

Research and Exploration of Input-output Theory in Public English Teaching in Higher Vocational Colleges

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Abstract: The input and output of language is a problem that foreign language learning must attach great importance to. How to reform public English teaching in higher vocational colleges, improve students' English output ability, and adapt to the needs of society for applied talents has become a prominent problem to be solved urgently. Guided by the theory of input and output, this paper puts forward the problem of the lack of vitality in the "instillation" teaching of public English, the "excess" of language input, the utilitarian color of learning motivation, the input and output imbalance of teaching process, etc. The application strategy of input-output theory for public English teaching in higher vocational colleges: creating good English teaching situation, using multimedia to increase input and output, creating input environment for natural acquisition, carefully carrying out output activities, properly using teacher discourse, and using communicative teaching methods.

1. Introduction

Higher vocational English course is a compulsory public basic course for students of higher vocational education. To cultivate high-end skilled talents for the first-line of production, construction, service and management, it is to cultivate the comprehensive quality of vocational students and enhance the sustainable development of occupations, an important course of competence. The teaching goal of the English course in higher vocational education is to cultivate students' basic ability to use English in the workplace environment, especially the ability of listening and speaking. At the same time, improve students' comprehensive cultural literacy and cross-cultural communication awareness, cultivate students' interest in learning and self-learning ability, enable students to master effective learning methods and learning strategies, lay a necessary role in improving students' employment competitiveness and for the basis of the future sustainable development. In view of the large differences in teaching resources, student enrollment levels, professional orientations and social needs faced by various higher vocational colleges across the country, colleges should formulate the actual requirements according to the *Basic Requirements for Higher Vocational English Teaching*. The implementation of the English syllabus of the situation, to guide the colleges' vocational English teaching.

The input and output of language is a problem that foreign language learning must attach great importance to. In real life, listening, speaking, reading and writing are inseparable, interdependent and mutually reinforcing. The purpose of foreign language learning is to develop students' output ability. Students must have sufficient input into the language they are learning, contact with the target language in a large amount, read language materials extensively, hear real communicative language, and perceive language materials through hearing or vision. Through listen and read to understand language information. When you are deaf, you will store the language information you hear or see in your brain. In the new output environment, the stored language materials are processed by the brain, reorganized, and express thoughts and feelings through language output. If there is no language input, then the language output will become water without source, and communication activities cannot be discussed. If the language input is insufficient, the language

output will be insufficient, and the communication activities will not be smooth. If the input method is not correct, or the input method is single, it will affect the output ability training. Only enough language input and correct input methods are the basis for cultivating students' proficiency in language output.

Economic globalization puts higher demands on English application ability, and the society needs more talents with good output ability. The English teaching in higher vocational colleges in China emphasizes the input skills of "reading and listening" and ignores the output ability of "spoken, writing and translation", which leads to the weak ability of students to speak and write, and can not meet the needs of employers. Teaching methods are mainly taught by teachers, and students passively accept input and cannot achieve effective output. The limitations of teaching time and the obsolete teaching methods cannot stimulate students' interest. Therefore, how to reform public English teaching in higher vocational colleges, improve students' English output ability, and adapt to the needs of society for applied talents has become a prominent problem to be solved urgently.

2. Fundamentals of Input-output Theory

In the field of second language acquisition research, Krashen's language acquisition theory is the most successful and far-reaching. It consists mainly of five hypotheses: acquisition-learning hypothesis, monitoring hypothesis, input hypothesis, emotional filtering hypothesis, and natural order hypothesis. The language input proposed in the input hypothesis contains four characteristics: comprehensibility, interesting relevance, non-grammatical programming, and sufficient input. First, comprehensibility. That is, the material input by the language should be slightly higher than the current language level, and the new content can be understood through the knowledge structure already mastered. The most important thing in acquiring a language is the understandable language material, and the incomprehensible language material is meaningless to the learner. The second is that it is interesting and relevant. The input language material is interesting and relevant in content, and is beneficial to language acquisition, allowing learners to acquire language unconsciously. This requires reprocessing of the corpus when the language is entered. The third is non-grammatical programming. It is not advisable to learn language according to the grammatical order of words, words, sentences and texts, because the emphasis on language "acquisition" rather than "learning" should be based on non-grammatical procedures. The fourth is to sufficient input. A sufficient amount of understandable input is critical for language acquisition. Only when a sufficient amount of comprehensible input is received can a qualitative change be produced, that is, a discourse ability is produced, which requires a continuous and interesting reading and conversation for the learner.

