



A Study of Facilitating the Enabling of the Lexical Chunk Output in the POA

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Abstract. The method of chunks in college English teaching has been continuously concerned. Chunk output involves a complicated cognition process and language learners' output quality is decided by effectiveness and enabling strategies of the output. Three criteria—alignment, gradualness and variety to check the enabling effectiveness during the teaching process “Motivating—Enabling—Assessing”, a significant part in the the POA, proposed and led by the professor Wen Qiufang, are applied to explore the enabling design of the chunk output in college English teaching by elaborating the enabling of the topic-related chunk output via a case study. This paper focuses on how to fix the general goal and the sub-goals in chunk output enabling and how to take advantage of the cognitive gradualness based on the hierarchy of cognitive difficulties (Bloom 1956) for the teacher and students to build up together the scaffolding in order to integrate the content, language and discourse structure to facilitate the enabling of chunk output.

Keywords: Production-oriented Approach(POA) · Enabling of chunk output · Alignment · Gradualness · Variety

1 Introduction

The theoretical system of Production-oriented Approach (POA) has formed, developed and improved through nearly ten years based on advantages of Input Hypothesis (Krashen 1985), Output Hypothesis (Swain 1985) and Interactive Hypothesis. It is characterized by Chinese language teaching theory and practical framework. To be detailed, it concerns the significance of output from the early Output-driven Hypothesis and focuses on the interaction of input and output from Output-driven & Input-enabled Hypotheses (Wen Qiufang 2014) to finally the formation of POA (Wen Qiufang 2015, 2017a). Professor Wen and her research group have had POA practised, tested, revised and perfected and then constructed the characteristic Chinese foreign teaching theory and practical framework integrating teaching philosophy, teaching hypotheses, and teaching process into the whole. The theoretical system of POA integrates theories of second language acquisition and courses to emphasize the interaction of language input and output in college English teaching, with the main clue of “output--input--output”, the aim of output and output as a driving force. It highlights a teacher's predominated position

in teaching process as a designer, an organizer, a guide and a conductor in classroom teaching and a student's predominated role as a learner, a participator in classroom activity. To some extent, The new theoretical system of POA compensates the demerits of dis-balance of stressing one and meanwhile neglecting the other in the practice of the theories of input and output. Over-stress student's principal place and Indulgence of their class activities in classroom teaching result in less class efficiency. Therefore, it is a necessity to reorient and expound the roles of the teacher and students, intended for a highly-efficient class in order to overcome the weaknesses of over-stress of learning and ignorance of its application or vice versa and then bridge the gap by "facilitating leaning by use", "learning to promote use", "learning to use" and "learning to achieve a lot". In POA, enabling, is a significant and crucial part to realize the effective learning and output in the teaching hypothesis (drive--enabling--selective learning) and teaching flow (drive--enabling--evaluation) and the specific function a teacher acts as based on effective enabling is a guide, a designer and a scaffolding builder for the students' efficient and productive output. To meet three standards--gradualness, alignment and variety for the effective enabling, it is of importance for a teacher to set up scaffolds. To be detailed, for the enabling parts, to fulfill alignment of the output goal, the teacher are required to subdivide the general goal into diverse sub-goals around achievement of the general one with different focuses. For each output goal, the performance of the subdivided goals involves three dimensions--content, language and discourse structure so that students' receptive knowledge can be turned into the productive ability helped by the teacher in accordance with the students' knowledge level, learning style, selective learning materials and designed activities.

