptness of Filipino L2 learners.

- There are linguistic factors that contributed to the morphosyntax adeptness of Filipino L2 learners

2. Method

2.1 The Participants & Research Site

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

2.2 Instrument Validity

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 s kills 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.

2.3 Data Collection Procedures

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 Octorber 2018. 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.

2.4 Data Analysis

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).

Figure 3 Combining Theoretical Analysis with Empirical Analysis Strategies

Basically, in order capture the relevance of IH to the mophosyntax 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. This is underpinned by Jasso (2004) who hypothesized that the chief goal of theoretical work is a theory in two parts (postulates and predictions). This involves the two main activities of theoretical analysis: (i) speculative thinking, whereby the theorist identifies the starting ideas or the postulates; and (ii) formal reasoning, whereby the theorist constructs the postulates and derives predictions from them. To link the present paper to existing body of knowledge, there is a need to document, transcribe and, record data to capture the linguistic phenomena in the process of language acquisition by the subjects of the study (e.g. oral language attempts, code-switching, language reinforcement activities, language extension activities, reading activities, grammar drills, language tone, student-student interaction, students-teacher communication, speech atmosphere, and of course rewards application by the teacher, attitude of students towards L2, and the like). These linguistic occurrences have been deemed part and parcel of language acquisition both in L1 and L2 context. This is where EA of the data comes in to arrive at some scientific findings (Bettis et. al. 2015). As a matter of fact, empiricism is the idea that knowledge is primarily received through experience and attained through the five senses. Empiricism as opposed to rationalism, highlights the fact that knowledge is fundamentally achieved the thorough investigation of concepts, deduction, intuition, models, theories and revelation. EA, therefore, is deemed integral to the scientific method and is the typical methodology used to examine subjects for a probable answer through quantified observation of empirical evidences. Empirical inquiry does not redound to an absolute answer, nevertheless, only a most likely answer based on probability (Cooper et. al. 2017).

3. Results

Captured in figure 4 is the percentage of correct responses by the Luzon respondents per morphosyntax skill. It is worthy to note that almost that almost all the morphosyntax areas, respondents obtained a passing remarks ranging from 76% to 99%. This means that Luzon respondents were able to answer the test successfully by identifying the correct morphologic and syntactic structure of sentences.
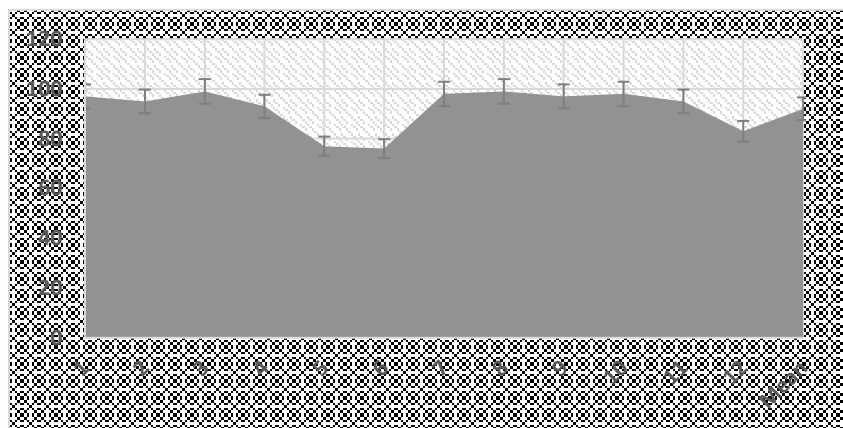
Figure 4 Adeptness Index of Luzon Learners

Topped among the morphosyntax features are "Using Pronouns &Using Gerunds" which both obtained a frequency range of 1024 to 1028. Conversely, "Changing Statements to Reported Speeches & Changing Active to Passive Voice" turned the least answered morphosyntax component with only 76 to 77 percentage range. The noted high proficiency of Luzon respondents could have been attributed to the assimilated grammar rules through constant drills, exercises, and meaningful speaking activities inside the classroom. Teachers provided ample teaching materials which led to the acquisition of grammar rules thereby mastering the morphosyntax features. A pattern might have been introduced to the respondents which guided them in answering the morphosyntax features specifically along indefinite pronouns and identifying the appropriate gerunds to come-up with accurate sentences

