

College Oral English teaching from the perspective of input and output theory

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ABSTRACT: With the development of society and the deepening of economic globalization, the communicative competence of spoken English has become an important indicator of the talent. Therefore, how to improve college students' oral English proficiency has become the focus of college English teaching. The phenomenon of "heavy input and light output" in college English teaching in China for a long period of time has led to the emergence of "dumb English, low efficiency". Aiming at these problems, this paper discusses the functions of input and output and their relationship, and puts forward some views on oral English teaching.

Keywords: input; output; Oral English Teaching

Throughout many years of English teaching in our country, elementary and middle schools to universities have always followed the teaching mode of reading as the center, re-reading and writing as well as listening and speaking, making the vast majority of students' ability of listening and speaking lag behind that of reading and writing. However, with the flock of new pedagogical methods under the guidance of the theories of modern linguistics, psychology, pedagogy and other related theories in the West, both domestic and foreign language acquisition researchers and language teachers have combined them with English teaching research, the exploration of the common fact in fact are all about the learner's English language input and output of the study. Based on the theory construction of input and output, this paper expatiates on the dialectical unity relationship between input and output, and draws enlightenment on oral English teaching.

1 THE GENERATION AND DEVELOPMENT OF INPUT AND OUTPUT THEORY

As early as the early 1980s, many foreign scholars conducted an in-depth study of input and output theo-

ry, making the theory of input and output tremendously develop. Krashen proposed the Input Hypothesis, and it emphasizes the importance of comprehensible input for language acquisition, which is the key and necessary condition for language acquisition. The Input Hypothesis argues that natural language acquisition occurs when learners are able to understand language input slightly beyond their language level. Learner's knowledge of grammar can be entered through a linguistic transition to a new stage of development. The language input here is not a learning material known to learners, but rather a language input slightly above the learner's grammar level. He calls this form "i + 1" input, where "i" refers to the learner's existing language level and "1" refers to the input that is modestly above the learner's language level. Krashen believes that this input will enable learners to improve their language skills and provide early warning clues to help understand the language. A great deal of comprehensible input can help learners acquire the way of thinking of the target language and gradually absorb their language patterns to effectively resist mother-tongue interference. In the meantime, during teaching, Krashen also proposed four important factors required to understand the input: comprehension, interest and relevance, not grammatical sequenced, enough input.

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Krashen's Input Hypothesis can be briefly summarized as the following points: (1) Related to acquisition instead of learning; (2) We learn by understanding language input slightly beyond our current level of abilities, with the help of the context; (3) Fluency of oral English is gradual, not taught directly; (4) When the caregiver and the learner talk so that they understand the message, the language input automatically contains the grammatical structure that the "i + 1" acquirer is prepared to learn. This Input Hypothesis is crucial because it attempts to answer a question that is both theoretically and practically important: "How do we learn a language?" But he also thinks that it is understandable that the input is the primary condition of second language acquisition, and the output has almost no effect. Clearly, Krashen's Input Hypothesis overemphasizes input, and ignores and repels output, which weakens the importance of language output.

On the basis of Krashen's Input Hypothesis, Michael H. Long proposed the Interactive Hypothesis, arguing that simple language input is not sufficient for language learning. The learner must have the opportunity to output the language, that is, the language must be learned through interaction. In the course of interaction, learners often receive various kinds of feedback through modifications such as requests for repetition, clarification, understanding and verification, so that input is understood and thus language is acquired. However, M. Swain (1995), through a long-term study of the Canadian French immersion program, found that only a large number of outputs that can be interpreted with inaccuracy cannot guarantee that the learner succeeds in acquiring L2. She proposed the Output Hypothesis which emphasizes that language output is an indispensable part of second language acquisition. She believes that in addition to the input language, learners' language output plays an irreplaceable role to improve communicative competence. Swain proposed language output has four major functions:

(1) Enhance the fluency function. A large number of language output can enhance the fluency of the learner's language expression, so that the expression of the target language gradually turned into automation. (2) The noticing / triggering function. The output theory holds that learners have a selective attention in accepting the input material, and only the noticed language material is likely to be understood and absorbed. Language output stimulates learners' awareness and notices their own language problems, and stimulates learners to apply cognitive strategies to solve problems in order to acquire new knowledge or consolidate existing knowledge. (3) Hypothesis testing function. Error is inevitable in the process of language learning. The output theory holds that the process of language output is also the process by which learners test hypotheses and modify assumptions based on feedback. Learners can modify some of the assumptions in the conversation based on feedback from the

outside world so as to promote the development of their own interlanguage so that the conversation can go on. (4) The meta-linguistic function. Metalanguage refers to the total knowledge of "about language" that learners possess, that is, the prototype of the form, structure and other aspects of the linguistic system that they obtain by reflecting on and analyzing the language. Swain emphasizes "When learners reflect on their own target pragmatics, the output functions as a metalanguage, and the output enables them to control and internalize linguistic knowledge."

Gass, from the perspective of cognitive psychology, depicts the flow chart of the acquisition mechanism of human brain cognitive mechanism, and holds that there is a process of language intake in the process of goal input and learner's rule internalization. Absorbed language input only is integrated, and these language input will become part of learner tacit knowledge. As we all know, in-depth study of input and output theory of oral English teaching has important theoretical and practical significance. On one hand, it helps the theoretical researcher can more clearly and accurately position the process of oral English input and output relations; on the other hand, it also helps English teachers consciously use input and output theory to guide daily teaching in oral English teaching, which effectively improves the effectiveness of oral teaching.

2 THE DIALECTICAL UNITY OF INPUT AND OUTPUT

Gass's L2 acquisition model includes five stages in which learners convert from input to output, namely, the apperceived input phase, the comprehended input phase, the intake phase, the integration phase, output stage. From Gass's second language acquisition model, it can be seen that input and output play an active role in second-language acquisition across the Internet. The input is first, which is the basis of the output. There is not enough, because authentic language input and output can only be passive water, without the wood. Input is the basis of language acquisition which is a prerequisite; the output is the only way. Without output training, input cannot be automatically converted to language acquisition. Both inbound emphasis and outbound emphasis are not conducive to better language proficiency.

Therefore, I believe that the input and output is a dynamic and unified relationship. Language input is the basis of output, in order to improve spoken output capacity. It must take a large number of understandable input as a guarantee, only until the input has developed to a certain extent or have enough knowledge of language accumulation, and then the output is possible. On the other hand, the output is the purpose of input. Input need to use output tasks to strengthen the stimulus, triggering power, so as to achieve the purpose of use and output, and ultimately be free to ex-

tract and use. Relevant foreign research proves that the input and output can be skillfully combined in a meaningful communication environment so that oral learning can really achieve results. Gu Qi, a Chinese scholar, found through comparative experiments that the input cannot guarantee the proceduralization of declarative knowledge. The combination of input and output is a necessary condition for the development of language ability. With this dialectical understanding of the current level of college English spoken, we will be clearer to identify the problem. The current college English teaching is still the traditional teacher-centered mode, with the purpose of exams in English proficiency level, ignoring the students' language communication skills. Although learners exposed a large number of understanding of input, but ignored the language output. The result of this traditional pedagogy is "dumb English." Therefore, in oral teaching, we should abandon the traditional method of re-input light output, rationally allocate the ratio of input and output according to the specific conditions, combine the listening, speaking, reading and writing organically and output under the premise of a large number of inputs Drill in order to quickly improve the language skills.

3 ENLIGHTENMENT OF INPUT AND OUTPUT THEORY ON ORAL ENGLISH TEACHING IN COLLEGE

The input and output are "you have me, I have you" relationship. Both promote each other and seek common development. In practice, learners should combine the two to promote their balanced development and improve their oral English.

