Application of "Output-driven, Input-enabled Hypothesis" in College English Oral Teaching Design*

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Abstract—**Listening and speaking ability is an important indicator to measure students' English application ability. However, for most students of non-English majors, English listening and speaking ability, especially oral expression ability, is still weak. The author attempts to apply Professor Wen Qiufang's teaching theory of "Output-driven, Input-enabled Hypothesis" to the teaching of college oral English. This paper demonstrates the design and teaching process of oral classroom teaching based on this theory, in order to achieve the teaching effect of language output to drive language input, and ultimately improve students' language output ability.**

Keywords—Output-driven; Input-enabled Hypothesis; college English; oral teaching design

I. INTRODUCTION

The goal of college English teaching is to cultivate students' comprehensive English application ability. The foreign language teachers of colleges and universities have been doing various attempts and efforts to achieve this teaching goal. The latest edition of "Guide to College English Teaching" [1] issued by the Ministry of Education in 2017 also proposes that college English teaching should be guided by the practical use of English and focus on cultivating students' English application ability. English application ability refers to the ability to communicate in English in study, life and future work. College English should further enhance its academic English or professional English communication ability and cross-cultural communication ability while focusing on the development of students' common language ability, so that students can use it in different fields or contexts such as daily life, professional study and professional positions and communicate effectively. No matter which major, student's English speaking ability determines his intercultural communication ability and the level of communication in English in his career and daily life.

However, in the actual college English teaching, the dilemma of "high score, low ability, dumb English" often

appears. Many English learners can get high scores when they take the written test, but when it comes to practical application and interpersonal expression, it is very difficult to reach the corresponding level. Many colleges and universities have many problems in oral teaching, such as the lack of solid foundation of learners, low language expression ability, lack of logic in expression, and incorrect expression of sentences. Many scholars and teachers have made a variety of theoretical and practical explorations in oral English teaching. Although they have achieved certain results, the status quo of students who "do not dare to say, do not want to say, cannot say" has not been improved. This paper intends to start from the existing oral teaching problems and introduce the oral teaching model of Kranshen's input hypothesis combined with Swain's output hypothesis to try to change the teaching situation of this situation.

II. OVERVIEW OF OUTPUT-DRIVEN, INPUT-ENABLED HYPOTHESIS

In 1985, the famous American linguist Stephen D. Krashen proposed the Input Hypothesis [2], and believed that for language acquisition, learners must understand language structure slightly higher than the current level. In response, Canadian scholar Merrill Swain proposed the Output Hypothesis [3], arguing that the use of a second language activity, the output activity, would enhance the learner's explicit attention to language issues, which would further stimulate their cognitive mechanisms, enable them to consolidate learned knowledge, discover un-understood content and problems to be solved, and then learners will use a variety of strategies to explore their ability to use language to acquire a language. The introduction of the Swain output hypothesis has brought profound impact and influence to the acquisition model of the second language, and has enabled more scholars and teachers to pay attention to the role of output in language acquisition.

In response to the actual situation of college English classroom teaching in China, in 2008, Professor Wen Qiufang of Beijing Foreign Studies University put forward the "output-driven Hypothesis". The main contents include: first, output is both a goal and a means to promote input

absorption; second, output drive can not only improve the output capacity, but also improve the efficiency of absorbing input. In order to clearly define the relationship between output and input, in 2014, Professor Wen Qiufang revised and improved the theory, emphasized the mutual promotion of language input and output, and proposed that "output is the driving force of language acquisition and the goal of language acquisition. Input is the means to accomplish the current output task. Teachers and students can selectively process the input as needed, and concentrate on learning and inputting the more important content, that is "Output-driven, Input-enabled Hypothesis [4]. The new hypothesis has achieved the organic connection between input and output. From teaching input to teaching students to do things in English, it is clear that the concept of "learning-centered" and "learning integration" meets the actual needs of students and society. Meeting the needs of the development of the discipline is a new breakthrough in the theory of foreign language classroom teaching in Chinese universities.