Moreover, figure 3 provides data on the aptitude of the Visayas Island respondents along the identified morphosyntax features based on the percentage and frequency. It is observable that there are only four features which obtained a passing percentage [freq./total = %] ranging from 75% to 84% only.
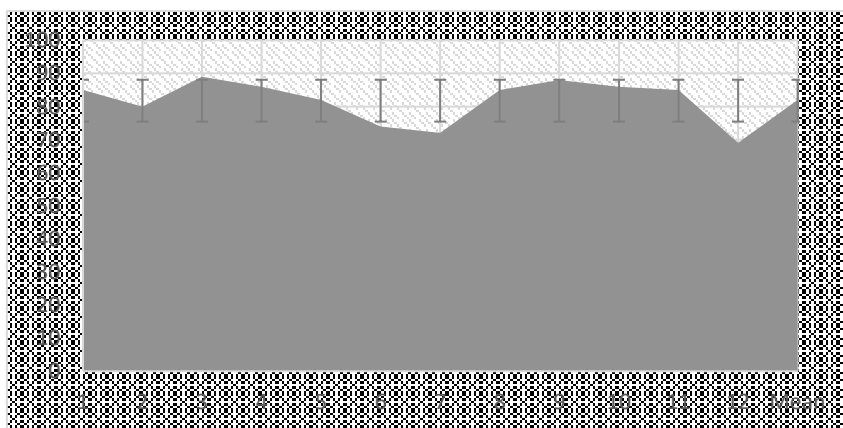

Figure 5 Adeptness Index of Mindanao Learners

These morphosyntax features have to do with using accurate adjectives, adverbs and prepositions in constructing their own sentences. In fact, frequency of 190, 211, and 215, respectively may imply that respondents moderately performed on the cited features. This could therefore mean that they [pupil respondents] are able to use forms of adjectives and adverbs correctly. Morphologically, respondents are aware of structure and semantics components of the sentences. The remaining features obtained a fair percentage score ranging from 47% to 74%. This group of respondents earned the lowest performance as likened to other groups.
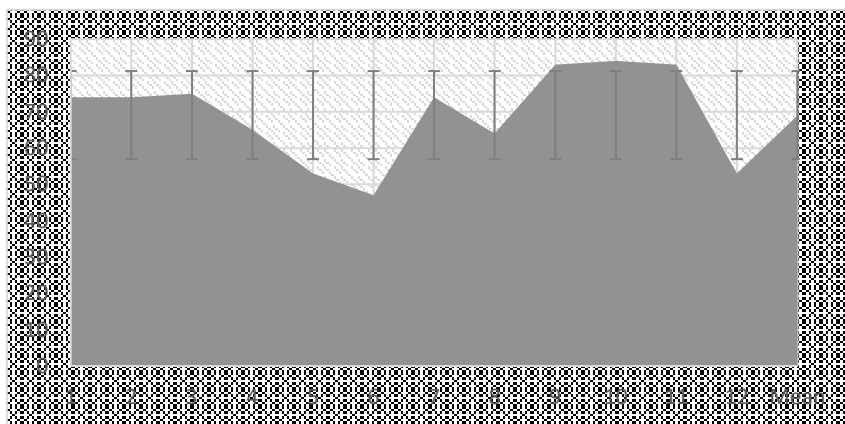
Figure 6 Adeptness Index of Visayas Learners

Moreover, figure 6 provides data on the aptitude of the Visayas Island respondents along the identified morphosyntax features based on the percentage and frequency. It is observable that there are only four features which obtained a passing percentage [freq./total = %] ranging from 75% to 84% only. These morphosyntax features have to do with using accurate adjectives, adverbs and prepositions in constructing their own sentences. In fact, frequency of 190, 211, and 215, respectively may imply that respondents moderately performed on the cited features. This could therefore mean that they [pupil respondents] are able to use forms of adjectives and adverbs correctly. Morphologically, respondents are aware of structure and semantics components of the sentences. The remaining features obtained a fair percentage score ranging from 47% to 74%. This group of respondents earned the lowest performance as likened to other groups.