3.1 *Increase the number of language input, provide suitable language input*

According to Krashen's language acquisition theory, language acquisition can only occur if you have a lot of comprehensible input. Teachers should help students to expand their chances of gaining access to foreign languages and create an ideal language input environment first, for example, teachers teach in English in the classroom, and have conversation in English with students, students use foreign languages to take part in communication activities. Teachers not only organize classroom instruction and activities in English (such as daily reports, role play, hot debates and topic discussions, etc.) in the classroom, but also provide students with additional varied language input outside of class, such as playing original English movies, listening to English news broadcasts and English TV programs, and conducting activities such as English Corner and English Salon). Through these activities, both input and output have been increased.

In addition, the quality of the language input to

learners is also crucial, and all they need is a veritable input of language. The language input required by learners must be tuned and adapted to their language level. Therefore, the key to the acquisition is not whether the input is completely the language used by the native speakers in the communication, but whether the learners can understand the input of the languages to achieve the understanding and acquisition. At the same time, adjusting language input must also include certain linguistic forms not previously acquired by learners. In practice, this is not difficult. As Krashen said, rough estimate can achieve this goal, especially those who have long been engaged in teaching, teaching experienced teachers. Of course, oral teaching must follow the principle of gradual and orderly progress and control the length and difficulty of oral corpus and practice. Only in this way can we gradually open the psychological sources of students' use of English to express their thoughts and exert their enthusiasm and creativity in oral English learning.

3.2 *Rich language input form, and enhance the fun of input*

In language teaching, attention should be paid to the diversity of teaching forms and the interest of teaching contents. According to Hutchinson, the diversity of teaching forms shows in seven aspects, which are medium of teaching; classroom organization; learner's roles; exercises, activities or tasks; language skills; topics of teaching; teaching focuses. The diversity of teaching forms can add interest to students' learning. Therefore, teachers should make use of a variety of teaching methods to enhance the fun of input so as to enhance students' interest in learning and language skills, for example, in teaching methods, teachers Should pay attention to the use of visual aids, while teachers can use a variety of ways to promote spoken input, such as rich input of reading materials, listening materials, text input, teacher language input and give full play to multimedia spoken English, the role of teaching language input and so on.

3.3 *Strengthen the output, improve oral ability*

Cognitive theory holds that practice plays a key role in the whole language learning. Therefore, oral English teaching should be based on the practice of students. The success of oral teaching is largely due to whether teachers and students clearly define their respective roles in the classroom. In an ideal teaching model, teachers are not only communicators of knowledge, but also instructional organizers and student mentors. Therefore, in teaching methods to change the "teacher talk, students listen" the consistent way to truly change into a "teacher-led, students as the main" teaching mode. To combine the actual level of students, students should be willing to participate in the design of spoken activities, such as group discussions,

speeches, role-playing and so on. Focusing on group activities in class should create more opportunities for students to practice in a limited class so that students have plenty of time to interact. In addition, we must also focus on the development of the second class. The second class can break through the teaching plan and time and space constraint, and can well make up the limitations of the first class. At the same time, the second class can also serve as an extension and practice of classroom tasks, consolidate the results of classroom teaching, and further improve the students' comprehensive linguistic application ability. In the second class, students are the absolute subject. As an open system, Classroom 2 offers a wide range of services tailored to the diverse needs of students, as well as enrichment of foreign language learning and content. For example, it is possible to motivate students to use foreign language thinking and practice their practical abilities by carrying out task-based activities such as foreign language song competitions, thematic debate contests, speech contests, theater performance contests, etc., which are more competitive, challenging, participatory and creativity.

4 CONCLUSION

How to improve the teaching quality of Oral English class and students' oral communicative competence is always a question worth exploring in college English teaching. Oral English teaching is a very practical course, and the quality of teaching depends largely on the advantages and disadvantages of teachers using the teaching model. This requires oral teachers to maximize students' language potential through various teaching strategies, to improve the quality of students' language input by both traditional and modern means,

to create a lively oral practice environment outside of class, to make realistic context for understanding output, and also to prompt the continuous improvement of their spoken language to meet the community's demand for talent.

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