The "Output-driven, Input-enabled Hypothesis" is based on Swain's "output hypothesis", but Swain's hypothesis challenges Krashen's input hypothesis. The "Output-driven, Input-enabled Hypothesis" challenges the teaching order of "input promoting output" and the teaching goal of balanced development of listening, speaking, reading, writing and translating. Compared with the teaching order of "first input and then output", the output-driven hypothesis assumes that the output-driven helps to revitalize the "inert knowledge" accumulated by high school graduates in the past English learning [5], and enhance students' enthusiasm for acquiring new language knowledge to achieve better teaching results. The rationale for "Output-driven, Input-enabled Hypothesis" has four aspects: student needs, social needs, disciplinary development needs, and college English curriculum pedagogy compression. This hypothesis is more suitable for Chinese college students. Applying it to college oral English teaching can help break through the bottleneck of students' poor oral expression.

On this basis, Professor Wen Qiufang summarized the theory perfectly into four teaching hypotheses: output drive, input enable, selective learning and appraisal. Based on this theory, three core processes based on the teacher's intermediary are created. The first is the driver. The teacher sets specific scenes to stimulate the students' desire for knowledge, and drives the learning. The second is the enabler. According to the needs of the output task, it is recommended to instruct students to conduct targeted learning on the content of the course, supervise and encourage the completion of the output task; third, the evaluation. It includes both immediate evaluation and time-delay evaluation. The evaluation methods include teacher evaluation, student self-review, systemic evaluation and the teacher-student co-evaluation as a supplement in order to pursue the highest quality teaching results in a limited classroom time [6].

III. College English Speaking Classroom Teaching Design Under "Output-driven, Input-enabled Hypothesis"

According to Professor Wen Qiufang's request to implement this hypothesis, the author intends to try to verify the theory in college oral English teaching. The author takes the new version of the University Advanced English "Visual and Speaking Course 2" unit 3 (Food) as an example, starting from the teaching objectives and task design, the teaching plan and corresponding teaching activities are designed according to the three steps of driving, enabling and evaluating.

A. Teaching Objectives

Teaching objectives lead the direction of classroom teaching, which is the key to teaching. Teaching objectives are divided into communicative goals and language goals. The communicative goal refers to what kind of communicative task can be completed, and the language goal is to know what words, phrases or grammar knowledge [7]. Under the theory of Output-driven, Input-enabled Hypothesis, the language goal requires the communication target service, and the knowledge of the word, phrase or grammar should be the result of "selective learning". The input that meets the requirements of the communicative goal belongs to the language goals under the theory. The teaching objectives of this unit are shown in "Table I".

TABLE I.   THE TEACHING OBJECTIVES OF THIS UNIT

	Overall Objectives	Specific Targets
Communicative goals	Cultivate students' cross-cultural communication skills	1.Be able to describe common Chinese food to foreign friends; Be able to compare the differences between Chinese and Western diets in terms of production methods and eating habits
Language goals	Grasp words, phrases, grammars, and expressions related to communicative goals	1. Proficiency in the names of common foods such as chili, pepper, mushroom, sugar, steamed buns, fried bread stick, noodles, etc. 2. Proficiency in words that describe the taste of things, such as sour, sweet, bitter, spicy, salty, crunchy, gross, refreshing, yummy, etc. 3. Learn to express the patterns of personal food preferences, such as: I like banh mi. It's delicious. I think pizza is the best snack. I disagree. It's awful

The hypothesis requires of the classroom teaching objectives are realistic, clear, and measurable. Therefore, the teaching goal here is a goal that teachers and students reach a consensus, students can achieve and teachers can measure.

People can refer to this goal after class to see if it is implemented.

