

The role of input and output in teaching English

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Abstract. The article discusses the importance of input and output in Teaching English to Speakers of Other Languages (TESOL). Input refers to the language that students are exposed to, while output refers to the language they use to communicate. The article highlights the role of input and output in language acquisition, emphasizing the need for a balance between the two. It also discusses the significance of communicative language teaching strategies and providing opportunities for students to practice speaking in real-world settings. Ultimately, the article concludes that effective language instruction involves both input and output, and that teachers should foster an environment that encourages students to engage in communicative activities.

Key words. TESOL (Teaching English to Speakers of Other Languages), Input, Output, Language acquisition, Language instruction, Communicative competency, Language learning, English language competency, Teacher training, Language teaching strategies.

In a TESOL program, input refers to the language that students are exposed to through reading or listening materials, instructor teaching, and social interactions. All of these activities serve as scaffolds for learning new language abilities. The students' use of the language in speaking or writing, on the other hand, helps them to put the new information and abilities they have gained into practice. The objective of TESOL instruction is to generate chances for meaningful conversation in the target language in a supportive and stimulating learning environment while maintaining a balance between input and output.

The term "input" in the TESOL (Teaching English to Speakers of Other Languages) curriculum refers to the numerous materials and resources used to support language instruction. Textbooks, audio-visual aids, internet sources, and actual materials like books or newspapers are all included in this. The input used in TESOL is carefully chosen, created to aid in language acquisition, and frequently delivered in a systematic and organized manner. With the right input, students may have rich, meaningful language experiences that boost their language learning and engagement. Any effective program for teaching a language must include it. A key

element of language acquisition is input. According to research by Gass and Varonis from 1984, students who were exposed to more input made higher advancements in their interlanguage development. According to Krashen's Input Hypothesis (1985), intelligible input that is just a little bit beyond the learner's present proficiency level is necessary for the best language learning. As a result, in order to enable effective language acquisition, TESOL teachers must provide learners with suitable and sufficient input.

A TESOL program produces competent English teachers who can successfully instruct non-native speaking students in the use of English as a second language. The curriculum often includes lessons on cultural competency, effective teaching strategies, lesson preparation, and theories of language acquisition. Graduates of TESOL programs are prepared to instruct English in a range of institutions, including community centers, online learning environments, language schools, and foreign schools. Additionally, they have the chance to broaden their job prospects by earning graduate degrees in the area. In TESOL classes, communicative competency is a critical component of language learning, according to Smith and Johnson (2018). Learners need to understand how to utilize language in various social and cultural situations in addition to grammar and vocabulary knowledge in order to achieve communicative competence. Brown (2014) supports this viewpoint by highlighting the value of contextual language instruction and the necessity of giving students the chance to practice speaking in real-world settings. Teachers of English as a Second Language (TESOL) may aid their students in acquiring communicative competence and becoming excellent language users by using communicative language teaching strategies and offering plenty of communication opportunities.

In TESOL, input and output are crucial because they support successful language acquisition and communication. While output enables learners to practice using the language in context and receive feedback on their performance, input exposes learners to the target language and its rules. Learners improve their reading, writing, speaking, listening, and other communication skills and their comprehension of the language's culture and customs through participating in input and output activities. The development of learner autonomy and the capacity to utilize language in real-life settings are similarly influenced by input and output. When we talk about input, we mean the linguistic exposure children get via reading, listening, and speaking. To help their pupils improve their language abilities, TESOL teachers must give them high-quality input. On the other hand, the term "output" refers to the spoken and written language that pupils generate for themselves. TESOL instructors may assist students in producing better work by

giving them the chance to practice, receive feedback, and have it corrected. TESOL teachers may help their students effectively acquire a second language by helping them understand the importance of input and output in language learning.

In conclusion, teaching English involves both input and output, both of which are crucial. The pupils' linguistic input serves as the input, while their linguistic output serves as the output. The input should be clear and interesting, and the output should motivate the students to practice speaking the new language. In order to effectively raise pupils' English language competency, input and output must be balanced. As a result, language instructors should foster an environment in the classroom that motivates students to engage in communicative activities that require both input and output tasks.

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