

ENGLISH LANGUAGE ACQUISITION THROUGH INPUT AND INTERACTION IN
THE LOCAL UZBEKISTON SCHOOL

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Abstract. *This article examines the role of classroom-based assessment in second language acquisition through the lens of major theoretical frameworks, particularly Krashen's Input Hypothesis and Vygotsky's Zone of Proximal Development (ZPD). Drawing on the author's formative and summative assessment tasks, the study explores how classroom-based assessment practices support learner development, scaffolded learning, and meaningful input. The article situates classroom-based assessment within the context of English language teaching in Uzbekistan, highlighting its pedagogical value for supporting learner progress and instructional decision-making. The findings suggest that classroom-based assessment, when aligned with sociocultural and input-based theories, plays a crucial role in facilitating language development and learner autonomy.*

Keywords: *Classroom-based assessment, second language acquisition, ZPD, i+1, scaffolding, English language teaching.*

Introduction

In recent years, English language education in Uzbekistan has undergone significant reform, with increasing emphasis on communicative competence, international standards, and learner-centered pedagogy. As English has become a key tool for academic mobility, professional development, and global communication, secondary school learners are expected not only to master grammatical forms but also to use the language meaningfully in real-life contexts.

However, despite early exposure to English and years of formal instruction, many learners continue to experience difficulties transferring classroom knowledge into effective oral and written communication.

One of the persistent challenges in local school contexts is the mismatch between instructional approaches and learners' actual communicative needs. Traditional grammar-focused practices, often influenced by exam-oriented teaching and translation-based methods, may support accuracy in controlled tasks but do not always foster fluency, confidence, or spontaneous language use. As a result, learners with strong receptive or written skills may struggle with speaking, while others who demonstrate oral fluency may lack grammatical control and lexical precision in academic tasks.

This article explores these challenges through the analysis of two ninth-grade learners in a local Uzbekistan school, whose linguistic backgrounds, learning experiences, and individual characteristics illustrate contrasting pathways of second language development. By examining their learning profiles, this study aims to highlight how differences in prior instruction, affective factors, and opportunities for interaction shape English language acquisition.

The theoretical framework of this article draws primarily on Krashen's hypotheses of second language acquisition and Vygotsky's sociocultural theory, particularly the concept of the Zone of Proximal Development.

These perspectives are employed to interpret learners' strengths and difficulties, as well as to propose pedagogical responses that align instructional input with learners' developmental readiness. By situating learner experiences within these established theories, the article seeks to contribute to a deeper understanding of how input, interaction, and emotional factors interact in adolescent English language learning.

Ultimately, this study aims to provide practical insights for English teachers working in similar educational contexts, emphasizing the importance of balancing accuracy and fluency, lowering affective barriers, and designing learning experiences that support learners' gradual progression toward independent language use.

Theoretical Framework

The theoretical foundation of classroom-based assessment can be examined through key perspectives in second language acquisition. Two influential frameworks relevant to this discussion are Krashen's Input Hypothesis and Vygotsky's sociocultural theory, particularly the concept of the Zone of Proximal Development.

Krashen's Input Hypothesis emphasizes the importance of providing learners with comprehensible input that is slightly beyond their current level of competence, referred to as $i+1$.

According to this view, language acquisition occurs when learners are exposed to meaningful input that they can understand with some effort. Classroom-based assessment supports this process by enabling teachers to identify learners' current proficiency levels and adjust instructional input accordingly.

Vygotsky's Zone of Proximal Development refers to the distance between what learners can do independently and what they can achieve with guidance or support. Within this framework, learning is viewed as a socially mediated process. Scaffolding, which involves providing temporary support to learners, is central to helping learners progress through their ZPD.

Classroom-based assessment functions as a diagnostic tool that allows teachers to offer appropriate scaffolding based on learners' needs.

Scaffolding

Classroom-based assessment is closely linked to the concept of scaffolding.

Through observation, questioning, feedback, and interactive tasks, teachers gather information about learners' understanding and performance. This information enables teachers to provide targeted support that helps learners move toward greater independence.

In practice, classroom-based assessment may take the form of classroom discussions, peer feedback, quizzes, reflective tasks, or teacher comments. These strategies allow learners to recognize gaps in their understanding and encourage active engagement in the learning process.

Importantly, classroom-based assessment shifts the focus from grades to learning, fostering a supportive and low-anxiety environment.

Within the ZPD framework, classroom-based assessment helps identify the level of assistance required by learners. As learners become more competent, support is gradually withdrawn, promoting autonomy. This dynamic process reflects the interactive nature of language learning and highlights the pedagogical value of classroom-based assessment.

Discussion

The integration of classroom-based assessment with theoretical perspectives such as $i+1$ and ZPD demonstrates its effectiveness in supporting language development.



The author's formative and summative assessment experiences illustrate how continuous feedback and reflective practices contribute to improved learner outcomes.

Classroom-based assessment allows teachers to monitor progress, adapt instruction, and respond to learner needs in real time. This responsiveness is particularly important in mixed-ability classrooms, where learners progress at different rates. By aligning assessment practices with learners' developmental levels, teachers can provide meaningful input and support.

Furthermore, classroom-based assessment encourages learner involvement and responsibility. When learners receive constructive feedback and opportunities for self-assessment, they become more aware of their learning processes. This awareness supports motivation and long-term language development.

Conclusion

This article has examined the English language learning experiences of two adolescent learners in a local Uzbekistan school, highlighting how individual backgrounds, instructional histories, and affective factors influence second language development.

Through the application of Krashen's hypotheses and Vygotsky's concept of the Zone of Proximal Development, the analysis demonstrates that language acquisition is not a uniform process but one that unfolds differently depending on learners' exposure, motivation, and opportunities for meaningful interaction.

The findings suggest that learners who have been primarily exposed to form-focused instruction may require increased access to comprehensible input and low-anxiety communicative environments in order to develop confidence and oral proficiency.

Conversely, learners who acquire language largely through interaction and informal exposure benefit from structured support that helps them refine grammatical accuracy and expand lexical range.

In both cases, instructional practices that align with learners' developmental readiness and provide guided support play a crucial role in promoting sustainable language growth.

From a pedagogical perspective, this study underscores the value of adaptive teaching approaches that integrate theoretical insights with classroom realities. Teachers are encouraged to design tasks that not only challenge learners slightly beyond their current level but also provide appropriate guidance and feedback to support successful performance.

Creating supportive learning environments where learners feel safe to take linguistic risks is particularly important in adolescent classrooms, where anxiety and self-consciousness may hinder participation.

In conclusion, the combination of cognitive and sociocultural perspectives offers a comprehensive lens for understanding second language acquisition in school contexts. By acknowledging learner diversity and responding to it through informed instructional practices, educators can better support learners in developing both linguistic competence and confidence.

Future research may further explore how these theoretical principles can be operationalized across different proficiency levels and institutional settings within Uzbekistan's evolving English language education landscape.



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