

The Effect of Explicit Input of Prefabricated Chunks on L2 Oral Teaching

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ABSTRACT. *Nowadays, the importance of language communication is highlighted even more and in recent years, however, the ability of people from all over the world to master one or two languages is still very limited, and the spoken language is called “weak”. The reason is that there is no good method of education. It can combine grammar learning and oral English well, so that students can express and communicate well. The explicit input of prefabricated chunks can help people acquire second language effectively. Students in senior high school often have solid grammar knowledge and inadequate mastery of idiomatic words and sentences in oral English. The increasingly important oral demand makes the foundation of oral training for senior high school students become very important. The application of explicit input of prefabricated chunks in high schools is aimed at cultivating oral idiom and sensitivity of prefabricated chunks in senior high school students. At the same time, this study also has great inspiration to teachers' traditional language teaching methods, and provides some practical suggestions for the future oral language teaching.*

KEYWORDS: *Prefabricated chunks, High school, English teaching*

1. Introduction

1.1 The Problems in Oral Teaching in China

. The problems mainly are divided into five aspects. Firstly, the oral language textbook of the senior high school is too difficult or unfit for students, because these books are almost fitted for the English majors. Secondly, we realize that we can't get any practice from the current textbook, because the conversation which is just published on the paper can't supply a suitable context for students. Thirdly, usually, there is no special spoken English class for students to practice their oral English. So it's wrong to command those students speak English fluently when they get into the university. Because they don't form a steady oral basis when they are in senior high school. Fourthly, Teacher's teaching manner is unreasonable. We all know that the education of Chinese high school is just for the college entrance examination, the

teachers usually put the attention on the grammar and vocabulary, and teachers' speaking is usually easy to let students understand. And these ways lead a terrible result that students won't get any prefabricated chunks from their class. Lastly, the most popular and obvious problem is that students don't answer teacher's question; they may even be silent in class. Teacher's classes become difficult because of student's quietness. All these conditions will let the atmosphere embarrassing and boring.

1.2 The Reasons to Cause Problems in Oral Teaching in China

Nowadays, there are many problems in the language oral teaching in China. We should find out the reasons to cause problems in language oral teaching of China to solve them. From these problems, we can find two kinds of reasons, subjective and objective. The subjective reasons refer the reasons caused by the person. The subjective reasons are divided into two aspects. One is the teacher and the other is the student. The reasons caused by the teacher are that teacher's teaching methods includes many problems which need to be solved. Teachers usually give much attention on the student's pronunciation instead of the pure expression. But this conduction will break up student's thinking and lead to the silence of students. The reasons caused by the students are that students don't have the sensitivity of the prefabricated chunks. The prefabricated chunks can bring a quick reaction to the language learners when they make a contact with others. But senior high school students don't have this sensitivity because of few training. The objective reason refers to the reasons caused by the condition or the surrounding, etc. The objective reasons also are divided into two aspects.

1.3 Brief Introduction about Prefabricated Chunks

Prefabricated Chunks is not a new view for the second language learning, in other foreign countries, there are some linguists had put up some points about the prefabricated chunks in the 1970s. Becker and Bollinger who are famous linguists put forward firstly the definition of it. They say that prefabricated chunks are a special multi-word phenomenon which is between the grammar and lexicon. In our country, there is also some linguists study the prefabricated chunks. But compared with foreign country, our research is a little late. And the study is almost pay attention on the college or adulthood language learners, there is nearly no eyes on the study of the senior high school.

2. Empirical Research

2.1 The Purpose of Research

In order to know more about the application of prefabricated chunks in the high school language oral teaching, the author interviewed 8 teachers in high school who

have taught English for almost ten years. They have much experience on the English teaching about high school. There are ten questions about prefabricated chunks for teachers. These questions are comprehensive about high school oral English teaching,

Based on the present circumstance, high school should put up some new idea to solve these problems to improve the quality of the high school language oral education. So we should change this situation from the origin. It is the teaching method. Author believes that we can change the condition through adding some new conception into the language oral teaching. The new conception is the prefabricated chunks. This research wants to pay more attention to the high school students' oral English and the application in the real language teaching to solve these problems. And teachers could enhance the oral English standard and decrease the gaps of all high school students by the practice of the prefabricated chunks. This is the purpose of the research of the application of the prefabricated chunks.