3.1 Empirical Investigation of Input Hypothesis

In the documented linguistic episodes, I now scrutinize the influence of IH in morphosyntax index of L2 learners which involves comprehensible input activities initiated by ESL teacher during TLP. To be able to highlight the influence of IH, there is a need transcribe the L2 attempts and record other reinforcement language activities (*i.e. reading activities, integration, reward system etc.*) Attitude of learners towards L2 is also being documented as an interrelated factor in morphosyntax adeptness of L2 learners. The empirical investigation involves the use of classroom interface extracts and selected documentations accentuating the influence of IH behind the mophosyntax adeptness index of Filipino L2 learners. To enrich the study, video simulation (see *Table 1*) was likewise deemed necessary to document some linguistic factors as well as come-up with philosophical evidences on the comprehensible input behind IH of Krashen (1987). These empirical linguistic exploration processes had been delineated accordingly underneath.

Extract: *IH influence behind morphosyntax adeptness index*

$2Y^2$ Good morning class. How are you today?

[students responded]

2Y[3] Today, you will learn how use infinite pronouns correctly. But before that, we will have a review first.

[pupils answered the review lesson on SVA]

2Y[4] What are pronouns mentioned in the story?

2Y[5] somebody

2Y[6] all

[lesson progresses]

2Y[7] Can you form a sentence using the indefinite pronouns based on the pattern?

[students replied]

2Y[8] What have you noticed to the sentences given by your classmates?

Figure #7

2Y[9] Mam! We use singular verb for singular for singular indefinite pronoun.

2Y[10] Mam…mam…we use *po* plural verb if we want to form a sentence with plural pronouns

[lesson ends by an extension activity at home]

- - -

2Y[3]

[another lesson set-up]

2Y¹¹ Now who can tell me what the picture is implying?

2Y¹² a man dancing

2Y¹³ a father fetching water

2Y¹⁴ writing students

[lesson progresses]

2Y¹⁵ How do we use gerund in a sentence?

2Y¹⁶ by using singular verb po mam

2Y¹⁷ verb with "s"

[lesson continues]

Figure #8

2Y¹⁸ Now, we are going to read a selection. Take note of how the gerunds are used.

2Y¹⁹ What does the selection mean?

2Y²⁰ Conserving water is needed.

2Y²¹ Cleaning is important.

2Y²² Maintaining a clean air.

Figure #9

2Y²³ Now, you are going to write sentences using gerunds.

[students present their output]

2Y²⁴ Helping in house is important.

2Y²⁵ Practicing makes the work good.

2Y²⁶ Asking permission to parents is necessary.

Figure #10

[another set-up]

2Y²⁷ Today, we are going to award your classmates

who have performed well in our English subject. For those who didn't make it, please study hard by next time.

2Y²⁸ We will *po mam*.