Lexical chunk, are with more than 40 names including multi-word unit, formulaic language, sequence lexical bundle and prefabricated chunks without a uniform name, definition and categorization. But lexical chunk researchers agree on "Lexical chunk is integration of form and meaning, vocabulary and grammar, and semantic and pragmatic features, which can be stored in and extracted from the brain wholly and formed by a sequence of two or more consecutive or discontinuous words or meaningful units in the brain although researchers have different research background, aim, method, focus, angle, paradigmatic system and field (Li Jimin 2011). Attributes of the paradigmatic system and analytical system in lexical chunk help a learner's rapidity, accuracy, fluency and idiomaticity in language expression. The learners' chunk awareness, chunk identification and prefabricated ability and strategies are related to the effect of second language acquisition (Nattinger, DeCarrio, Wray, Sinclair, Schmitt, Becker, Ellis, Wang Lifei, Ma Guanghui, Xu Fang, Li Jimin, Li YU etc.) The earlier lexical chunk researchers carried out their research mainly in its structure, semantic and pragmatic features based on definition, categorization, identification and use in contrast to the current research shifted from the qualitative study for explanation to an immersion of theoretical exploration into teaching practice. Although the related study sets about new methodology, different foreign language theories, semantic and pragmatic but it neglects the specific subject under the context of language users guided by our Chinese authoritative characterized theory of language learning and teaching. The practical significance and the value of the research achievements is limited and tough to spread on a large scale. Under

the POA theoretical framework and based on the three standards of the enabling effectiveness, language acquisition can be achieved by the scaffolding built by the teacher's guide, cooperation between the teacher-students and students with their peers through avoidance of negative transfer and promotion of interlanguage development.

2 Route to the Enabling of the Lexical Chunks Output

Among the three standards, alignment concerns the enabling goal, gradualness involves the enabling process and variety relates to the free dimension. Three standards depend each other in the complement of enabling although they have its own goal-oriented focuses (Qiu Lin 2020). So the achievement of the aim, the quality and quantity of the lexical chunk output mainly relies on complementation of the enabling effectiveness of the three standards.

2.1 Output Enabling of Lexical Chunk Based on Alignment

POA deems enabling as two components, one is output motivating in the teaching hypothesis and the other is the facilitating activities to realize the output goal, including not only the processing of the input materials and the completion of output materials (Wen 2017a, 2018). Alignment refers to the enabling activities need to first cater for predetermined output goal and offer the corresponding content, language and discourse structure to reach the goal, then by which output difficulties are detected (phrases, sentences and discourse) to discover the gap between output desire and difficulties and fill it by enabling activities. Output of lexical chunk enabling based on alignment needs to exhibit the teacher's predominance in the enabling design by guiding the students accurately to analyze the general goal and subdivide it into various sub-goals and achieve those output goals by construction of scaffolding between the teacher-students and the students' peer cooperation helped by a teacher. In the teaching flow "motivation-enabling-evaluation", effectiveness of the enabling decides the output quality, so lexical chunk output is under the framework that enabling design is guided by selective principles and all the input materials require content, language and discourse structure to meet the realization of sub-goals to have the enabling activities comprehensive and considerate. Our research is conducted with the subject, who are the students from a Provincial university and selected randomly from a science majors class from a large class scale that the researcher teaches with comparatively weak language ability and motivation in English learning. We take a pilot research with aims to improve the current teaching by introducing proper Chinese characterized teaching theory and the theory of lexical chunk. The class consists of 57 students and the researcher has taught them for one year and a half under the guidance of theory of lexical chunk, so the students have lexical chunk sense and they can identify some types of lexical chunks and focus on lexical chunk output. The class enabling design is as follows: First, it needs to construct a true scenario by its involved output elements (discourse aim, scene, subject, topic) and ascertain output aim, then decide register and style for discourse utilization, types of lexical chunks and the way to construct in the specific context. For instance, for the topics "economy, employment, education, cross-cultural communication, social morality, traditional culture, ethics, environmental

pollution, news events, campus culture, social hot issues” They have respectively great difference in scenario-setting for uses of core lexical chunks, structure of lexical chunks in the context, frequencies of lexical chunk utilization and highly-frequent used chunks, the subject, aim and function to serve.

