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TEACHING CONDITIONALS THROUGH COMPREHENSIBLE INPUT WHILE ADDRESSING MAJOR CRITIQUES OF KRASHEN'S HYPOTHESIS

With the ongoing development of foreign language teaching methodologies in schools, innovative approaches and methods are increasingly integrated into the educational process. In Ukraine, one of the most relevant trends is the application of Stephen Krashen's Comprehensible Input Hypothesis, which emphasizes the importance of providing learners with input that is understandable yet slightly beyond their current level of proficiency ($i + 1$) [1, p. 32]. However, despite its strong theoretical foundation, this hypothesis has been widely criticized for underestimating the role of productive language use, interaction, and conscious attention to linguistic forms [6; 7; 8].

The aim of this study was to design, justify, and test a model lesson for teaching First and Second Conditional sentences to 10th-grade students based on Krashen's hypothesis, while addressing major criticisms through the integration of Output, Interaction, and Noticing.

The theoretical framework is grounded in the works of Stephen Krashen [1–5], as well as complementary contributions from Merrill Swain (Output Hypothesis) [8], Michael Long (Interaction Hypothesis) [6], and Richard Schmidt (Noticing Hypothesis) [7]. These perspectives collectively highlight that effective language acquisition requires not only comprehensible input but also opportunities for meaningful communication, interaction, and conscious awareness of grammatical structures.

According to Krashen, language acquisition occurs primarily through exposure to comprehensible input ($i + 1$), where learners subconsciously internalize language [1, p. 8]. He distinguishes between acquisition (a subconscious process) and learning (a conscious process), arguing that acquisition plays a central role. Additionally, emotional variables, described in the Affective Filter Hypothesis, significantly influence learning outcomes: a low-anxiety, supportive environment facilitates language acquisition [4].

At the same time, modern research demonstrates that input alone is insufficient. Productive skills (speaking and writing), interaction, and noticing linguistic forms are essential components of effective language learning [6; 7; 8]. Therefore, grammar instruction should be based on a balanced integration of input, output, interaction, and explicit knowledge.

Taking this into account, a set of teaching techniques was developed and implemented within a structured lesson model, with each stage also addressing key theoretical critiques:

1) Emotional Tuning: the activity “Something Good” encourages students to share positive personal experiences, lowering the affective filter and creating a supportive classroom atmosphere. This stage directly addresses the Affective Filter Hypothesis proposed by Stephen Krashen by reducing anxiety and facilitating acquisition [4].

2) Warm-up / Acquisition Stage: communicative tasks based on visual prompts (e.g., “What will you do if it rains tomorrow?”; “What would you do if you had a superpower?”) introduce target structures naturally and promote unconscious acquisition.

3) Comprehensible Input: a contextualized listening activity (“The Rainy Saturday”) provides meaningful exposure to conditional sentences. Students engage in pre-, while-, and post-listening tasks, focusing on understanding content and identifying real versus hypothetical situations.

4) Noticing and Guided Discovery / Explicit Knowledge: through pair work and sentence analysis, students identify patterns and differences between First and Second Conditionals, formulating rules independently. This stage addresses the Noticing Hypothesis of Richard Schmidt by encouraging conscious awareness of grammatical forms [7, p. 131].

5) Communicative Output: interactive activities such as the “What if...?” game require students to actively produce conditional structures in meaningful contexts, helping to transfer grammatical knowledge into spontaneous use. This responds to the Output Hypothesis of Merrill Swain, emphasizing the importance of language production [8, p. 240].

6) Interaction: pair and group work activities are integrated throughout the lesson, promoting negotiation of meaning, clarification, and the collaborative construction of utterances. This directly reflects the Interaction Hypothesis of Michael Long [6, p. 423].

7) Reflection and Consolidation: students summarize their understanding through collaborative tasks and apply their knowledge in written form (e.g., “If I were the school principal...”), reinforcing both accuracy and fluency.

The implementation of this lesson demonstrated increased student engagement, improved comprehension of conditional structures, and more confident use of language in communication. The integration of input, output, interaction, and emotional support contributed to more effective learning outcomes.

Thus, the study confirms that Krashen’s Comprehensible Input Hypothesis can be effectively applied in teaching grammar, provided it is complemented by output-oriented activities, interactive tasks, and opportunities for noticing grammatical forms. Such an integrated approach ensures a pedagogically balanced model that combines natural language acquisition with elements of conscious learning.

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ФОРМУВАННЯ ІНШОМОВНОЇ КОМУНІКАТИВНОЇ КОМПЕТЕНТНОСТІ УЧНІВ ЗАКЛАДІВ ЗАГАЛЬНОЇ СЕРЕДНЬОЇ ОСВІТИ ЧЕРЕЗ УЧАСТЬ У МІЖНАРОДНИХ ПРОЄКТАХ

У сучасному глобалізованому світі вільне володіння іноземною мовою є життєво важливим компонентом навчання, необхідним для успішної соціалізації. Здатність спілкуватися іноземною мовою відкриває багато можливостей для розвитку кар'єри, академічної мобільності та міжкультурної взаємодії.

Одним із найефективніших способів розвитку іншомовної комунікативної компетентності є участь здобувачів освіти у міжнародних освітніх проєктах. Такі проєкти створюють умови для використання мови як засобу спілкування. Учні отримують можливість закріпити та вдосконалити свої навички та вміння під час роботи з іноземними партнерами. Крім того, міжнародні проєкти розвивають критичне мислення учнів, дозволяючи їм вивчати інформацію, порівнювати різні культури та формувати власну позицію. Необхідність впровадження нових методів навчання, спрямованих на практичне використання мови, спонукає вчителів іноземних мов зосередитися на проєктній діяльності. Вона допомагає учням розвивати навички самостійності, відповідальності та співпраці, які є життєво важливими для того, щоб учні