2Y²⁹ Yes *mam*

2Y³⁰ *opo mam*

Figure #11

2Y²³ Now, you are going to write sentences

In line 2Y[2], **T** here starts the lesson by ensuring that **S** are ready to explore the new lesson by eliciting a conversation using the target language. **T** ignites the interest of the **S** by establishing an enlivening learning atmosphere. **T** proceeds immediately to a review lesson on SVA to guide **S** of the morphosyntax rules in forming sentences (*line* 2Y[3]). A mnemonic pattern is then reiterated by **T** on SVA (*SS + SV + N/V/ADJ = S*). In fact, the presentation proper of the lesson commences by introducing a reading text from which examples of indefinite pronouns are drawn. In line, 2Y[4], **T** asks **S** of what the examples of indefinite pronouns are found on text read. **S** reply as "somebody… all…" (*line* 2Y[5] and 2Y[6]). As the lesson progresses, **T** now encourages **S** to try forming sentences using singular and plural indefinite pronouns through spoken form. This aims to assess whether the examples and patterns introduced by the **T** are followed and learnt (*line* 2Y[7]). Based on the video simulated responses, some **S** attempt to create sentences (*Nothing is left indeed; Anyone who is qualified can apply for the election; and, Both make the move in the interest of the majority*). **T** likewise emphasizes the morphosyntax pattern (*SP + SV = S or PP + PV = S*) to guide **S** in forming the generalization. In the line 2Y[8], **T** activates a statement to form a generalization by asking **S** of the morphosyntax rules in using indefinite pronouns to form accurate sentences. This redounds to the responses of **S** substantiating that they have absorbed the lessons introduced (*Mam! We use singular verb for singular indefinite pronouns; and, Mam…mam…we use* po *plural verb if we want to form a sentence with plural pronouns* captured by line 2Y[9] and 2Y[10]). From these responses, it can be deduced that components of comprehensible input such as speaking and writing help a lot in the formation of generalization statement derived by **S** themselves. To further document the role of IH in morphosyntax adeptness index in the site of interest, **R** considers other language teaching venue to strike balance of responses. Thus, highlighted by line 2Y[11] is the new TLP of morphosyntax features. In this L2 leaning scenario, **T** ignites the interest of the **S** by showing sets of pictures/images from which students respond verbally in L2. In effect, there are **S** who are able to respond accurately to the stimulus and are able to utter phrasal gerund (*a man dancing; a father fetching water;* and, *writing students* accentuated by line 2Y[12] to 2Y[14] of the data set. At this point, **T** initiates a reading activity from which comprehension questions are drawn gearing towards morphosyntax savvy of L2 learners. Hence, in line 2Y[15], **T** asks (*From the reading text, how are gerunds used?*). This paves the way for the confirmatory statement from the students coded as 2Y[16] and 2Y[17]. As a matter of fact, two **S** respond (*by using singular verb* po *mam; and, verb with "s"*). This is followed by a reading activity facilitated by the **T** where drills and exercises are introduced aligned with the learning goal (*line* 2Y[18]). Line 2Y[19] is a triggering question to concretize morphosyntax rules and ensure accurate responses during the evaluation phase based on the transcribed data. Taking into account the data set, line 2Y[20] – 2Y[22] are recorded responses of **S** to the stimulus created (*Conserving water is needed; Cleaning is important; and, Maintaining a clean air*). Besides, based on video simulation, there are captured morphosyntax attempts of **S** involving sentences with gerund (*Dancing makes our body healthy and fit; Biking develops his muscle fitness and endurance; and, Writing as a habit brings Maria to a higher a level of competition*). If scrutinized thoroughly, the accentuated responses of **S** are indicative of a satisfactory morphosyntax adeptness index taking into consideration the lens of applied linguistics. Sentences formed are accurate though necessitates some refinement and call for a more morphostyntax drills and pattern introduction (*G + SV + N or PR + ADJ = S*). A speaking preparatory activity is initiated by **T** where some **S** formulate statements with gerunds, acquiescent to the aspects of CI. These sentences are highlighted by line 2Y[24] to 2Y[26] (*Helping in house is important; Practicing makes the work good; and, Asking permission to parents is necessary*). Thereafter, **T** gives a 5-item written work on using gerunds (*Write 5 sentences using gerunds. A bonus point shall be given if sentences are in complex form/sentence*). At this juncture, **T** approaches **R** which gives the opportunity for an unintended interview. **T** claims that, at times, there is a need to give a little twist and surprise during TLP specifically evaluation part in order to develop HOTS and foresee who has advanced knowledge of the next lesson to be explored. This teaching episode is for the sake of those fast and

advanced learners of L2 (**T** added). To enrich the empirical data in the research site, **R** considers other linguistic factors which may have been relevant behind the morphosyntax index of the participants. These include integration of subjects within and across the curriculum, gamification linguistic activities, reward system which aims to encourage learners to do better, and the like which are not within the ambit of CI based on IH. In the long run, to satiate the perceived gap, line $2Y^{27}$ is accentuated for the purpose. **T** here is telling her students that performers will be recognized and those who are not able to make it may perform better the next time around. As witnessed by the **R**, **S** respond positively indicative of the linguistic attitude of Filipino learners towards L2 adeptness as confirmed by line $2Y^{28}$ to $2Y^{30}$.

Table 1: *Video Simulated Responses (Extract)*

Selected Classroom Interface Transcript	Video Simulated Responses	Comprehensible Input ($i + 1$)	Input Hypothesis Feature
$2Y^2$ Good morning class. How are you today? [students responded]	We are fine po.	Speaking the target language (L2)	production
$2Y^3$ Today, you will learn how use infinite pronouns correctly. But before we will have a review first. [pupils answered the review lesson on SVA]	My classmates like apple.	Listening to the text	reception
$2Y^4$ What are pronouns mentioned in the story?	Everyone	Practicing the target language guided by the pattern	production
$2Y^5$ somebody	nothing		
$2Y^6$ all [lesson progresses]	Nothing is left indeed.	Group writing activity	production
$2Y^7$ Can you form a sentence using the indefinite pronouns based on the pattern? [students replied]	Anyone who is qualified can apply for election.	Speaking the target language	production
$2Y^8$ What have you noticed to the sentences given by your classmates?	Both make the move in the interest of the majority.		
Figure #7 $2Y^9$ Mam! We use singular verb for singular for singular indefinite pronoun. $2Y^{10}$ Mam...mam...we use po plural verb if we want to form a sentence with plural pronouns [lesson ends by an extension activity at home] [another lesson set-up]		Speaking to master grammar rules. Speaking the target language (L2 Reinforcement writing activity	production production reception