Here, take the topic “college students’ online learning condition and solution during the Covid-19” in class design as a case study and explore how to complement the output of lexical chunk by motivation of enabling design. The clue of motivation of enabling design is decided by the involved elements (aim of discourse, scenario, subject and topic). (1) content enabling: take the way to analyze “cause-result-solution; then the visualized analysis by mind map based the topic are taken to ascertain the output general goal, sub-goals and their corresponding functions. To be specific, make sure that the topic is online learning and solution under the background of covid-19 and the function is for explanation and interpretation, so it is required to know what to solve, reasons and how to do in content extraction. (2) language enabling: lexical chunks concern diseases, and its dissemination, medical protection against epidemic diseases, education, college students’ social duty and sense; register concerns medicine, sociology and pedagogy etc.. (3) discourse enabling: The discourse enabling is conducted by the reasonable suggestions and measures for college students during the covid-19 by way of cause and result. In combination of alignment in POA and the topic cause-result analysis, alignment caters for the general output goal, namely, the solution and measures to online learning and links the output sub-goals. Sub-goal One is online learning situation and means, which rationally analyze college students’ online and offline educational situation by presentation of the highly-frequent educational Multi-word chunks, Collocations and Sentence frames; The teacher set up scaffolding for the enabling activities for students based on cognitive gradualness and principle of cognitive increase. Sub-goal Two is connotation-interpreting of the spread and protection against covid-19, the influence of covid-19 on the global economy and society and college students’ duty and sense in order to lead college students’ shouldering social duty and do their utmost by themselves against the disease. Sub-goal Three is the situation of online education and learning under the current condition: Dimensions of the online learning incorporate the elements and requirements, learners’ quality, traits of the course, differentiated online teaching patterns, the difference in online and offline learning. As to the above given dimensions, the teacher sets up the horizontal scaffolding from language, content and structure to guide the students’ autonomous learning, cooperative and explorative learning. In terms of the enabling lexical activities need to combine output motivated scenario by mind map, brainstorming, audio-input to lead in to present the highly-frequent used words and their pronunciation, the situational audios planting lexical chunks, compound dictation, interviews and reports with the topic lexical chunks. The general goal is subdivided and the route of the enabling based on alignment is as follows:

In the enabling lexical chunk output based on alignment, the teacher’s predominance is particularly apparent: from the angle of language, the teacher constructs a logic framework, lexical output framework and offers the students the related lexical chunk input materials for selective learning as to the topic through the the constructing vertical scaffolding; from the interactive perspective, the students are guided by the the general output goal and 3 sub-goals and offered the interactive lexical chunk materials as for the

topic to motivate their enabling output and achievements of each goal. To more important, students' output-oriented online cooperative learning in the groups extends the content, language materials and interactive perspective to guide the high-level students set up scaffolding for their peers in the low level. Peers' scaffolding and teacher-students scaffolding work together for output goals. Lexical chunk output can be complemented by the scaffolding based on highly-frequent lexical chunks formed by verbs, nouns. And collocations. For example, noun lexical chunks: flu virus, a novel corona virus, the Covid-19 epidemic outbreak, virus carrier, person-to-person/human-to-human transmission, silent carrier, community transmission, confirmed cases, suspected cases, mortality rate, medical mask, physical contact, antibody tests, throat swabs, local cases/local infections/cases of locally transmitted infections, affected area, vulnerable population, early detection and isolation, preventive measures, travel restriction, health declaration form etc.; Verb lexical chunks such as self-isolate, be isolated at home, wear a mask, avoid crowds, lockdown/the lockdown of a city, contract the virus/pick up the virus, test positive for the corona virus, stock up on food, contain the spread of the virus, check/monitor body temperature, cancel mass gatherings, close scenic spots, wash your hands often and carefully, suspend overseas group tours, postpone the reopening of the school, have full knowledge of the situation of the community and leave no one unchecked.

