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THE ROLE OF COMPREHENSIBLE INPUT IN EFFECTIVE ENGLISH LANGUAGE LEARNING

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Abstract: This study examines the role of comprehensible input in English language learning based on Stephen Krashen's Input Hypothesis. It focuses on level-appropriate reading as a means of developing vocabulary, grammar, collocations, expressions, and communicative competence through meaningful language exposure. The study considers the progression of reading materials from A1 to C1 levels and highlights the importance of combining comprehensible input with speaking, writing, listening, interaction, and feedback. The findings suggest that regular exposure to understandable language in context can support learners' linguistic development and more effective communication.

Keywords: comprehensible input, English language learning, Input Hypothesis, reading, vocabulary acquisition, contextual learning, language acquisition.

Introduction (literature review)

English has become an important means of international communication, education, employment, science, and technology. Consequently, learners and teachers continue to seek effective approaches to developing English proficiency. One widely used approach is deliberate vocabulary memorisation, in which learners are encouraged to learn a fixed number of words and review them regularly. Although this practice can help learners remember individual meanings, knowing the translation of a word does not necessarily mean knowing how to use it appropriately.

For example, a learner may memorise *depend* as meaning “bog‘liq bo‘lmoq” but may not know that it is normally used with the preposition *on*. Similarly, knowing the meaning of *interested* does not automatically mean knowing how to use the expression *interested in learning English*. Such linguistic knowledge is more likely to develop when learners encounter vocabulary repeatedly in meaningful contexts.

One practical source of meaningful exposure is level-appropriate reading. Instead of concentrating exclusively on a limited number of isolated words, learners can read texts corresponding to their current proficiency level. In such texts, vocabulary occurs together with grammatical structures, collocations, prepositions, expressions, and ideas. Consequently, learners can gradually develop knowledge of how language functions in actual communication.



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The concept of comprehensible input occupies an important position in Stephen Krashen's theory of second-language acquisition. According to Krashen (1985), learners acquire language when they understand messages containing linguistic elements that are slightly more advanced than their current level of competence. This principle is commonly represented as $i + 1$.

The central idea is that language development is supported by understanding meaningful communication rather than by consciously memorising every grammatical rule or vocabulary item. Input, however, needs to remain sufficiently understandable. Material that is considerably above a learner's level may become incomprehensible, while material containing no new linguistic information may provide limited opportunities for development. Level-appropriate reading can therefore provide a balance between comprehension and linguistic challenge.

For instance, an A1 learner may initially encounter the sentence *I have a book*. With further exposure, this basic structure can appear in a slightly more developed form, such as *I have a new English book*. The learner remains able to understand the overall message while encountering additional vocabulary and grammatical information. In this way, increasing complexity can occur gradually without making the input inaccessible.

Materials and methods

Reading provides learners with substantial written input through stories, graded readers, articles, educational materials, and other texts. Its importance lies not only in the quantity of language learners encounter but also in the contextualized nature of that language.

Words rarely function independently. Their meanings, grammatical patterns, collocations, and appropriate contexts of use are connected to surrounding language. For example, a learner who memorises *interested* = *qiziqqan* may know its basic translation but may not know that it is commonly followed by *in*. Through repeated exposure to sentences such as *I am interested in English*, *She is interested in learning languages*, and *Many students are interested in technology*, the learner develops knowledge of meaning and grammatical behaviour simultaneously.

The same principle applies to collocations and fixed expressions such as *pay attention to*, *take part in*, *make a decision*, *depend on*, and *be good at*. Repeated exposure allows learners to notice how words naturally combine and thereby develop more accurate and natural language use.

Thus, contextualised reading can support vocabulary and grammar development simultaneously. Rather than treating vocabulary, grammar, and expressions as completely separate areas, learners encounter them as interconnected components of a linguistic system.

The Development of Input from A1 to C1

The complexity of comprehensible input can progressively increase as learners develop their proficiency.

At the **A1 level**, short sentences containing high-frequency vocabulary and basic grammatical structures are appropriate. For example, *I like apples* introduces a

basic subject-verb-object structure, while *She lives in Nukus* provides exposure to the third-person singular form and the preposition *in*.

At the **A2 level**, learners can work with longer and more descriptive sentences. The sentence *The young girl reads an interesting English book in the library* exposes learners to modifiers, adjectives, and a prepositional phrase within one meaningful context.

At the **B1 level**, reading materials can introduce more complex grammatical relationships, including passive structures and conjunctions. For example, *English is spoken in many countries because it is widely used for international communication* combines the passive voice, the conjunction *because*, and the collocation *international communication*.