B. Task Design

The requirements of the new hypothesis for teaching content are as follows: the input should be able to serve the output well; the teaching content should involve multiple channels of information input and output; and the output task of the design must have potential communication value [4]. The first requirement means that the teacher provides the appropriate language materials and knowledge content for different output tasks. In response to the third requirement, Professor Wen pointed out that this task has potential communication value as long as it can list the communication scenarios in which the output task occurs. Therefore, the teacher designed the task of this unit as "Plan a Restaurant", that is, through the study of this unit, students have to complete tasks in groups, and each group completes a plan to raise funds to start an international Chinese restaurant or western restaurant. Students must design the location of the restaurant, the special dishes, etc., and finally do a verbal report to win the financial support of other groups. In terms of language use, the task involves the use of phrases, vocabulary, and sentence patterns related to the topic; in terms of communicative skills, the task involves cross-cultural communication and cultural differences awareness.

C. Teaching Processes

1) Driving session — the presentation of communication scenarios: Unlike traditional lead-in or warmup, the new hypothesis uses the "driver" model as the first step in teaching. These include teachers presenting communication scenarios, students attempting to complete communicative activities, and teachers explaining teaching goals and output tasks [7].

In this session, the teacher arranges an output task. The assumed communication situation is to introduce the foreign students to the menu of the school canteen, and ask the group members (grouped before class) to write out the Chinese food name as much as possible, and answer the Warm Up questions in Part I, and then show and complement in groups. Students will realize their lack of language proficiency in the process of trying to output tasks. They will feel that if they lack the communicative ability of this scene, they may fall into a dilemma in the future, which creates a "hunger state" for students. At this point, the teacher introduces the unit's learning objectives, including the above-mentioned communication goals and language goals, as well as the output tasks of the unit, to complete the oral report on the opening of the restaurant.
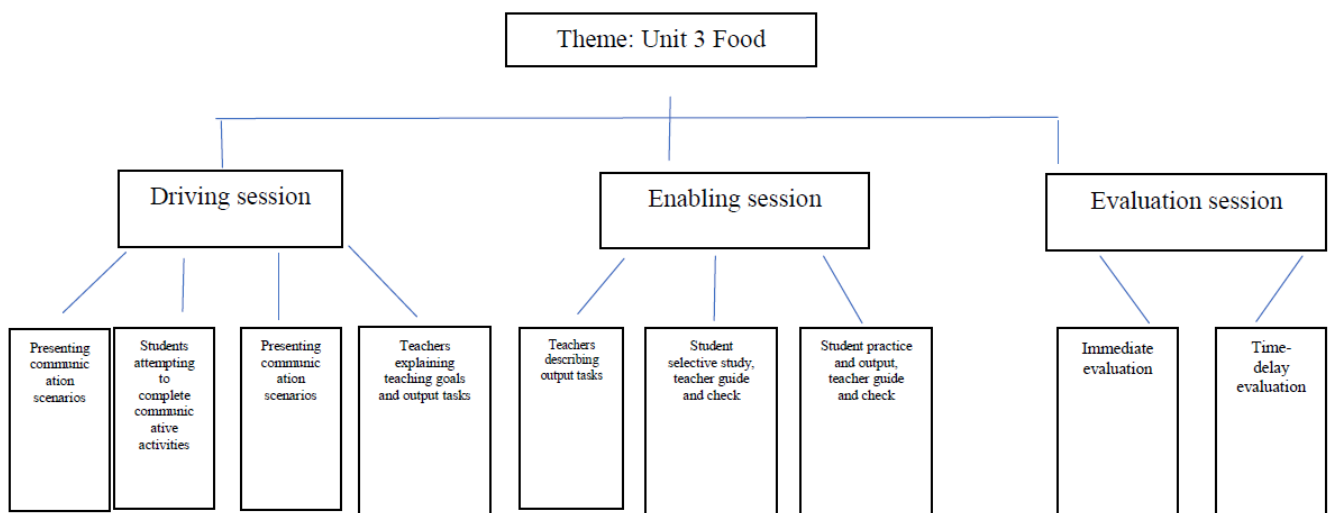

Fig. 1. Teaching processes.

2) Enabling session — the clever use of role of scaffolding: The enabling session is the core session in the new hypothesis. In this process, the teacher's scaffolding function is most obvious. According to the difficult tasks of the students in the driving session, the students are led to break down the output tasks into a series of sub-tasks: content, language form and discourse structure of language expression content, as shown in "Fig. 1". [7].

