

## COMPARATIVE STUDY OF SLA: EFFECTS OF EARLY EXPOSURE, EDUCATION, AND PSYCHOLOGY ON SIXTH-GRADERS

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## СРАВНИТЕЛЬНОЕ ИЗУЧЕНИЕ SLA: ВЛИЯНИЕ РАННЕГО ВОЗДЕЙСТВИЯ, ОБРАЗОВАНИЯ И ПСИХОЛОГИИ НА ШЕСТИКЛАССНИКОВ

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## IKKINCHI TILNI QIYOSIY O'RGANISH: UNING TA'SIRI, OLTINCHI SINIF O'QUVCHILARIGA TA'LIMIY VA PSIXOLOGIK TA'SIRI

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**Abstract:** This study compares the SLA experiences of two sixth-grade pupils with differing linguistic abilities, highlighting the impact of early exposure, teaching methods, and emotional factors. Using Krashen's and Vygotsky's theories, it underscores the importance of tailored strategies, and emotional support in fostering effective language acquisition and learner confidence.

**Key words:** Second Language Acquisition (SLA), Krashen's Input Hypothesis, Affective Filter Hypothesis, Vygotsky's Sociocultural Theory, Differentiated Instruction.

**Аннотация:** В этом исследовании сравниваются опыты SLA двух учеников шестого класса с разными лингвистическими способностями, подчеркивая влияние раннего знакомства, методов обучения и эмоциональных факторов. Используя теории Крашена и Выготского, оно подчеркивает важность индивидуальных стратегий и эмоциональной поддержки для содействия эффективному усвоению языка и уверенности учащихся.

**Ключевые слова:** освоение второго языка (SLA), гипотеза Крашена о входных данных, гипотеза аффективного фильтра, социокультурная теория Выготского, дифференцированное обучение.

**Annotatsiya:** Ushbu tadqiqot turli darajadagi til bilish qobiliyatiga ega bo'lgan oltinchi sinif o'quvchilarining SLA tajribasini taqqoslaydi, o'qitish usullari va hissiy omillar ta'sirini ta'kidlaydi. Krashen va Vygotskiy nazariyalaridan foydalangan holda, tilni samarali o'zlashtirish va o'quvchilarning ishonchini oshirish uchun individual strategiyalar va hissiy yordam muhimligini ta'kidlaydi.

**Kalit so'zlar:** ikkinchi tilni o'zlashtirish (SLA), Krashening kirish gipotezasi, affektiv filtr gipotezasi, Vygotskiyning ijtimoiy-madaniy nazariyasi, tabaqalashtirilgan o'qitish.

### INTRODUCTION (ВВЕДЕНИЕ / KIRISH).

Second language acquisition (SLA) is a key area in applied linguistics, focusing on how learners gain proficiency in non-native languages. Factors like age, motivation, emotional state, and exposure

affect SLA. This study examines the learning paths of two sixth-graders, Muhammad Rizo and Gerald, who share similar classroom environments but show significant differences in language skills. Their cases highlight how early exposure, teaching methods, and

psychological factors shape language acquisition, emphasizing the need for diverse instructional approaches to meet individual learner needs.

**MATERIALS AND METHODS (ЛИТЕРАТУРА И МЕТОД / ADABIYOTLAR TAHLILI VA METODLAR).** Language learning combines conscious and unconscious processes, with varied results influenced by input and sociocultural contexts. Muhammad benefited from growing up in an English-speaking household, which provided authentic exposure. Immersion aids communicative competence, aligning with research emphasizing the importance of contextualized input and interaction. Gerald, with limited early exposure and reliance on formal instruction, struggled with fluency and pronunciation, reflecting challenges older learners often face. His progress underscores the need for structured yet supportive teaching to build competence and confidence [2].

Krashen's input hypothesis emphasizes that learners acquire language effectively when exposed to comprehensible input slightly above their current ability (Krashen, 1982). Muhammad's immersion demonstrates the benefits of meaningful language exposure, while Gerald's struggles suggest that grammar-focused instruction alone is insufficient. Interactive methods like visual aids and task-based learning can better address basic-level learners' needs. Motivation also plays a vital role in SLA. High motivation and low anxiety contribute to success, as seen in Muhammad's achievements. In contrast, Gerald's challenges may result from frustration and low confidence, which, according to the affective filter hypothesis, can block language input. A supportive, low-stress classroom environment is crucial for encouraging progress [4].

Social interaction, a key component of SLA, is highlighted by Vygotsky's sociocultural theory, which underscores learning through collaboration with knowledgeable others. Muhammad's conversations with his English-speaking babysitter provided scaffolding for natural language development. Gerald, with fewer opportunities for interaction, progressed more slowly. Peer collaboration and communicative classroom tasks, like group discussions, can provide essential opportunities for learners like Gerald to practice and improve [1].