Swain believes that comprehensible output plays an important role in improving learners' language skills. Language output exercises are the key to learners' successful acquisition of language, not only improve the fluency of language use, but also improve the accuracy of expression. Language output has three functions in second language acquisition: First, attention/trigger function. When the language learner outputs the language, he will notice the problems encountered in his own language expression. In the subsequent language input, he will search for the language features related to the problem, correct the problematic language, and improve the accuracy of the output. This process is a process of cognitive processing that leads to the creation of new knowledge or the consolidation of original knowledge. The second is to assume the test function. The process of second language acquisition is the test run process. In this process, we need to make constant assumptions about the target language, and make constant corrections to the hypothesis. The language output can test the potential hypothesis of the target language. The third is the reflection of metalingual. When the learner outputs the language, he will reflect on the use of the target language and play the metalingual function. Metalingual function is a kind of thinking of learners on language forms. Language expression and language reflection play a positive role in language use.

3. Current Situation of Public English Teaching in Higher Vocational Colleges

The language output is a supplement to the language input. The "input" and "output" in English teaching complement each other and are indispensable. "Input" is a prerequisite and "output" is a guarantee. At present, public English teaching in higher vocational colleges does not give full attention to language output, and the quality of language input is not high, and it is difficult to activate effective language output.

(1) The "infusion" teaching lacks vitality. "Infusion" education is also called "injection" education, with the teachers' knowledge of students' instillation as the main feature. At present, public English teaching in higher vocational colleges still adopts "infusion" teaching, which regards students as containers, without deviating from the mode of teaching materials, language knowledge and teachers; not paying attention to the development of students' intelligence, lack of vitality in classroom teaching, and the deprivation of the students' language practice rights are not conducive to the development of students' language use ability; the evaluation of students is unscientific, students will only study mechanically, rote memorization, know the test but can not use, can not meet the requirements of the development of the time.

(2) There is the "excess" problem with language input. The theory of input and output emphasizes the amount of language input in the teaching process. However, the current public English teaching in higher vocational schools has the problem of input "excess". The reasons mainly include two aspects: first, classroom teaching is mainly for teachers, in order to complete the syllabus. The prescribed teaching content is taught by teachers for most of the time. There are fewer opportunities for interaction with students. Many of the contents explained by teachers are invalid input. Second, the English level of students in higher vocational colleges is generally poor, but many teachers using English language teaching, the students can't understand, and the content taught by the teacher is not fully input to the students.

(3) English learning motivation has a utilitarian color. Affected by the test-oriented education, students in the primary and middle school, main learning English words and grammar and other knowledge, speaking and practical application skills are less involved, the goal is to pass the exam. After entering higher vocational colleges, many students still have this kind of psychology, and successfully pass the "College English Application Ability Test" as a learning goal. Some students with better English also have to take the "CET-4 or CET-6 test." ". In the process of English teaching, the test-taking is always the core, ignoring the ultimate goal of learning English, and the students' ability to apply English is not improved.

(4) Imbalance of the input and output English teaching process. The main reasons come from three aspects: first, the inherited teaching thought leads to "light output, heavy input", reading ability is regarded as the most important ability, and other abilities are placed in secondary positions, resulting in public English teaching in the curriculum with read mainly. Second, the misunderstanding of cognition leads to the imbalance between "input" and "output" in teaching. The traditional "word, grammar, text, practice" English teaching method ignores the important learning process of language output. Third, the single-dimensional language environment and the input from the life make it difficult for students to generate output power. For many students, the classroom is the only learning environment, and textbooks are the only source of information that makes it difficult to motivate students to use language.

