The Role of Language Output in Foreign Language Teaching

Yang Ning

English Department, School of Foreign Languages, Shandong University of Technology, Zibo City, Shandong Province, 255000, China

Keywords: Output Theory, Foreign Language Teaching, the Role of Teachers, the Learning Environment

Abstract: Output Theory is an Important Theory in Second Language Acquisition. the Purpose of Studying Language Output is to Improve Students' Application Ability in Foreign Language Teaching. Based on the Research Results of the Output Theory At Home and Abroad, This Paper Mainly Introduces the Function and Model of the Output Hypothesis, and Provides Some Suggestions for Foreign Language Teaching in China.

1. Introduction

Since the Reform and Opening Up, Foreign Language Teaching in China Has Made Remarkable Achievements. At the Same Time, It is Not Difficult to See That There Are a Series of Problems in English Teaching. for Example, after Many Years of English Learning, Students Are Still "Dumb English" and Their Communicative Competence in English is Not Satisfactory. Faced with This Situation, Foreign Language Teachers and Researchers of Foreign Language Teaching Theory Should Not Stand by and Do Nothing, But Conduct in-Depth Research and Exploration. in the Process of Using a Foreign Language, English Learners' Language Ability is Reflected in the Output Process. Therefore, It is of Great Practical Significance to Study the Output Process.

2. Language Output Hypothesis

The systematic study of language output began with Swain. Since 1985, Swain et al. began to study the role of language output in second language acquisition. They found that although students in immersion class could communicate in French in class, the length of French output was very limited, and their oral and written expression ability could not reach the level of their native language. The reason is that the immersive teaching at that time failed to promote the development of learners in terms of the quality and quantity of the output, and students' input knowledge was only at the superficial level and could not be transformed into internal knowledge [1]. Krashen's input hypothesis brings a lot of enlightenment to foreign language teaching. Krashen believes that to master the target language, it is far from enough to simply train language skills and learn language knowledge. It needs to contact, learn and use the target language unconsciously. First, be interested in the input language and be able to process the input knowledge effectively. The term "comprehensible input" suggests that the learner's inherent language acquisition mechanism in the brain can be activated by a large number of comprehensible language input and generate strong interest in order to acquire language better. This is the premise of language internalization and the key to language learning.

Language input is the foundation of foreign language learning, but the function of output cannot be ignored. Swain et al. believe that learners lose all or part of the language acquisition mechanism after the critical period. Hence, Swain's "understandable output hypothesis". Swain believes that output plays an important role in syntax and lexical acquisition, and that output can promote learners' transformation from semantic-based cognitive processing to syntax-based cognitive processing. Therefore, the importance of output lies in pushing learners to further process the knowledge. Swain believes that output can not only improve learners' fluency in using the target language, but also promote learners' accuracy. From an accuracy point of view, the output has the

following three functions: note function, detect hypothesis function, and meta language function. These three functions proposed by Swain have been proved by experiments conducted by domestic and foreign scholars.

2.1 Attention Function

Schmidt and Forte proposed an "attention gap" principle, which holds that learners can only acquire a language form like target language if the input is fully understood and consciously noticed. Izumi found that during the output process, l2 learners will be aware of their language competence, which indicates that the output plays an active role in attention. This enables learners to have a clear understanding of the urgent problems in second language learning and further stimulate their cognitive mechanism. Such attention can effectively promote the development of interlanguage and enable learners to consolidate what they have learned and discover what they have not yet understood [2]. However, it should be pointed out that such attention is only a necessary but not sufficient condition for acquisition, and it can effectively promote the input of subsequent knowledge, otherwise such attention is meaningless. Moreover, Swain believes that students can improve the comprehensibility and accuracy of language output if there is classroom or social pressure to make use of existing resources to syntactic process the output language.

