Research on the Teaching Model of College English Listening and Speaking Based on the Output-oriented Approach

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Abstract: *Listening and speaking class is an important way to cultivate students' English communicative ability. The use of "Output-oriented Approach" in college English listening and speaking classes embodies the teaching concept of "Integration of Learning and Use", which can help students clarify their learning goals, improve their learning enthusiasm, and enhance teaching effects. Taking the theme of Festivals as an example, this article elaborates on the teaching design of college English listening and speaking classes based on the "Output-oriented Approach".*

Keywords: *Output-oriented Approach, College English Teaching, Listening and Speaking Skills*

1. Introduction

Aiming at the phenomenon of "Separation of Learning and Use" that has always existed in foreign language teaching, Wen Qiufang borrowed Swain's Output Hypothesis Theory, based on the actual situation of foreign language teaching in China, and after continuous exploration by her teaching team in teaching theory and practice, in 2014 Formally proposed the Production-oriented Approach (POA). In the following years, it has undergone the construction and improvement of the theoretical system: in 2015-2016, a theoretical system of output-oriented methods consisting of teaching concepts, teaching hypotheses, and teaching components was initially constructed; in 2016-2017, the theoretical system was established A new teaching hypothesis was added to promote learning; Wen Qiufang and her team once again supplemented and improved the "Output-oriented Approach" from 2017 to 2018, making the theoretical system more targeted in the guidance of teaching practice. Wen Qiufang has also been guiding POA teaching on the right path, constantly emphasizing the roles of students and teachers at all stages in the Output-oriented Approach, and strengthening the cultivation of students' language output ability in foreign language teaching. Since the introduction of the Output-oriented Approach, teachers in various universities have conducted theoretical research and practical exploration of the "Output-oriented Approach" for various levels of teaching classes, specific teaching steps, and various courses, and tried to apply it in online teaching. Various related studies and practices have shown that today, with the focus on students' language communicative competence, the Output-oriented Approach focuses on the combination of learning and application, and the concept of applying learning will be further developed. Teachers are paying more and more attention to students' language output in teaching foreign language courses.

2. The Difference Between Output-oriented Approach and Task-based Teaching

The teaching philosophy of the Output-oriented Approach is that all activities in the teaching process must serve effective learning. It advocates the "Learning-centered Principle". In the few years after the theory was put forward, many teachers confuse the Task-based Teaching method and the Output-oriented Approach that have been used for a long time in teaching, resulting in the failure to achieve the characteristics of the Output-oriented Approach in teaching. The role of the promoted output is also not obvious. Here, it is necessary to distinguish between the two. POA has three core links, namely, drive-enable-evaluate. In the "Output Drive" link, teachers present communication scenarios to stimulate students' desire for output and drive learning; in the "Input Facilitating" link, teachers guide students based on the output tasks and the problems and difficulties faced by students in completing the tasks, this process is also a process of continuous input and output, which ultimately leads to the completion of the output task; in the evaluation process, it includes both the mutual

evaluation between students and the evaluation by teachers, including both immediate evaluation and delayed evaluation . Task-based Teaching (TASK-BASED LANGUAGE TEACHING, referred to as TBLT) is a theory proposed by Long (Long1985). Based on the theory, research results and teaching practice, the theory is also constantly being revised and improved. Bi Zheng (2019) compares the similarities and differences between TBLT and POA in the compilation of teaching materials, the use of teaching materials, and the evaluation of the use of teaching materials. First of all, both have systematic theoretical support in the compilation of textbooks, but tasks in TBLT usually refer to tasks of daily life, while activities in POA are tasks with potential communicative value in the scene; secondly , When using teaching materials, both emphasize the use of middle school, but TBLT emphasizes language input first and output second, while POA starts with the purpose of language output, and continues to input language according to the difficulties encountered by learners in output , So as to promote output, in the facilitating stage, students have continuous input to promote continuous output; in TBLT, students first focus on the meaning of language and then the form of language, while POA focuses on the integration of language meaning and form; third, in terms of material use effect evaluation, both use the communicative effect of students' language use as the evaluation standard. However, in TBLT, teachers are the main evaluation subjects, while POA focuses on teacher-student cooperative evaluation. Based on this, it can be seen that POA places more emphasis on the process of continuous dynamic output during task completion than TBLT. Teachers take on a role of "scaffolding" in the task. The "vertical" and "horizontal" dimensions explain the role of teachers in scaffolding. The former is mainly reflected in the design and decomposition of output tasks, while the latter is mainly reflected in the three aspects of content, language and discourse structure for each sub-task. In the evaluation stage, the cooperative evaluation in POA can better reflect the teacher-student interaction and student-student interaction in classroom activities.

3. The Implementation Process of Output-oriented Method in College English Listening and Speaking Class

College English listening and speaking class is an important way to train students' English listening and speaking ability. The input of listening materials in class is for students to continuously output oral English. For a long time, college English listening and speaking classes have been in a state of inefficient use. Usually teachers play audio materials according to the settings of the listening module to explain listening skills and related new words, while students just passively listen and complete the corresponding objectiveness in the book. Multiple-choice questions and simple dialogue content, even if the listening teaching content is more communicative, this classroom model often does not really stimulate students' interest in communication. Today, when information resources are integrated into teaching, this kind of listening and speaking lessons guided by playing and recording can be completed independently by students with the help of network resources. As a result, the college English listening and speaking lessons are not fully utilized under the background that the listening and speaking lessons are repeatedly compressed.