4. Application Strategies of Public English Teaching in Higher Vocational Colleges based on Input-output Theory

Based on the input-output theory and the current situation of English teaching in Higher Vocational colleges, the application strategies proposed in this paper are as follows:

(1) Create the good English teaching situation. "Interest is the best teacher", teachers should create a good teaching situation for students, fully mobilize students' interest in learning, and create good conditions for output teaching and input teaching. Psychologists have shown that people are most active in a relaxed and harmonious environment; in a repressive ideological environment, it is

difficult to produce creative thinking in a classroom atmosphere of imprisonment. The key to English teaching is that teachers create positive, lively, lively and effective learning conditions for students, creating a relaxed, pleasant, democratic, harmonious, intuitive and open teaching environment. Specific means include: first, respect students and advocate equal dialogue. Second, use English songs to create a relaxed and pleasant atmosphere. Third, create visual situations with visual aids. Fourth, develop fun games and create fun situations.

(2) Use multimedia to increase input and output. Train students to use multimedia to acquire English information and English expression skills, and expand the English cultural vision and language output and input. Multimedia technology comprehensively processes text, sound, graphics, images and animations. It has interactive and intelligent features, creating graphic and vivid teaching environment, providing visual expression tools for teaching and effectively stimulating students' interest. In the multimedia environment, through the rich "listening and reading input" and the open "speaking and writing output", students' knowledge construction and continuous updating are realized. In different teaching environments such as multimedia classrooms and language labs, we pay attention to the language penetration of input and output, so that students can fully enjoy the rich input of language materials and sufficient language output opportunities, and promote internalization of language knowledge in "in and out".

(3) Create the input environment for natural learning. The ideal English teaching is a natural learning environment to better understand English and speed up the process of English learning. To this end, we should start from three aspects: first, the classroom is the main place for English input, establish a harmonious and equal teacher-student interaction, and create a pleasant and pleasant English learning atmosphere. As far as possible, pure English teaching can help students understand through body language and intuitive teaching aids, and make English teaching close to society and daily life, and cultivate students' English thinking. Second, outside the English class, listening to English songs and English news, students receive English input during rest and entertainment, and strengthen English in listening. Third, use the campus culture to strengthen English input, hang English banners on campus or classrooms, set up English columns, post English slogans, and receive visual stimulation of English at any time.

(4) Carefully carry out the output activities. The output helps students digest input, corrects language errors based on feedback, and improves output accuracy and fluency. In actual teaching, teachers should explore new teaching methods, strengthen training in both oral and writing, and effectively improve language application skills. First, teachers who are organizers of classroom activities must change their concepts, reform the teaching mode of inputting and inputting light output, attach importance to output activities, provide opportunities for students to participate in productive activities, guide students to adjust interlanguage in a timely manner, and actively accept input. Gain new language knowledge, improve language output, and improve language skills. Second, classroom activities are designed to ensure practicality and fun. Too boring activities can make students lose interest in participation, avoid mechanical repetitive exercises, and design functional activities such as debates or interviews based on unit content.

(5) Properly use the teacher discourse. Teacher discourse refers to the words used by teachers in organizing and implementing teaching activities. Whether the use of teacher discourse is appropriate depends mainly on whether it is in line with the purpose of teaching, whether it is effective in promoting the completion of teaching purposes, and whether it is conducive to promoting students' learning. Teacher discourse mainly includes questions such as questioning, feedback, explanation, repetition and instructions. When using questions, you should use open-ended questions to increase your chances of speaking. When giving feedback on student answers, more praise is less criticism. Students often do not need to correct the mistakes caused by negligence, and the mistakes that most students will make need to be corrected, but pay attention to the way and timing of feedback. Interpret language knowledge also pay attention to the language and method used. The instructions issued by the teacher in the classroom must be clear and simple, avoiding the use of lengthy and complicated sentences.

(6) Combine the use of communicative teaching methods. Compared with the traditional

"grammar-translation" teaching method, the communicative teaching method has a significant advantage. It is student-centered, taking students' language practice as the main line, and using language as a communication tool to guide students to actively participate in the context of teacher creation. In the communication, improve students' English application ability. In the stage of public English teaching in higher vocational colleges, students have already possessed the basic knowledge of language. Teaching can not only stay in the input stage, and the communicative method conforms to the theory of input and output language learning. To use the communicative approach, we need to deal with the following two relationships: First, the relationship between input and output, to maintain the unity of input and output, constantly explore their knowledge reserves, improve language communication skills; Second, the role of teachers and student roles The relationship between teachers, while imparting knowledge, is also a participant in communicative activities. Students should actively think and participate actively, not only to communicate with teachers, but also to communicate with classmates, while paying attention to the review and consolidation after class.

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