2.2 Hypothesis Detection Function

Creativity is one of the characteristics of human language. Every day new words appear and old ones are modified or forgotten. People tested their hypotheses in various disciplines. In the process of second language learning, learners constantly test their potential hypotheses, gradually realize the differences between their own language knowledge and language application, and keep increasing their enthusiasm and enthusiasm for learning. In the process of language application, learners constantly adjust their language expressions, so as to improve the accuracy and fluency of language. Pica et al. proved that learners usually adjust their own discourse when they are engaged in the output of spoken or written language. This adjustment is a process in which learners constantly try various second language expressions to test their hypotheses. In this case, if the learner does not have effective subsequent input to verify the hypothesis, then such hypothesis cannot promote the improvement of language ability. Output is a way for learners to make assumptions. In the process of understanding, learners will also make assumptions about the target language. However, the output makes learners' hypotheses explicit, so that they are more likely to obtain more input materials from the other side to verify the hypotheses. Learners' modification of discourse depends not only on external factors, such as teachers' feedback, but also on internal factors of learners, which will be further discussed below [3].

2.3 Meta Language Function

Thinking aloud is when learners say what they are thinking while thinking. Swain works by asking learners to think of a passage orally, and if they encounter problems while writing, they negotiate the form of the language using the meta-linguistic knowledge they have learned. The purpose of this negotiation is simply to talk about language in the language of the past, not to actually export language for communication. Since the knowledge of meta-language is acquired from past input, it is possible that the knowledge of meta-language will not improve the accuracy of language.

In general, the three functions proposed by the output hypothesis occur at different stages of the acquisition process. The attention function relies on the cognitive resources of the learning process; Suppose the verification function solves the problems in the output and ACTS on the integration link. Metalinguistic function refers to learners' use of existing language knowledge, which is based on the existing language input [4].

3. The Enlightenment of Output Theory to Foreign Language Teaching in China

The combination of output theory and foreign language teaching is of great significance. In this

process, according to the characteristics of the target language learning process, teachers play a crucial role.

3.1 Teachers Should Change Traditional Ideas

Change traditional thought is the premise that improves student output ability. Class should aim at communication, organization of teaching activities, teachers encourage students to do more communicative activities to cultivate students' language errors or mistakes a tolerant attitude, communication is in order to express meaning and thought, otherwise the students not only to the communication to produce a kind of psychological fear and anxiety, and hurt the students' self-esteem [5]. The research shows that the level of anxiety can affect the learning enthusiasm of learners most, which makes it more difficult for students to communicate in the target language. The e first step in dealing with students' mistakes is to let them understand the causes of their mistakes, such as inter-language transfer, inter-language transfer or cultural transfer. Finally, teachers should choose learning materials purposefully, whether reading or listening. The input materials meet the "I +1" difficulty, which is slightly higher than the students' existing knowledge level. After repeated practice of the input material, students can achieve a basically accurate reproduction of the output. On the basis of the processing of learning materials, learners reflect on and correct their mistakes, constantly promote the internalization of language, so as to improve the accuracy of language.

3.2 Pay Attention to Learners' Internal Factors

What part of the discourse is modified by learners determines the internal factors of learners, but how does it affect the function of hypothesis verification? So far there has been no detailed discussion. Tobias discussed the performance of anxiety interfering with learners' learning from psychological and cognitive perspectives. He believed that anxiety interferes with learners' absorption of knowledge, processing of knowledge and the state of language output. Emotional factors also play an important role in foreign language acquisition. Beam ding fang and Zhuang Zhejiang also analyzed from the perspective of educational psychology that the emotional control of learners is one of the biggest factors affecting the learning effect. Emotion is the internal change and external expression of people's different likes and dislikes to objective things, including negative emotions and positive emotions [6].

3.3 Give Play to the Active Role of Students

Giving play to students' main role is the key to improve students' output ability. "Task-based teaching method" is advocated and advocated by the current education circle. Its purpose is people-oriented, learning-oriented, and aims at cultivating students' innovative and applied abilities. Classroom activity revolves around the activities, the students involved, the students in group activities, analysis and evaluate the task execution of other groups, students discuss each other, inspire each other, effectively reverse the passive accept before class, the students' initiative has been greatly improved, both active classroom atmosphere, and enhance the efficiency of learning [7].

