

Analysis of Adult Oral English Teaching in China and Application of Krashen Hypothesis

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Abstract. The author finds problems in the process of adult zero-based oral English teaching. For example, students cower, cannot express fluently and repeat the same pronunciation errors in the learning process due to insufficient vocabulary, thus losing learning motivation and perseverance and generating anxious psychology etc. In order to solve the above problems, the author tries to combine the Krashen Input Hypothesis with the curriculum design, and then takes the essence of Krashen's Input Hypothesis theory into the teaching process in the teaching practice of adult zero-based oral English. Besides, the author makes appropriate adjustments based on actual conditions and makes recommendations. The author finds that the content of the teaching should also consider the content of the Emotional Input Hypothesis in order to alleviate the anxiety of students during the study, to apply to the course design and teaching process and to break the traditional Chinese-style English education as much as possible.

Keywords: Zero-based adult English, Oral English teaching, Krashen Input Hypothesis, Curriculum design.

1. Introduction

With the development of the times, Chinese people use English more frequently. In addition, the national enthusiasm for "English learning tide" has never been out, but there are not a few adults starting to learn English from scratch due to the weak education of many adults. However, there are also many parts to be considered in the design and practice of zero-based oral English teaching.

Although adults more or less have been exposed to or used English, most of them still have weak foundations. However, many adults have the need to use English proficiently. Therefore, they need to learn and find the learning method that is most suitable for them. In the teaching process, finding solutions, how to motivate students' passion for learning and appropriate teaching strategies are exactly research backgrounds according to the problems found at the moment.

Krashen Hypothesis is widely used in English teaching of China. Regarding Krashen's criteria for selecting appropriate materials, in "understandability" aspect, Zhou Weijing used micro-variation empirical research methods to explore the influence of language input patterns on oral language output in the process of second language acquisition. Research finds out auditory input has a greater impact on the improvement of oral fluency. Visual input promotes the improvement of spoken language accuracy and complexity [2]. In Krashen Input Hypothesis, in the application of college students' oral English teaching, there are two main reasons why the current situation of college students' oral English teaching is not optimistic. One of them is the inappropriate selection of oral teaching materials. At the same time, the input materials may completely deviate from the students' actual cognitive status, are unable to stimulate students' interest and curiosity, and cannot successfully achieve the ideal effect of the Input Hypothesis. The other is the passiveness of the learner. It may also be due to the inappropriate selection of input materials, which makes students have difficulties in understanding, unable to actively learn language and only passively accept. It also proposes how to successfully apply the "Input Hypothesis" to the methods of college oral English teaching. The first method is the rationality of material selection. The second is the skill of the input process. The third is that the input must be combined with the output. The fourth is that there must be an appropriate error analysis. Errors cannot be avoided in the process of second language acquisition, and error analysis is one of the ways to improve language ability [3]. However, there are few related studies on the application of Krashen hypothesis in adult basic oral teaching and adult English acquisition. This paper adjusts according to the actual situation, makes suggestions and breaks the traditional Chinese-

style English education as much as possible by trying to combine the Krashen Input Hypothesis with the curriculum design focusing on the problems found in the teaching process of adult zero-based oral English, which is of practical significance.

2. Krashen Input Hypothesis

The second language acquisition theory founded by the famous American linguist Krashen includes five parts: Input Hypothesis, Acquisition-Learning Hypothesis, Monitor Hypothesis, Natural Order Hypothesis and Affective-Filter Hypothesis. Input Hypothesis is the core of theory. Krashen believes that ideal language input should be understandable, interesting, relevant non-grammatical programming and sufficient input. This theory has had a huge impact in today's world. This is one of a series of hypotheses in its "monitor model". Input Hypothesis explains to people how language acquisition occurs. According to Krashen, acquisition is based on Comprehensible input because of the context. This is why input can be understood [1]. Krashen proposes that acquisition can only occur when the learner is exposed to a "Comprehensible input". That means acquisition can only occur when the second language whose language skills are slightly higher than his existing language skills inputs. Besides, acquisition can only occur when he can concentrate on understanding meaning or information, not form. This is his famous $I+1$ formula. In this formula, i represents the current level of the learner, 1 represents the language material whose current level is slightly higher than that of the learner. According to Krashen, this input of $i + 1$ does not need to be deliberately provided. As long as the learner can understand the input and he have enough quantity, this input can be automatically provided [4]. From this, we can see that in the second language acquisition aspect, Krashen's theory focuses on the external language environment in second language acquisition. Krashen believes that the best language input must have four basic conditions. First, the input must be large. The purpose is to immerse learners in the language environment. Second, the input should be understandable. The purpose of this is to ensure the interest of the second language learners. Third, the input should be interesting and closely related. The learners need to be able to understand, and the content they learn can actively stimulate them to generate learning motivation. In the process of input, teachers should not let students feel anxious and repulsive, but should make them feel relaxed and confident. Fourth, the input should not overemphasize the grammar.

3. Case Analysis

3.1 The First Status Quo

Students cower and cannot express fluently in the learning process due to insufficient vocabulary. The following scenes often appear in the process of adult oral English teaching:

After learning and understanding how to diverge new spoken language and when learners need to express themselves, the learners find out they cannot express their opinions in English completely. The reason is mostly the bottleneck of vocabulary. For example, the topic of the class is to introduce a city. We will start to divergence from the aspects of location, sights, traffic, humanities and characteristics, and guide learners to learn new words and sentence patterns, to repeat memories, and to imitate sentence structure learning. At the end of the class, there will be a situation where learners do not know what to say when they need to diverge. For example, when the learner diverges the city's characteristics, he wants to say the city has many special restaurants. However, when the learner expresses the restaurant, he will pause and cannot continue to express. When this situation occurs many times because of the lack of vocabulary, the learner is likely to cower and then resists expression.

