

## **EFFECTS OF COMPREHENSIBLE INPUT ON LANGUAGE ACQUISITION**

Khamidov Bekhruz Ziyot ugli

An English Teacher, Faculty of Pedagogy and Languages, Department of  
Language and Teaching Methodology, Angren University, Angren

Email: khamidovbekhruz1@gmail.com

### **Abstract**

This paper examines the role of comprehensible input in second language acquisition (SLA), supporting Krashen's Comprehension Hypothesis that language is acquired through meaningful input. Compared to traditional form-focused instruction (FFI), meaning-focused instruction (MFI) significantly improves vocabulary retention and practical language use. Studies show that visual aids, storytelling, and reading activities enhance natural language development, making comprehensible input essential for effective language teaching.

**Keywords:** Comprehensible Input, Second Language Acquisition (SLA), Comprehension Hypothesis, Meaning-Focused Instruction (MFI), Form-Focused Instruction (FFI), Language Input, Input Hypothesis, Vocabulary Acquisition, Storytelling, Visual Aids, Language Learning, Grammar Instruction, Language Development, Contextual Learning, Language Teaching Methods

### **Introduction**

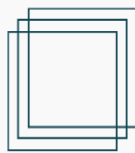
The Comprehension Hypothesis proposes that we acquire language by understanding what we hear or read. Our ability to use different aspects of language develops as we receive comprehensible input. In contrast, the Skill-Building Hypothesis suggests that language learning works the other way around: we start by learning grammar rules and memorizing vocabulary, then we make these rules and words automatic by using them in speaking or writing. Also, we improve our understanding of grammar and vocabulary through correction of our mistakes.

In this article, the Comprehension Hypothesis approach is supported, along with that it highlights the limitations of the traditional methods in second and foreign language acquisition. "Comprehensible output," meaning adjustments made in response to the interlocutor's difficulty in understanding, occurs too infrequently to make a meaningful impact on competence (Krashen, 2005).

There are many intrinsic and extrinsic factors that influence second language acquisition (SLA). Among them, language input is one of the main external factors that play a key role in the language learning process. In this context, Corder (1967), one of the pioneers in SLA research, emphasizes the important distinction between input and reception. According to Corder, language input refers to the linguistic information available to language learners and serves as the raw material for language acquisition. This should be distinguished from reception, which represents the input that students

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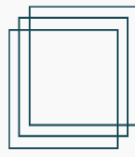
actually understand and absorb. Based on this perspective, the paper aims to explore the importance of language input from the perspective of different SLA theories. In addition, the paper explores Krashen's Input Hypothesis (Krashen, 1985), one of the most influential models regarding the role of language input in the development of SLA.

Comprehensible input language acquisition theory (Krashen, 1998) is a type of meaning-oriented instruction (MFI). Meaning-oriented instruction is different from form-oriented instruction (FFI). MFI instruction, as the phrase suggests, focuses on the inner meaning of words and vocabulary, unlike FFI, which focuses on grammatical rules and syntax. Both are required for perfect language acquisition. However, studies have shown that FFI alone does not produce as powerful interview results as using FFI and MFI together (Hilal and Onur, 2020). Some studies have suggested that MFI should be used first and then FFI should be introduced to help place the learned vocabulary in the correct context and order (Mohammad and Mohammadtaghi, 2015). Comprehensible input refers to messages that the listener can understand. For instance, rather than translating the word "apple" into the learner's native language, a teacher might say "apple" in the target language while displaying a picture of the fruit. By avoiding translation, learners directly associate the meaning of the target language word with the object itself, which is believed to promote quicker and better vocabulary acquisition in a second language (Patrick, 2019).

In one study (Nowbakht and Shahnazari, 2015), researchers compared two groups, one of which used a traditional method for learning a new language, known as Form-Focused Learning (FFI), which is a traditional teaching method, including vocabulary lists, writing and grammar lessons. In addition to their standard methodology, the second group conducted part of their instruction using meaning-oriented instruction (MFI). This study found that the use of comprehensible information by the test group produced better results than the traditional one.

The use of comprehensible information as part of the language learning curriculum has enhanced the learning process and desired outcomes. In addition, the acquisition of vocabulary was significantly improved. Learners reported better recall and use of new words in context, as opposed to memorizing isolated vocabulary. Many participants noted that understanding vocabulary through context allowed them to understand multiple meanings of words and reduced the likelihood of misinterpreting their meanings.

The results of this study support the theory that comprehensible input plays a critical role in language acquisition. By providing students with challenging but understandable language, comprehensible input helps them naturally acquire language and develop the language skills necessary for effective communication. Visual aids, storytelling techniques and reading articles helped students connect new vocabulary and grammatical structures to real-life contexts, improving their



understanding. This shows that comprehensible input not only speeds up the learning process, but also makes language acquisition more meaningful and practical.

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