2.2 Output Enabling of Lexical Chunk Based on Gradualness

Gradualness are performed along the two dimensions--language and skill. Enabling activities, which is based on the students' language level with output-oriented initiates the enabling activities hierarchically from the route of word--sentence--passage to move forward. The chosen input materials and means are decided by the gradual increase in cognitive difficulty and decrease in scaffolding with steps of memorization, identification, understanding, application, analysis and creation to consolidate the language items so that the students can turn their receptive knowledge into the output ability. In terms of the topic "college students' online learning condition and solution during the Covid-19", output enabling of lexical chunks can delimit the discourse and logic structures by a mind map to make sure the types and formation of the top-related lexical chunks, what is their function to serve and the frequency to use. For instance, the structure of the lexical chunks is fixed or semi-fixed, phrasal framework or sentence constructed, function is for suggestion, persuasion or comment and the formation of the lexical chunks are the structure of adv. + v., v. + pp, n. + v., v. + n., v./adj. to do... or it is v-ed that.... For the enabling of output lexical chunks from the gradualness, the teacher should focus on the agreement on the output goal, input materials and the students' level. And the gradual activity is autonomous and flexible to some extent to meet the cognitive need, principles and the favourable style of the cognitive body by the fact of the students and university. The more increase in their input and output practice, the more activities of application, analysis, evaluation and creation should be taken. Output goals of lexical chunks should be designed flexibly and the teacher makes certain the cognitive starting is not differentiate and the difficulties are reasonable.

2.3 Output Enabling of Lexical Chunk Based on Variety

Variety enabling contains variety in content and form. Form variety refers to output design should be differentiate based on variety in information channel, types of activity and forms of organization. Content variety includes the variety in the general output goal, sub-goals and scenario and openness in content, language and structure. Variety of lexical chunk output should fully take the the course goal, credits, requirements of testing, learners' language level, the learning facts of students, university requirements into account, particularly, keep design of output enabling of lexical chunk some space for the individualized development.

As to the class the researcher teaches, they have comparatively weak language level with the average score of college entrance exam is about 100 and there are considerable students from the lower mark group with no much interest, initiatives and motivation in language study. So the students' motive for English learning has to be stimulated to meet the high requirements within shortened credit hours by online and offline mixed teaching. As for the case of "the online learning condition and solution during the Covid-19", in the co-built "drive--enabling--evaluation" teaching flow, the variety design is to present the influence of various driven scenarios including audios, videos, Blog, pictures or news etc. on the public by introducing some key lexical chunks about diseases and protection against diseases to meet output goal one. Students can achieve the teacher-predominated content and language enabling by students' identification, memorization and understanding with the low cognition difficulties. Then, interactive enabling is motivated by the terror and crisis towards the new and unknown epidemic disease from different levels of the society and the public in face of the serve social critical moment (output goal two). The open solution is led in via teacher-student co-building assisted by the teacher's variety scenario-motivating to mainly promote the students' peer enabling by their setting scaffolding through the students' cooperation of the the high-level for the low level or the same level to work together based on their language level and cognitive difficulties. For the procedure, the enabling output of lexical chunks is transferred to more advanced stage from the low to apply, analyze, evaluate and creation. As to the third output goal, the students' own task and duty to fulfill encountering the social reality--be self-disciplined in their online courses (output goal 3) with the enabling contents of educational elements, the differences in traditional and online class and via a mind map to facilitate the output of corresponding lexical chunks. For the stage, the creative output activities are distinctively increased with the cognitive increase and transcendence. Therefore it is urgent to use the discourse structure to present the necessity and urgency to take the online course. The strategy is that the teacher takes the "sentence builders" and brainstorming guided by "cause--result--solution" to realize enabling depending on the content, language and discourse structure. Roles of the teacher and students in variety enabling is exhibited on performance of the different functions, among which the teacher focuses on interactive guide and logical instruction but students emphasize language expression and construction of lexical chunk output.

3 Conclusion

The enabling of the lexical chunks output in the POA is to construct a feasible lexical output pattern and route about types of lexical chunk and ways to construct in the form of a case “college students’ online learning condition and solution during the Covid-19”, based on “enabling” in the “drive--enabling--evaluation” of POA and the three standards for effective enabling. The design of the enabling of the lexical chunks output need not only meet cognitive principles, interactive intention but also correspond to the rules of language acquisition and teaching principles. This study offers the lexical chunk study a new perspective focusing on co-built scaffolding between teacher-student and student-student cooperation by the scenarios and scaffolding created in order for construction of various types of lexical chunk and enabling output of lexical chunk as to the topic researched. The further study can be oriented towards the solution to interactive means in enabling output design of lexical chunks.

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