

The Impact of Input and Output Hypothesis on Learning a New Language

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Abstract: The effect of the input and output hypothesis on learning a new language is examined in this research. The primary method of mother tongue learning is subconscious listening absorption, which happens when language and culture naturally blend together in a communicative setting. Foreign language learning, on the other hand, is devoid of this context and depends on strategies like imitation and reading. For output to occur, input must first occur. Building output capabilities requires adequate and rule-compliant language input. Because it represents learning objectives and has the power to inspire learners to improve, output is equally significant. Speaking and writing are necessary for output in the application of learning, but listening and reading are necessary for input. Studying overseas or interacting with foreign teachers might provide students with additional input and output opportunities. The "comprehensible output hypothesis" was proposed by linguist Swain shortly after the "language input hypothesis" was proposed by linguist Krashen. These two theories offer direction for learning a second language. In order to improve learning efficacy, learners should become proficient in these hypotheses, increase comprehensible input, be output-oriented, and use the mother tongue learning paradigm to support second language acquisition.

Keywords: Input hypothesis; Output hypothesis; Comprehensible input; Language environment

DOI: 10.62639/sspjess13.20250203

1. Introduction

As a language major student, I have had profound experience of the function and influence of input and output hypothesis in the process of learning a second language. Influenced by the examination-oriented education system in China, many teachers pay extreme attention to written English and exam oriented, seriously ignore the application of oral expression and communication. The students trained under this teaching method can not use English normally. It can even be said that they did not fully acquire this second language. Many people believe that as long as they learn the words, grammar or somethings related knowledge of a second language, they will acquire this second language. However, if you only input but not output, you can't learn a second language well. From this, we can see that input and output hypothesis are indispensable in the process of learning a second language. In addition, mother tongue learning and foreign language learning are also different in many ways.

In this article, new language learning is introduced by the differences between mother tongue learning and foreign language learning. It discusses how input and output hypothesis plays a role in our second language learning, and how we apply these two hypotheses to help us find more suitable ways to learn the second language well.

2. The Interaction of Input and Output

Mother tongue is the first language that people master when they enter human society. As far as the cognitive process is concerned, the acquisition of mother tongue is mainly through the subconscious absorption process of listening, and mother tongue learning is more in the context of communication, with the natural implantation of language and culture. However, foreign language learning is completely different. In the environment without

(Manuscript NO.: JIESS-25-3-62003)

context, it starts from following reading, repetition and imitation, and lacks the natural implantation of culture. From this, we can see that the input and output mode of the new language is particularly important. Learners need to find correct learning methods according to their learning needs.

First of all, we must input first and then output. Sufficient language input and mastering correct input methods are the necessary conditions for cultivating learners' language output ability. "It is difficult to imagine an academically successful individual in the twenty-first century who is not an avid and effective reader." (Anderson, 2013, p. 218) According to Krashen's input hypothesis, when learning a foreign language, students should first contact a large number of practical languages that are easy to understand, that is the input language, and then understand its meaning through a specific communication situation and context. The two most important points in the ideal input conditions are that the input is understandable, interesting or relevant.

If language input fails to follow the above rules, it will lead to offset or invalid language learning. When language input exceeds learners' current level and lacks interest or relevance, it is difficult for learners to understand the input materials.

Output is as important as input. The output represents the learning results of the new language. If we only input but not output in the process of learning a new language, it will greatly affect our learning effect. Similarly, only by internalizing the input knowledge and then outputting it, can we know what problems have occurred in the learning process, that is, the output is actually a kind of feedback. When learning a second language, learners are sometimes aware of problems in outputting a new language and notice that a problem can "push" learners to modify their output. (Swain and Lapkin 1995) Learning a language is for application. If learners want to successfully output a language, the first thing they must do is to be good at imitation. Imitation mainly includes imitation of pronunciation, intonation, speech style and articles. Since they are learning a foreign language, they should try to be close to other people in pronunciation and intonation, so as to be more conducive to oral communication. As early as 1985, Swain (2018) pointed out that only when learners are "obliged" to produce understandable output, otherwise only understandable input is not enough to meet the second language learning process.

3. Application in Learning

From the discussion in the previous paragraph, we can know that input and output theory plays a guiding role in our process of learning a second foreign language, which is helpful for us to find more effective learning methods. In the process of foreign language learning, input mainly depends on listening and reading. Reading should be put before listening, because if the target language corpus in the learner's brain does not have these corpora or the pronunciation of these corpora is different from the listening corpora, the learner cannot understand and has no carrier of thinking. Reading is the main way of corpus collection, while listening is an auxiliary way. Closely related and essential is the memory of vocabulary and grammar learning of this language. In mother tongue learning and foreign language learning, the same learning method will have different effects and functions. Because the repetition rate of mother tongue vocabulary and grammar in our daily life is very high, we can easily remember the application of vocabulary and grammar without rote, while foreign language learning needs a specific language environment. Rote learning is not advocated either. Mechanical learning is a learning method that relies solely on memorizing learning materials and avoids understanding its complex internal and thematic inferences. Compared with other learning methods, rote forgetting is faster and can not fully understand what to learn. In the process of second language vocabulary memory, relevant and interesting methods such as relevance memory method and pictographic memory method will be more effective.

When learners have accumulated some knowledge, some learners will choose foreign teachers or study abroad to obtain more advanced input and more output. The output process mainly depends on speaking and writing. Whether foreign teachers or study tours, their purpose is to improve the use of the target language in life and

simulate the environment of mother tongue learning. Foreign teachers have pure pronunciation and accent, and have a flexible grasp of some specific pronunciation. Moreover, foreign teachers can provide learners with a real language environment, which can not be replaced by non-native foreign language teachers. Foreign teachers are better than domestic teachers at mobilizing learners' interest in learning, so that learners can constantly practice their language response ability in communication with foreign teachers, so as to speak authentic oral English. The reason why many learners choose to study abroad is that only in the real language environment can we better understand how to use the language, which can promote us to output and get some feedback. The understandable output hypothesis proposed by Swain clearly clarifies that the language output of second language learners helps to promote to use the language more fluently (Swain, 1985).

4. Conclusion

The hypothesis of language input and output came into being in the 1980s. "Language input hypothesis" was put forward by linguist Krashen. He believes that understandable input is the only reason for acquisition in second language learning. Shortly after Krashen's hypothesis was put forward, linguist Swain put forward the "understandable output hypothesis". While acknowledging the "language input hypothesis", he believes that it is not enough to rely only on understandable input, but also on understandable output. These two hypotheses play a guiding role for learners in the process of learning a second foreign language. In the process of learning, learners need to master the input and output hypothesis, improve comprehensible input, and use their first language to assist in learning the second language, so as to achieve the best learning effect.

To sum up, although these two theories can not directly choose the method of learning a second foreign language for learners, learners can take this as a guide to choose the appropriate learning method. By comparing learning methods such as rote learning and foreign teachers, it is found that learners need not only a large amount of understandable input, but also continuous high-quality output, because output can also promote input. Input and output are different but interrelated. Output is the purpose of input, and input is constrained by output. At the same time of input, we should think about output and be output-oriented. In learning, we should combine the two in order to get good results. Similarly, learners can compare their mother tongue learning methods and thinking, and use their mother tongue to assist in the learning of a second foreign language.

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