2.2 The Subject of Research

This research was mainly aimed at the students in high school. The author chooses 40 high school students as the respondent of this questionnaire. This questionnaire's goal is to learn about the specific circumstance of the application of prefabricated chunks in the high school language oral teaching. The author chooses the students in three grades in high school through anonymous way. These students include every class in this three grades. And we stress that students should answer question or react based on their true condition. So the situation of the application of the prefabricated chunks and the content of the language oral teaching must be true. In the one hand, we want to know about that whether students like English or not, and we also want to learn about that how do these students think about the English oral class and what problems do they meet in the English learning. This aspect is about the students, and the other important aspect is about the English oral teaching method.

2.3 The Hypothesis of Research

This purpose of this research is to prove the validity of the prefabricated chunks in promoting students oral learning. Nowadays, everybody knows that globalization has become a tendency because of the increasing communication. There are more and more jobs or fields which are related to the transition. So the acquisition of one language is very important than before. So the prefabricated chunks could help students improve their level of the spoken English. And to some extent, it also could help students find out their interest in English and enhance their learning efficiency. Students may be positive in learning English, and the study manner maybe become the grasp rather than the learning.

Therefore, the research hypothesis can be referred as follows:

- 1) The Application of Prefabricated Chunks in English Teaching in

2) The high school can improve students' oral achievements.

3) The Application of the Prefabricated Chunks in High School English Teaching Could Train Their Interest and Change Their Learning Manner Which Changes from Learning to the Grasp.

2.4 The Process of Research

Process is inclined to the comparison of the different teaching methods. The author needs to notice whether students in the experimental class would progress in oral English learning. And author needs to observe how these common class students are. The difference of two classes students should be surveyed concretely for the value findings of this research.

The experiment subjects include two groups. The two groups are consisted of those 40 students who are chosen by the author. And author asks those 20 under-achievers divided into two parts to join in these two groups. Author could find out the effect of the prefabricated chunks more accurately. In group one, the students are taught by the teacher's new method which used the prefabricated chunks, namely the experimental group, the author surveys this groups by observing the fluently spoken English and the change of those students' oral English. Author wants to know about the effect of the prefabricated chunks method for those students. In groups two, the students are taught by the traditional teaching method, namely the control group, the author surveys this group by observing the change or the learning rate of progress, author will not focus on the importance of prefabricated chunks. In the end, the author compares these two kinds of teaching method's effects on oral English learning according to students' learning results.

The author takes the subject of the environment protection as the experimental class. And he class could divided into four steps, the first is the prefabricated chunks leaning by teachers' taught; the second is the reception of students; the third is the transition and absorption of prefabricated chunks; the last step is the output of the complete sentences used prefabricated chunks, in the end, students of the experimental group should talk about the environment protection by the prefabricated chunks.

3. Findings, Discussions and Implication

3.1 Findings

First, It can be seen that most of high school students' oral English is not good. The oral English level of those students is weak. From the collected 38 valid questionnaires, 20 students' oral English is bad, 12 students just pass the line which is the oral English pass line. There are only 6 students' oral English is good. Students whose oral English is good can have a pronunciation and easy communication. From this result, we could draw a conclusion that high school

students' oral English is bad. So author believes teachers and governments should come up with some ideas to solve this problem. We should attach importance to the high school students' oral English to train their oral English foundation.

Author found out that grammar teaching method occupies 55% in these four teaching methods. So we could draw a conclusion that most of high school teachers still learn about the method of the traditional teaching. And the dialogue teaching method takes over 20% in these four methods. The situation method also occupies 18% in all teaching methods. These figures show that there are little teachers knowing the interaction teaching method. But there are just 7% studying the prefabricated chunks teaching method for the improvement of the teaching level. Author believes many people don't know the prefabricated chunks, because this is a new idea about the language teaching. So author wants high school English teachers could know about more knowledge about the prefabricated chunks teaching method, and then, these teachers could use this method to enhance the students' oral English level. Only 2% of teachers use the prefabricated chunks in their each class, with the use of prefabricated chunks of and there are many teachers have never used the prefabricated chunks in their class. These figures shows that although there are some teachers or scholars have studied the prefabricated chunks, but in most high school English class, the frequency of the use of the prefabricated chunks is still very slow, so author thinks that those high school English teachers who are the front line educators should pay attention to the spread and use of the prefabricated chunks teaching method. At present, some foreign scholars and educators have studied the prefabricated chunks for many years. Even some teachers have applied prefabricated chunks to practical teaching. But there is big difference between our teaching and foreign counties, especially in our high school oral English teaching.