Sub-task 1: The teacher broadcasts a short video featuring "Chinese Food", which presents a series of pictures and names of foods, asking students to take notes while watching, and classify Chinese foods as staple foods, desserts, drinks, etc. Finally, the whole class checks and improves the task together.

Sub-task 2: The teacher arranges a verbal retelling task. The hypothetical communication situation is to brief the class on the diets around the world. Students took this output task to listen to the "Street food" in Part II, and learned about the specialties in Thailand, Latin America, Vietnam, etc., Then the teacher asks two students to repeat in their own

words and finally asks students to use the textbook to discuss the sentence patterns in the discussion of what kind of food you are willing to try.

Sub-task 3: Teacher presents a global ranking of the consumption of soda drinks worldwide, with the first and second countries missing and asks students to guess. Then plays a piece of audio about "The Problem with Sugar" to make students learn about the characteristics of Western diets, and guides students to compare the characteristics of Chinese and Western diets.

Sub-task 4: The teacher proposes the concepts of Slow Food and Fast Food, and lets students watch a short video about the "Slow Food Movement", letting students learn about the eating habits of different regions of different countries, and Western cuisine requirements for ingredients and cooking, and then explore the differences between Chinese and Western food culture.

Task: After the above sub-tasks, students will accumulate and pave the way for content, language and discourse structure. Finally, the teacher lets the students complete the task of the unit in a group — completing oral report on opening a restaurant.

In the whole enabling session, teachers are not only the commanders and inspectors of the tasks, but should play the role of "scaffolding" in the entire teaching process, select appropriate input materials, fill the "vacancies" for students to complete tasks, and finally learn to use [8]. When students are able to find suitable input materials themselves, the role of the teacher's "scaffolding" should be gradually reduced. Therefore, using the "scaffolding" role to fully understand the students and provide appropriate help can maximize the smooth completion of the students' output tasks.

3) Evaluation session — combining multiple evaluation methods: Evaluation is an indispensable part of the teaching of new hypothesis. The evaluation session is divided into two categories, one is the immediate evaluation, that is, the process evaluation given during the students' selective learning and output tasks, and the other is the time-delay evaluation, that is, the evaluation given after the students have extracurricular exercises and submit to the teacher. After comparing the advantages and disadvantages of teacher evaluation, student self-assessment, student mutual evaluation and systematic evaluation, the new hypothesis proposes that "teacher-student cooperation and evaluation" should be supplemented by other evaluation methods, emphasizing that student evaluation must have professional guidance from teachers, and the assessment must be focused, grasp the main contradictions, and make evaluations an opportunity to review, consolidate, and strengthen new knowledge, and then undergo qualitative change.

For example, in the course of the teacher's inspection on the big task in this unit, the evaluation method of "teacher-student cooperation and evaluation" can be adopted. The teacher can first make evaluation criteria and inform the students, select one of the group's oral reports as a model to demonstrate the evaluation, then the other groups can

evaluate mutually, and finally the whole class discussed the evaluation results together, and found their own advantages and disadvantages to facilitate future improvement. This is also conducive to the active participation of students to learn from the beginning to the end and mobilize students' interest in learning.

IV. CONCLUSION

"Output-driven, Input-enabled hypothesis" approves the importance of input in language acquisition, but it emphasizes how to deal with the relationship between input and output in limited classroom instruction. Compared with the teaching order of input and output in the traditional classroom, the oral teaching under the guidance of the hypothesis is driven by output and takes output as the goal, which helps to improve the efficiency of students' input, revitalize the students' existing knowledge, and cultivate students' output skills. In the teaching process, there are two points to be noted: the design of the output task should be based on the realization of the teaching objectives, and the selection of input materials should be based on the completion of the output task. At present, the author's teaching design is not mature enough, and there are many details to be improved, but it is expected that this new oral teaching mode can have certain reference value for improving college oral English teaching.

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