



## INPUT PROCESSING IN ADULTS SLA

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### Abstract

A lot of internal and external factors influence second language acquisition (SLA) and one of them is the language input that plays the main role in receiving new knowledge. Nowadays, the English language is becoming a global language so different age people would like to learn for their work and career. Most adults are often face to face with some difficulties with misinterpretations and the reason is sometimes adults cannot understand the words' meanings and miss the acquisition of them so I chose this study to improve the adult's input processing (IP) and show the sides of learning a language. I found several researchers who worked on the IP, such as VanPatten, Taher Bahrani, Alessandro Benati, and others. For this case study, I chose some adults who are learning English as a second language from the educational center "Trust". Their English level is elementary and they are about 40 years old. I hope my study will help them as we improve their input processing in learning.

**Keywords:** internal and external influences, Input processing, Binary Options.

### Introduction

Through extensive research, I studied and found out Bill VanPatten's theory is appropriate and suitable.

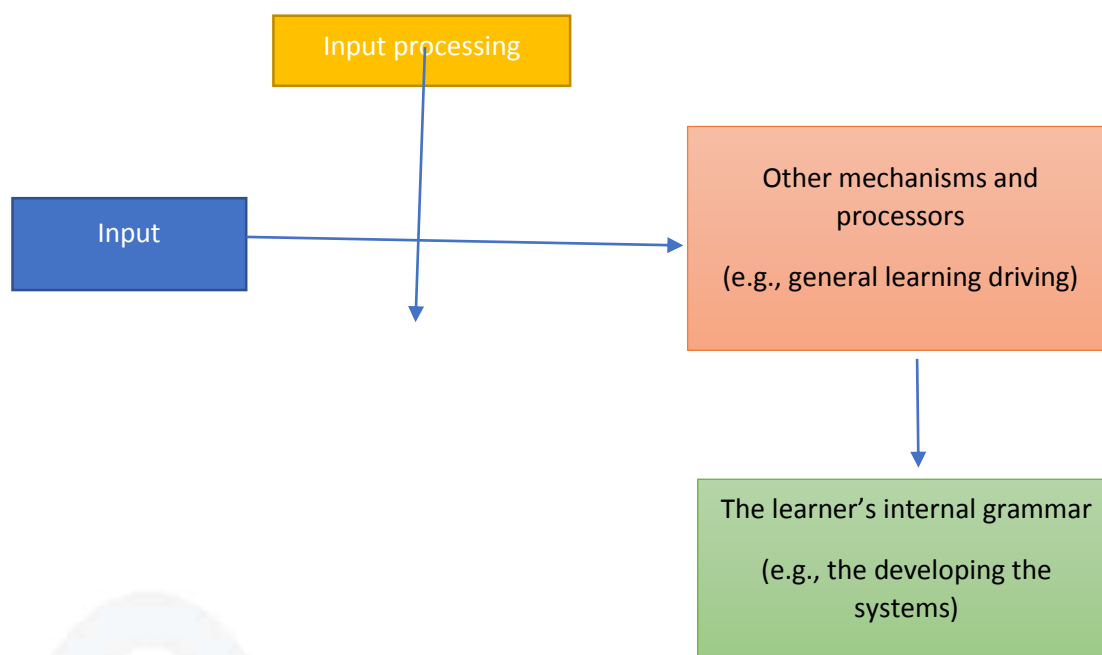
Firstly, I should say that IP (Input processing) was explained by Bill VanPatten, a professor at Michigan State University. He said that learners hear and read the information then they analyzed, perceive, and processed the data and a researcher believed that the structured input can help to improve the students' rate of acquisition. Here are you can see types of structured inputs:

1. One thing is taught at a time. The teacher will not make students work too hard.
2. Meaning should be in the focus. Activities or exercises need to be understandable.
3. Students have to do something with the input. Do not make them only repetition
4. Using Input. Students should use oral and writing abilities.
5. Step by step. It means students move from sentences to context.
6. Students should keep the processing strategies in mind.





In the acquisition scheme, you can see where IP fits:



The input processing theory is divided into two sub-processes:

- Making a form-meaning connection
- parsing

Bill VanPatten also suggests the task “Sentence interpretation task” and one experiment too. In this task, participants have heard sentences and indicated what they understand. The learners might hear “The cow was kicked by the horse” then they are given two pictures. The first picture is showed that the cow is kicking and in the second picture, the horse is kicking the cow. If learners choose the first picture, we can guess that the First-Noun Principle is guiding the sentence processing. If the learners choose the second picture, the First-Noun Principle is not guiding the sentence processing.

### **Learner's Profile**

For this study, I chose my adult students who are learning English in the education center. Ten participants (3- women, 7 – men) aged about 40 years old joined in the study. They have been learning English for 5 months together in an Elementary group. All participants were divided into two groups. The first group's participants were not good at listening and reading and the second group was bad at reading but another



side they did not have any problem. I taught then observed how the process was going and here I would like to share the activities which I conducted in that group:

### **Types of Activities**

- Supplying Information
- Surveys
- Matching
- Binary Options (True/False, Logical/Illogical, Normal/Strange, etc.)
- Ordering/Ranking
- Selecting Alternatives

In addition, exercises were meaningful to participants when we communicated. A learning task was only being considered communicative if new data was exchanged. All participants were interested in these activities which helped to enhance their input process.

### **Findings:**

In the beginning, I took the diagnostic test from participants to check their knowledge and saved the results of the test to compare them with final tests. At the top, I mentioned that their language input was very low and I did observation them for 3 weeks. In the first week, I used the supplying information and surveys activities and while doing them they tried to understand and think about what was written in the paper. If they made any mistake, I forced them to correct it and it made them active during the activity. In the second and third weeks I organized the activities (Matching, Binary Options (True/False, Logical/Illogical, Normal/Strange, etc.) Ordering/Ranking, Selecting Alternatives) and for three weeks they developed their reading and listening skills. In addition, I realized these activities also improve the language output like drills.

### **Conclusion:**

I believe in the activities which helped to improve participants' input skills while learning a language and of course, I chose these activities according to VanPatten and Alessandro Benati's findings and research of the input process in adults. During the process of teaching, the main focused thing should be learners' comprehension that shows teachers' works to outside with their improvement language.





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