At the same time, it can be seen that oral English change after students' learning of the prefabricated chunks, 18.4% of high school students have few changes after the prefabricated chunks study, 60.5% students have some changes because the regular large input by their teachers teaching, but we could draw a conclusion that there is only 5.2% of students didn't have any changes in their oral English, there is 15.8% students' have very big changes on their oral English. So author finds prefabricated chunks could produce some effective changes for the students' oral English learning.

3.2 Discussions

In China, although there are some high schools use the prefabricated chunks teaching method, but the user of this teaching method doesn't have the real or accurate knowledge about this. These schools apply this method because of the reform in education, currently, the education of English is changing the focus of teaching from language learning to language acquisition, and the most important sign of the language acquisition is that students could use language to communicate frequently. So, students' oral English is very important in language teaching, but

most high school teachers don't get the principles and essence of the prefabricated chunks to enhance students' oral English level.

Now high school oral English teaching is not good, because there is no specific oral English class for the students' spoken English training, so the prefabricated chunks teaching method doesn't apply smoothly. And expect this point, teachers also don't pay attention on the prefabricated chunks teaching itself, for instance, in one class, students' oral English level is different, so we should teach these students in different way because of their different level. But most high school teachers don't notice this problem; they usually use the same teaching method to teach all kinds of students, despite their different oral English level.

3.3 Implication

Because teachers usually teach students prefabricated chunks by easy input, but author thinks the single input is not effective for students' oral English learning, author believes the easy teaching of narration is just a way of staying on the surface, it is seemly no different with traditional grammar teaching method, because the traditional grammar method is pay attention to the recite of the grammar and vocabulary, so, if teachers who use the prefabricated chunks method just ask students recite the chunks, they will not get a good repercussion. Because the recite of the prefabricated chunks will not come down to the substance of the oral English learning, so teachers should change their teaching way for the prefabricated chunks.

Teachers need find out the difference of those students to make a specific project for different students, because author thinks that students' learning condition is different, so their oral English level is different, they couldn't keep catch of the teachers' rate of progress, and different students' grasp degree is different, some students whose oral English is poor couldn't get the rate of advance. So high school teachers need to find out more different ways to teach different students prefabricated chunks.

In the teaching project, teachers should give a correct and positive evaluation to students, because the correct evaluation could give students' encouragement and advice, these advice could point out students' problem of spoken English. And available evaluation could motivate students' enthusiasm for oral English learning. The author draw a conclusion that available evaluation could help students' oral English.

4. Conclusion

According to the results of questionnaires, prefabricated chunks could improve the students' grades and their oral English level, and teachers use prefabricated chunks in the class could enhance students' communication skill, fluently communication is one important sign of language acquisition. To some extent, prefabricated chunks could train students' interest, the learning interest is

essential for the language learning and acquisition. And the prefabricated chunks teaching method is a new teaching way which is popular and effective for the language learning, it is also accord with the original educational goal, the goal is the acquisition. The prefabricated chunks is more effective than the traditional grammar teaching method, because the prefabricated chunks could strength students' pragmatic competence and the reaction rate, students will have enthusiasm when teachers use the prefabricated chunks teach students, the enthusiasm and the interest can produce a good result for students' oral English. The prefabricated chunks teaching method is good for students' language agility, the language agility is an important point for students' learning ability, so the prefabricated chunks teaching method is essential for students' language acquisition, and this teaching method overcomes the disadvantages of traditional teaching methods, it is more available for high school students' oral English learning. High school teachers should study this teaching method to teach students, it is good method for high school students' oral language learning; it is valuable for education worker to study it.

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