2Y¹¹ Now who can tell me what is picture?
2Y¹² a man dancing
2Y¹³ a father fetching water
2Y¹⁴ writing students
    [Lesson progresses]
2Y¹⁵ How do we use gerund in a sentence?
2Y¹⁶ by using singular verb po mam
2Y¹⁷ verb with "s"
    [Lesson continues]
 	
Figure #8
		Speaking based on perceived images.	production

		Establishing generalization to assess morphosyntax adeptness	reception
		Viewing to concretize concepts	reception/extension

Table 1 *Continued*

2Y¹⁸ Now, we are going to read a selection. Take of how the gerunds are used. 2Y¹⁹ What does the selection mean? 2Y²⁰ Conserving water is needed. 2Y²¹ Cleaning is important. 2Y²² Maintaining a clean air. Figure #9		Reading for mastery of mophosyntax features	reception
		Speaking for mastery of morphosyntax features	production

2Y²³ Now, you are going to write sentences using gerunds. *[students present their output]* 2Y²⁴ Helping in house is important. 2Y²⁵ Practicing makes the work good 2Y²⁶ Asking permission to parents is necessary. Figure #10 *[another lesson set-up]*	Dancing makes our body healthy and fit. Biking develops his muscle fitness and endurance. Writing as a habit brings Maria to a higher a level of competition.	Writing for mastery of morphosyntax features	production
2Y²⁷ Today, we are going to award your classmates who have performed well in our English subject. For those who didn't make it, please study hard by next time. 2Y²⁸ We will po mam. 2Y²⁹ Yes mam 2Y³⁰ opo mam Figure #11		Recognition for an outstanding performance in writing, speaking, listening, viewing and reading assessments.	reward

4. Discussion

From the results adopting descriptive statistics as well as empirical analysis of data, has paved the way for the rejection of first research assumption that morposyntax adeptness index of Filipino L2 learners does not vary. In effect, the first assumption reflects the varying morphosyntax adeptness index of L2 learners utilizing descriptive statistics such as frequency, percentage, mean and composite mean (Figure 4, 5 and 6) from slightly adept to highly adept index. This result can be associated to the reading activities, quality of CI of teachers during the TLP, and language integration initiated by the teachers in teaching mophosyntax features. This supposition is linked to study of Pavani, et. al. (2019) who provide evidence that extensive reading is likely to enhance vocabulary stockpile but the blending with vocabulary enrichment activities was more effective in L2 acquisition. In the same vein, as far as Knowledge of students (KS) is concerned, it is imperative for teachers to be cognizant of their students' desired learning styles as well as their adeptness levels. On Pedagogical Content Knowledge (PCK), teachers must let their students a lot of independence in selecting the activities they wish. As regards General pedagogical knowledge (GPK), teachers ought to be less controlling in the actual pedagogical

practice but rather serving more as facilitator to guide and facilitate the students' learning process (Bruce, 2020).

The second assumption reveals the empirical data highlighting CI such as speaking activities, writing drills, listening and reading text as primary features of IH categorized into two (production and reception). From the extracts, researcher also rejects the assumption that Krashen's Input Hypothesis does not influence the morpohosyntax adeptness of Filipino L2 learners. Be that as it may, the empirical investigation (Extract from line $2Y^2$ to $2Y^{30}$) has resulted to an additional IH feature such as extension activities, reward system and viewing linguistic activities as contributory elements to the adeptness index of the L2 learners. Considering the extracted data, conversely, it can be hypothesized that CI initiated by the teachers are contributory to the morphosyntax adeptness index of the L2 Filipino learners. This is underpinned by Gisela (2014) who conjectures that aptitude played a role in ultimate morphosyntactic attainment by a group of early childhood learners. Participants completed a speeded-response and a non-speeded-response grammaticality judgement test (GJT), and the LLAMA aptitude test. Results indicate the existence of an interplay among aptitude, test, and target structure. Adeptness was suggestively related to early learners' achievement in structures involving grammatical agreement on the non-speeded-response GJT. The discovery of new CI features concerning IH may now be the subject of further investigation to determine its efficacy on morphosyntax adeptness as a prelude to L2 acquisition in ASEAN region particularly.