Reason analysis of the first status quo:

In the process of classroom teaching, the teaching of vocabulary is boring and the repetition of a large number of boring and unfamiliar vocabulary makes students easily become bored and lose motivation, and then give up exploring the use of words.

3.2 The Second Status Quo

Students will lose their motivation and perseverance due to the repetition of the same pronunciation or grammatical errors, resulting in anxiety.

Teaching example:

Frequent grammatical errors: Students often use two predicates together in the process of constructing sentences

For example:

It is means...

I like go to park.

The reason is interlingual transfer (from the mother tongue interference) in the error analysis of the two language acquisitions.

When a certain linguistic phenomenon of the second language shows some similarities and differences from the corresponding linguistic phenomenon of the first language (mother tongue), the learner shifts the first linguistic phenomenon to the use of the second language, and then problems arise.

In the expression of Chinese sentences, people are accustomed to the use of multiple predicate verbs (Although the components of these predicate verbs in the sentence will be different, they are all a form of expression and there is no change in the form of -ing, -ed in English)

In the process of whether or not to correct and how to correct, more considerations should be taken, methods should be adopted to keep learners' confidence and enthusiasm in learning, and the guidance of "Can learn and keep learning" should be given to learners. Continuous correction will lead to the interference of learners' normal expression, emotional tension and increased negative emotion filtration etc. Excessive indulgence will also lead to the wrong petrification. Teachers do not need to worry about his students' grammatical mistakes. With a lot of language input and use, these errors will gradually disappear in the process of acquisition [5]. Some scholars in China have supplemented the language input and believe that the best language input should be a verbal, natural language. All of these statements illustrate the coexisting and inseparable relationship between language acquisition and language input, as well as the dependence of the former on the latter [6].

Reason analysis of the second status quo:

There are problems in the process of pronunciation learning, for example, the inapplicability of teaching methods, which makes students unable to comprehend.

4. Solution

4.1 Paying Attention to the Input Method in Class, Providing Multiple Ways and Balancing Input and Output (Emphasis)

For example, using ways of "speech multiplying imitation", "audition and discrimination", "video clip interception and imitation recording" adjusts intonation and pronunciation, provides an easy and enjoyable way, and increases the number of repeated input and output.

"Speech multiplying imitation" and "audition and discrimination" have high requirements for the intonation and pronunciation of teachers and recordings played in the classroom. When selecting recording material segments, they should try to intercept segments that are appropriate for the student and that are consistent with the learner's oral English and accent to avoid the mixing of English and American accents.

The way of "video clip interception and imitation recording" can be completed by the learners when they exercise after class. The same thing should be noted is imitation difficulty and the distinction and selection of English and American sounds. The development of mobile phone software now solves mostly these problems. The learner can quickly find an English movie clip that suits and interests him in the software to imitate dubbing and save it (In the software, the learner can set in advance the difficulty of the video clip and the accent that he wants to imitate). The learner can also compare, find differences and practice repeatedly by listening to the part of the dubbing and the

original sound clip repeatedly. The biggest advantage of this approach is that it not only corrects the intonation and pronunciation during the dubbing process, but also unwittingly expands the learner's vocabulary and subtly leaves the concept of grammar in the learner's mind.

4.2 Using the i+1 Input Hypothesis and Considering the Emotional Input Hypothesis to Design the Course Content in the Difficult and Easy Design of the Course.

Teaching strategies:

Appropriate language input must be a large number of understandable materials, which requires more attention to the differences of audience groups in the selection of materials. In the actual teaching process, not all audiences have the same level of English, and the difficulty of materials is not suitable for all, resulting in the difference of input effect.

In the teaching strategy of course design of adult oral English teaching, we should go beyond the traditional single input of listening and speaking, and combine reasonably text reading with visual input in adult oral English teaching. According to students' different social background, we should carry out topic classification teaching and teach them by preparing contents against learners' different social tags. For example, the tags of housewife are family, child and so on. She has been wrapped in these tags in her daily life and is prone to feeling bored. At this time, more social or work topics should be added in the course. The most important thing to teach adults is to analyze their social background.

On the other hand, there should be a proper linkage between inputs at two different stages, such as import activities. Before the input of a certain material, it is appropriate to introduce its background knowledge. Such background introduction can help students better understand the material and have something to say, so that the material becomes a real "comprehensible input". For example, in the early stage when students are not confident and want to give up, they can throw out familiar topics (the topics under their social tag). For example, for airline stewardess, you can ask them questions. What are the rules in airport operations? Learners will bring problems into their own familiar areas, be willing to use the second language to start the elaboration, and recognize their professionalism to enhance confidence.

5. Conclusion

Language input and oral teaching are inseparable and mutually integrated. Spoken language is the best form of language input. The appropriateness of language input is related to the success or failure of oral teaching, which in turn affects the effect of learners' language acquisition. In adult oral English teaching, teachers are both the makers of the language environment and the organizers of classroom activities. They should know how to choose the appropriate input materials and direct correctly the learners' oral activities to guide the learners to communicate smoothly. Besides, they should correct and guide learners when necessary to improve effectively the learner's English level. In the classroom design, teachers should pay more attention to ways and methods, choosing the input materials suitable for students, making the classroom form and content rich and diversified as much as possible, giving encouragement and guidance in the learner's learning process, and reducing the anxiety and rejection of learners.

However, there are still some limitations depending on the actual situation. In the teaching practice of adult zero-based oral English, it is reasonable to take the essence of Krashen's Input Hypothesis theory. Besides, in the teaching process, the teaching contents should also consider the Emotional Input Hypothesis, in order to alleviate students' anxiety during study, to apply to curriculum design and teaching process, and to break the traditional Chinese-style English education as much as possible.

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