

Study on Adopting Free Voluntary Reading in English Vocabulary Teaching of Senior High School based on Krashen's Input Hypothesis

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Abstract

Vocabulary is a basic language unit, the vocabulary size of students directly impacts their performance in English listening, speaking, reading and writing. Therefore vocabulary plays a critical role in language teaching and learning. Based on Krashen's Input Hypothesis, the use of free voluntary reading during second-language acquisition is considered as a powerful tool in language education. The connotation and features of input hypothesis theory will firstly be analyzed, and then followed by the introduction of Free Voluntary Reading(FVR), and the last comes some specific strategies when adapting FVR.

Keywords

Free Voluntary Reading; Input Hypothesis; Vocabulary Teaching.

1. Introduction

Vocabulary teaching is an important part of English language teaching, and the number of students' vocabulary directly affects their listening, speaking, reading and writing performance. Only when students master enough vocabulary can they better achieve the input and output of language. However, in traditional vocabulary teaching, teachers often explain the meaning and function of words in an isolated way, and students are asked to memorize words mechanically and recite them, which is not only time-consuming, but also increases the burden and anxiety of students, fails to achieve the expected teaching purpose.

Based on this, it is necessary for English vocabulary teaching to explore a more efficient teaching method to improve vocabulary teaching effect and quality. Krashen's input hypothesis theory advocates providing students with understandable and sufficient language input so that students can acquire language naturally and imperceptibly. According to the theory, free voluntary reading is advocated by Krashen and some linguists, it coincides with the cultivation requirements of students in the curriculum reform, and also meets the actual needs of students' vocabulary learning.

2. The Input Hypothesis

2.1. The Connotation of Input Hypothesis

American linguist Krashen put forward the famous "input hypothesis" theory in the early 1980s, The "input hypothesis" theory is one of the five hypotheses of Krashen's "monitor model", it has exerted extensive and far-reaching influence in second language acquisition. Krashen himself particularly affirms the importance of the input hypothesis, saying that it is perhaps the single most important concept in second language acquisition theory today.

Krashen emphasized the importance of comprehensible inputs, which he regarded as a necessary condition for language acquisition. The so-called "comprehensible input" means that the language material heard or read by the learner is understandable, and the difficulty of the

material should be slightly higher than the learner's current language knowledge. Krashen uses "i" to indicate the learner's current language level, "i+1" to indicate language material slightly above the learner's current level, and "i+2" to indicate the next stage of language development. Only when learners are constantly exposed to understandable language input material slightly above their current language level can they have a positive impact on language learning.

2.2. The Features of Language Input

According to Krashen, the ideal language input should have the following four characteristics:

Comprehensible:

Krashen believes that the necessary condition for language acquisition is the comprehensibility of language input, that is, the input material learners learn should be higher than their current level of material, at the level of "i+1". And this level should grasp a certain "degree", if it is far beyond the current level of students, it is not conducive to students' language acquisition.

Interesting and relevant:

The input language materials should have a certain correlation with the acquired language, which requires corresponding processing of the input language to make it interesting and enhance the learner's active construction of knowledge. The more interesting and relevant the input language materials are, the more learners can acquire in the corresponding context.

Not grammatically-sequenced:

Krashen believes that the effective output of language depends on a sufficient amount of understandable and relevant language input, and the practical significance of language is crucial, rather than the external form of grammar teaching.

Sufficient quantity:

In order to acquire new language structures, language learners need to acquire them naturally in a large number of understandable, sufficient and continuous reading or conversational languages, and there is no need to input language features in advance for language learners. You can't acquire a language just by doing multiple choice questions or memorizing a few texts.

3. Free Voluntary Reading

3.1. Background

In high school English teaching, language input mostly comes from classroom reading, which includes the textbook, examination paper and exercises or teachers' mandatory requirement. Based on the input hypothesis, providing students with enough language input can promote their effective language absorption. When students' understandable input reaches a certain level of language ability, language ability will be acquired naturally. In order to provide students with sufficient comprehensible language input, it is necessary to pay attention to extracurricular reading. In the past high school English teaching, teachers' intervention and guidance of students' extracurricular reading were obviously insufficient, and students lacked enthusiasm and initiative in extracurricular reading, so their comprehensive English ability could not be effectively improved.

Therefore in high school English teaching, teachers should pay attention to the development of free and independent reading activities, according to the actual situation of students, do a good job of reading content selection, provide students with appropriate difficulty and interesting reading materials, and try to change the current situation of students' serious shortage of effective English reading input, Free Voluntary Reading(FVR) is a good way to do that.

Free Voluntary Reading(FVR) is proposed by Krashen, it refers to reading just because you want to, without a book report or answering questions at the end of every chapter. If you don't like the book, you don't have to finish it.

3.2. The Strategies to Apply FVR in High School Vocabulary Teaching

Optimize the selection of extracurricular reading materials:

According to the "comprehensible input" and "engaging input" proposed by Krashen, it provides suitable and interesting reading materials for high school students. Teachers can select high-quality reading materials for students, so that students can accumulate more vocabulary through reading, so as to lay the corpus foundation for students' language ability acquisition.

Guide students in choosing reading strategies:

There are three main types of free reading programs in school, Sustained Silent Reading, Self-selected Reading and Extensive Reading. In Sustained Silent Reading, teachers and students read freely for a short period of time each day. In self-selected reading, the teacher will discuss with the students what has been read in a forum. In extensive reading, students need to take a little bit of responsibility for what they read, for example, by writing a short summary of what they read.

Guide students to create their own reading log:

When students come into contact with original English materials for the first time, teachers can guide them to complete learning plans or encourage them to draw mind maps or charts. It's a effective way to record their learning process and see how much they have achieve. Also to avoid students' reading deviating from the learning orientation.

Create a favourable reading environment:

A good reading environment plays a positive role in developing free and independent reading, from the layout of bookcase, classroom reading corner to the students' reading room, every careful design provides more attractive motivation for students to get close to books and close reading. Therefore, a good external reading environment can ensure that students get a better and more profound reading experience in a comfortable and quiet atmosphere. Students can also exchange books and publications regularly, learn from others' reading notes, and gain different reading perspectives and experiences.

4. Conclusion

With the deepening of the new curriculum reform, it's a powerful way for English teachers to attach importance to extracurricular English reading teaching, carry out free and independent reading activities, and create free space for students. Students can choose extracurricular reading materials according to their wishes, choose appropriate reading methods, enrich students' reading quantity and improve their reading ability. As a teacher, in the free reading activities, we should play a guiding role, recommend reading materials for students, guide students' reading strategies, and create a good environment to achieve the cultivation of students' comprehensive English ability.

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