Two tendencies should be avoided to give play to the main role of students and cultivate their output ability. The first tendency is that language input can be directly converted into language output. Classroom activities are completed by students independently, and students lose the opportunity of oral output and written output. Classroom activities become students' self-study courses. Teachers must change the traditional teaching methods, use a variety of classroom activities to mobilize the enthusiasm of students, increase the opportunities for students to use language. For example, the mastery of key words and sentence patterns can be not limited to simple dictation and recitation, but to apply key words and sentence patterns to virtual scenes through group classroom demonstration. In this way, students can consolidate the knowledge learned, learning interest can continue to improve. When explaining the text, avoid talking about the text word by word, and set more heuristic questions when preparing for the lesson. Let the students discuss in class and the teacher summarize in time. After class, students can write a summary to

promote their listening, speaking, reading and writing skills.

The second tendency is that teachers "fill the room". Some teachers think that as long as the whole class gushing, should speak the knowledge of all the students, students can "listen in", "use out", the students' language output ability can be improved. However, such a classroom has become a personal display of teachers, ignoring the existing cognitive level of students, not to mention the improvement of students' participation in classroom activities and communicative competence.

3.4 Create a Good Language Learning Environment

To create a good learning environment is the basic task of teachers in the classroom, but also to improve the output of the guarantee. Vygotsky's sociocultural learning theory believes that teachers can influence students' learning level and development ability, so how can teachers play their key guiding role? Classroom is a space where students can obtain a short and real language use. Teachers should make students willing to use language through their own efforts, so as to gain confidence, improve interest in learning and carry out language output voluntarily. For example, 3-5 minutes before class can be used to arrange speech activities. From students' free selection of materials, organization of speeches, to the onstage speech, this is the process of input, absorption and output.

Of course, the design of output activities should follow certain principles, that is, students can use the language form of the target language in the process of output, otherwise it is difficult to realize the attention function of output. Teachers can also design activities according to students' own learning conditions, so as to avoid the anxiety caused by activities that are too difficult to reduce students' enthusiasm for learning and lose their interest in English learning. Teachers can provide social and cultural background knowledge related to the output activity, reduce their cognitive difficulties, and make the activity run smoothly [8].

4. Conclusion

It should be pointed out that the positive effect of output is not equal to the negative effect of input in acquisition. To improve students' comprehensive English application ability, only effective input is not enough. Language output is the way to cultivate and exercise students' application ability. Teachers should change the traditional thinking, pay attention to the internal factors of learners, and create a relaxed learning environment for students. Only in this way can students produce effective output and benefit the development of students' language ability. How students transform declarative knowledge into procedural knowledge in the process of learning may be the core of the output function, which will also become the direction of our efforts.

References

[1] Gao qiang (2013). Essential features of teachers' language awareness and its role in foreign language teaching [J]. Heilongjiang higher education research,05, 178-180.

[2] Wu dongping (2008). The role of language input and language output in foreign language teaching [J]. Journal of jilin institute of education (subject edition),03, 79-80.

[3] Heng renquan (2007). Review of the latest development of foreign grammar teaching research [J]. Foreign language field, (06), 25-34.

[4] Li ping (2006). Twenty years of research on language output hypothesis: review and reflection [J]. Foreign language and foreign language teaching,07, 60-64.

[5] Wang ying (2015). The role of output hypothesis in foreign language teaching and quality education [J]. Shandong social science,08, 133-135.

[6] Li yan, liang zhi (2015). The role of language output and its enlightenment to foreign language teaching [J]. Journal of liuzhou teacher's college,01, 71-74.

[7] Li jingmin, Han xiao (2014). Function and application of language output in foreign language teaching [J]. Journal of jilin institute of chemical technology,06, 56-59.

[8] Wang Lingzhi, fu housecoopers (2014). The enlightenment and guiding role of "output hypothesis" on English teaching in higher vocational colleges [J]. Vocational education BBS,26, 22-23.