In this article, many methodologies, including comparison, observation, and content

analysis, are used to explore the language acquisition processes of two sixth-grade students, Muhammad Rizo and Gerald. These methodologies are used to investigate the contrasts and similarities between their second language acquisition (SLA) experiences, as well as to gain a better understanding of the variables impacting their growth [3].

**DISCUSSION(ОБСУЖДЕНИЕ/МУХОКАМА)** Differentiated instruction is also crucial, as it tailors teaching to individual needs. Muhammad's communicative skills benefit from advanced vocabulary and writing challenges, while Gerald requires foundational grammar and engaging exercises to build confidence. Tailored instruction addresses strengths and challenges, fostering engagement and minimizing frustration.

Muhammad and Gerald's experiences illustrate diverse SLA paths. Muhammad thrived with early immersion, while Gerald's difficulties highlight the limits of formal instruction. This study underscores the importance of supportive, adaptive learning environments that address individual needs. These findings contribute to SLA research, offering practical insights for designing effective teaching strategies to support diverse learners [5].

**RESULTS (РЕЗУЛЬТАТЫ / NATIJALAR).** Krashen's ideas can assist both Muhammad and Gerald if educational techniques are tailored to each learner's specific requirements. Muhammad, with his early immersion and advanced talents, will flourish in tough environments with possibilities for spontaneous communication. Gerald, on the other hand, need a supportive setting that minimizes anxiety while providing intelligible input via engaging, multimodal activities. Both adolescents demonstrate how tailored teaching practices guided by SLA theory may promote meaningful language development [2].

#### **For learner 1:**

The Natural Order Hypothesis – the reason of selection of this hypothesis for the first learner is that he acquired the second language rather than learning it when he was abroad. This hypothesis states that learners acquire the language rules in to be expected order that some of them come firstly while others come late (Krashen, 1985). In teaching, pupils acquire some grammatical rules for instance, the morpheme “-ing” firstly, instead of the third person morpheme “-s” as well as they do not need syllabus to assist them to acquire the language. As the first

learner acquired the language without any sequence of grammar rules, this hypothesis can be beneficial to create the natural environment to him [5].

The Input Hypothesis – the other name of input hypothesis is comprehensible input that input indicates one level beyond (i +1) from current proficiency level of learners. Krashen claims that people acquire the language through perception of messages or accepting comprehensible input. According to experiment that is held by Escamilla and Grassi, in this kind of hypothesis, usage of some strategies such as demonstrating pictures and including gestures will make the input more understandable. In teaching, using visuals and words assists students to learn the language more eagerly. Slobin said that the learners not only acquire the language simply, but also there is a huge contribution of integral language processor that is called LAD (Language Acquisition Device). This hypothesis will be advantageous for both learner 1 and learner 2, because they learn the language with the help of visuals, videos and body languages avoiding from traditional “Grammar Translation” method. But, according to high proficiency level of learner 1, the words will be a bit complex [8].

#### **For learner 2:**

The Affective Filter Hypothesis – the role of the emotions are highly highlighted in this hypothesis that emotions such as motivation, self-confidence and anxiety can effect to the learning process. Krashen stated that students would be successful in second language acquisition if they have high motivation and self-esteem while anxiety is low. Focusing on to affective factors have recently been expanded and teachers tend to teach in more communicative and humanistic approaches. Now, teachers are using self-correction and peer correction in order to decrease anxiety and stress as well as they assist to learners to be autonomous in language learning process. If we use this hypothesis to the second learner he will be more confident and eager to learning the second language [7].

**CONCLUSION (ЗАКЛЮЧЕНИЕ / XULOSA).** Muhammad Rizo and Gerald’s experiences highlight the many pathways that learners follow when learning a second language. Muhammad’s early exposure and involvement in an immersed English-speaking setting allowed him to rapidly gain communicative competency, but Gerald’s limited exposure and dependence on formal

classroom teaching resulted in delayed improvement. The study emphasizes the need of implementing Krashen’s ideas, such as intelligible input and the emotional filter, to create low-stress, engaging learning environments. Furthermore, Vygotsky’s sociocultural theory states that social contact is essential for language development, highlighting the need of peer cooperation and meaningful communication. Differentiated education emerges as a major technique for meeting learners’ individual requirements, with advanced activities for Muhammad and fundamental assistance for Gerald. Finally, the study concludes that tailored teaching strategies, emotional support, and rich input are critical for promoting second language learning success.

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