At the **B2 level**, learners can encounter relative clauses and more sophisticated vocabulary. The sentence *Students who read regularly are more likely to develop a wider vocabulary* illustrates a relative clause while introducing the expression *are more likely to* and the collocation *wider vocabulary*.

At the **C1 level**, texts can contain academic vocabulary, abstract concepts, sophisticated expressions, and complex grammatical structures. For example, *Although learners may initially struggle to understand sophisticated texts, sustained exposure to comprehensible academic language can gradually enhance their ability to interpret complex ideas* demonstrates how advanced learners can encounter several linguistic features within a meaningful context.

Therefore, progression from A1 to C1 does not simply involve learning a greater number of words. It also involves developing an increasingly sophisticated understanding of how vocabulary, grammar, expressions, and discourse function together.

A significant distinction can be made between contextual learning and isolated vocabulary memorisation. Memorising individual words can provide short-term knowledge of translations, but it may not provide sufficient information about their grammatical behaviour or natural use.

For example, a learner may remember that *depend* means “bog‘liq bo‘lmoq” but still produce an incorrect expression if the structure *depend on* has not been encountered sufficiently often. In contextualised reading, however, learners can meet the expression in sentences such as *Success depends on regular practice* or *The final result depends on several factors*. Repeated encounters provide information about both meaning and usage.

Context is also important because many English words have several related meanings. A single translation cannot always represent the complete semantic range of a word. Repeated exposure to different contexts can therefore help learners distinguish meanings and understand appropriate usage.

As a result, contextual learning can contribute to a broader form of vocabulary knowledge, including meaning, grammatical behaviour, collocations, prepositions, register, and appropriate contexts of use. This broader knowledge is closely related to communicative competence.

The argument presented in this thesis is also informed by personal experience of learning English. Regular reading of level-appropriate materials appeared more

beneficial than relying exclusively on deliberate memorisation of a fixed number of isolated words. Words learned independently of context may be remembered temporarily, but learners can still experience difficulties concerning their grammatical patterns, collocations, prepositions, and appropriate contexts of use.

Regular reading provides repeated encounters with vocabulary in different contexts. A learner may meet the same word many times without deliberately memorising it. Each encounter provides additional information about its meaning and use, gradually contributing to more automatic recognition.

This experience also illustrates the relationship between vocabulary and grammar. While reading, learners encounter vocabulary within complete sentences rather than as isolated items. Consequently, grammatical structures, prepositions, collocations, and expressions become associated with vocabulary through meaningful exposure.

Nevertheless, personal experience should not be regarded as empirical evidence applicable to all learners. Its value is illustrative: it demonstrates how the theoretical principles of comprehensible input may be experienced during individual language learning.

Results

The benefits of contextualised input can extend beyond reading. Repeated exposure to vocabulary and grammatical patterns may provide linguistic resources that learners can later use in speaking and writing. Expressions such as *It depends on...*, *One of the main reasons is...*, and *I would rather...* can become familiar through repeated encounters and subsequently support productive language use.

Reading may also contribute indirectly to listening development. When learners already recognise a word or expression from written input, they may find it easier to identify the same language in spoken communication. However, written familiarity does not guarantee listening comprehension because spoken English includes connected speech, reductions, different accents, and natural pronunciation. Therefore, reading should be complemented by listening input.

Extensive reading can similarly support writing by exposing learners to sentence structures, linking devices, academic vocabulary, paragraph organisation, and different ways of expressing relationships between ideas. Reading consequently provides linguistic models that learners can use when producing their own texts.

For effective language development, input and output should therefore complement each other. Learners need comprehensible input through reading and listening as well as opportunities to use the language through speaking and writing. Swain (1985) also emphasised the importance of comprehensible output in second-language development, highlighting the contribution of language production to learners' development.

Conclusions and recommendations

Comprehensible input represents an important perspective on second-language development. Krashen's Input Hypothesis suggests that language acquisition can occur when learners understand meaningful input containing linguistic elements slightly beyond their current level. From this perspective, regular

exposure to appropriately challenging English can provide an important foundation for language development.

Level-appropriate reading is one practical means of increasing such exposure. Through repeated encounters with language in context, learners can develop not only vocabulary knowledge but also knowledge of grammatical structures, prepositions, collocations, expressions, and different meanings. The progression from A1 to C1 demonstrates how increasingly complex reading materials can correspond to learners' developing proficiency.

At the same time, comprehensible input should not be considered a single complete solution to language learning. Reading and listening provide rich linguistic input, while speaking, writing, interaction, and feedback create opportunities for learners to use and develop what they have encountered. Therefore, a balanced approach combining substantial comprehensible input with meaningful language production can support the development of vocabulary, grammar, fluency, and overall communicative competence.

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