The third assumption highlights the linguistic factors behind the morphosyntax adeptness of Filipino L2 learners which are more of learner-related issues such as attitude towards L2 functionality, reward system, extension and reinforcement language activities (*see* Extract line $2Y^{11}$ to $2Y^{30}$). Deducing from the data, researcher accepts the assumption that there are linguistic factors that contributed to the morphosynatx adeptness of the Filipino L2 participants. In fact, Tódor & Dégi (2017) hypothesized that language learners' attitudes towards the language and its speakers significantly influence the language learning process and the learning outcomes. Positive attitude towards the language and its speakers can lead to amplified motivation, which then results in better learning achievement and a positive attitude towards assimilating the aspects of language (i.e. morphosyntax, semantics, etc.). This statement has also been in acquiescence to the idea of Shiri (2013) who found that attitude towards learning Modern Standard Arabic (MSA) and regional dialects, and the factors that they perceived as influencing their attitudes favorably impacted students' attitudes toward dialect learning and sociolinguistic awareness. Students in this sample rejected learning MSA exclusively, believed that learning any dialect was important, and they became open to learning multiple dialects, including those that are less commonly taught. Respondents attributed this attitude shift to the change in their learning context, i.e., learning Arabic in an Arab country. In the case of the Filipino learners with English as L2, they likewise demonstrated positive learning behavior which impacted the successful morphosyntax acquisition. Moreover, Boudadi & Colón (2020) accentuated that gamification, which involves presenting game mechanics in non-game environments to stimulate motivation and engagement has primarily positive impact on SLA specifically in terms of learning outcomes.

Conversely, this study has pedagogical implications and is beneficial to L2 learners across the world as it highlights vocabulary and learning attitude (Kristiawan, 2022), age factors (Qureshi, 2022), towards L2 acquisition to be taken into consideration by EFL educators across the globe even native language educators handling L2 learners (Dmitrenko & Melnyk, 2021). 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 (Alhasov et. al. 2020; Estremera, 2021a). 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. Glitches in the process of improving morphosyntax adeptness index of L2 must have been deemed as milestone towards L2 fluency (Estremera, 2021b, Estremera, 2023; Estremera & Gilbas,

2022). Meaningful language activities during TLP may be initiated by EFL teachers considering the findings (Abdolhosseinzadeh Amini, & Kruger, 2022). School administrators may be able to come-up with programs, innovations, and school-level intervention geared towards improving the morphosyntax adeptness index of their learners taking into account the relevant factors to successful L2 acquisition (Estremera, 2017; Estremera, 2022). As for Stadnik (2018), it is the teachers' knowledge whose behaviors, and attitudes appear to have the biggest influence on students' L2 learning process. In the same manner, Pramela & Oh Chen (2018) conjectured that discourse and syntactic interferences in the students' speech where learners faced problems in comprehending the varied semantic systems between Chinese and English, were impacted by cultural knowledge and transmitted linguistic rules from their L1 to the L2. The key reasons for these interferences were lack of chances for practice and limited vocabulary range. Hence, it is imperative to develop ways to increase linguistic and communicative competence to diminish misunderstanding and inaccurate sentences in speech communication.

5. Conclusions

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. From the lens of applied linguistics, this research has limitations and suggestions subject to further inquiry and verification studies. 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.

Acknowledgments

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Appendix A. List of Acronyms and Abbreviations

ADJ	-	Adjective
EFL	-	English as a Foreign Language
EA	-	Empirical Analysis

ESL	-	English as a Second Language
CI	-	Comprehensible Input
CO	-	Comprehensible Output
G	-	Gerund
HOTS	-	Higher Order Thinking Skills
IH	-	Input Hypothesis
SLA	-	Second Language Acquisition
L2	-	Second Language
L1	-	First Language
N	-	Noun
PP	-	Plural Pronoun
PR	-	Pronoun
PV	-	Plural Verb
R	-	Researcher
RQ's	-	Research Questions
S	-	Sentence
S (*bold*)	-	Students
SP	-	Singular Pronoun
SS	-	Singular Subject
SV	-	Singular Verb
T	-	Teacher
TA	-	Theoretical Analysis
TLP	-	Teaching Learning Process
V	-	Verb

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