The Output-oriented Approach can help teachers solve the current situation of low efficiency in listening and speaking classes, unsatisfactory teaching effects, and students who are not active in learning. However, the implementation of POA teaching in college English listening and speaking classes still requires careful teaching design. The following is to explore the implementation strategies of listening and speaking teaching in terms of the content of the teaching materials and the three main steps of driving, facilitating and evaluating in the output-oriented method:

3.1 Teaching Material Arrangement

The content design of college English listening and speaking textbooks is mainly based on listening, and there are related content of oral practice after the listening task. Take the "New Edition of Advanced College English Audiovisual Listening and Speaking Course" as an example. The unit content of the listening and speaking textbook is classified by topic. The content format of each unit includes text materials, pictures, audio and video. The listening materials include dialogue, For short essays, which involve the training of language knowledge points and listening skills, a spoken language output task related to the topic of this unit is set in the oral part of each unit. The content of this textbook has the universality of the textbooks used in college English listening and speaking courses, that is, the selection of materials has a global perspective and reflects the characteristics of multiculturalism; the topics of each unit are extensive, novel, and contemporary, and satisfy students' display and future Demand; the selection of materials are real scenes, with display significance,

pictures and texts, can stimulate students' interest and enthusiasm for learning; listening and speaking materials are moderately difficult, gradual, and can meet the public English teaching needs of ordinary colleges and universities in my country. However, no matter how good the teaching materials are in the traditional teaching mode of solidification and listening first, they often fail to arouse the enthusiasm of students to speak, and they also fail to reflect the characteristics of the teaching materials. If the students are not in the listening part, Drive and sufficient input, or just practice listening tasks under the teacher's explanation, often lead to insufficient or hindered output in the oral output part. Appropriate implementation of the output-oriented method in classroom teaching can improve the teaching effect.

The output-oriented method focuses on stimulating students' interest in learning, and enables students to learn and explore based on the output tasks of the unit theme. This solves the problem of students having no goals, no plans, and no output in class. However, teachers need to adjust the design of teaching content, and adjust the order of teaching materials. In the teaching design, the oral part is used as the output task, allowing students to clarify the output content of the unit, close to the student's life, and the real communicative oral task will stimulate students' interest in learning, and then focus on the output of the oral part for other listening Enter the content of the learning, so that the students' learning motivation is clearer.

3.2 The Design of the Driving Link

The driving link in the Output-oriented Approach is the key to determining the output effect, and it is also an important part of letting students realize the appropriateness of pragmatics. The authenticity of the driving scene reflects the authenticity of the spoken language. The scene mainly contains four elements: topic (what content is produced), purpose (why it is produced), identity (who produces, for whom) and occasion (where it is produced). If the scene elements are incomplete, it can't fully reflect the authenticity of the output. In the design of driving scenes, teachers can design various forms of oral tasks according to different topics, such as dialogues, group presentations, individual speeches, debates, etc.; under the same topic, a certain element in the scene can also be changed to make students pay attention Pragmatic appropriateness.

3.3 The Task of Facilitating the Link

The quality of input in the facilitating link determines the effect and quality of the final output. The continuous input and output in this link determines that this is the link with the highest participation of teachers and students. The main part of the facilitating link is student activities. Teachers play a "scaffolding" role in this link to help students reach the most recent development zone in learning. The role of "scaffolding" can be measured in two dimensions: "vertical" and "horizontal". Vertically, teachers can decompose the big task in the driving link into several small tasks, thereby reducing the difficulty. Let students gain a sense of accomplishment after completing one small task, and finally summarize the output of small tasks into the output of large tasks, simplifying the complex, and achieving the goal in small steps and small steps. Horizontally, teachers provide guidance for students' difficulties in language knowledge, the expansion of subject knowledge, and the expression skills of different oral forms, so that students can reach the most recent development zone of learning, and internalize the knowledge to be output.

3.4 Online and Offline Evaluation

The most important feature of the evaluation link in the Output-oriented Approach is the teacher-student cooperative evaluation. Teacher-student cooperative evaluation includes three stages: pre-class, in-class, and after-class. "The teacher selects the focus of evaluation and typical samples before class, and rubberizes the samples. During class, students cooperate to evaluate the samples under the guidance of the teacher. After class, students evaluate the samples. Focus on self-evaluation first, then mutual evaluation or machine evaluation" (Sun Shuguang 2019: 420) This effectively solves the problem of the large number of college English classes, it is difficult to correct all students' homework, and students do not pay attention to the correction effects such as errors in the homework. The problem is not ideal. Sun Shuguang made a detailed evaluation of the implementation steps of teacher-student cooperation in the English writing class. In college English listening and speaking classes, you can also evaluate the oral text drafts or oral presentation videos according to the steps of pre-class, in-class, and post-class evaluation, and evaluate and score students by designing an oral task evaluation form. Before the class, it is mainly the focus of the teacher's design and evaluation of the teaching objectives; in the

class, the problem is used to guide the teacher to build a progressive support, so that students can find problems and the teacher can explain the problems; after class, students can continue through self-evaluation and mutual evaluation. Improve the quality of spoken language output.

4. Implementation Cases of POA in College English Listening and Speaking Classes

The following will take the "New Edition of Advanced English for University" Audiovisual Course, Volume 2, Unit 4, Festivals as an example to demonstrate the application of POA in college English listening and speaking classes. The teaching target of this course is non-English major freshmen, taking into account the gender differences, personality characteristics and language ability of the students when grouping. Considering that freshmen are still adapting to the college English teaching model, learning methods and learning atmosphere are very important. Focus on selecting students who have good language skills, are good at mobilizing the English learning atmosphere in the group, and have better learning methods as the group leader. In the input promotion link, the group leader is responsible for allocating the task of searching for the English reading materials related to the festival, and checking the quality of the materials. So as to ensure that the team members have high-quality input. At the same time, the group will jointly preview the key words and phrases in this unit to prepare for the improvement of the learning effect in the classroom.

4.1 Driving Link Design

The theme of this unit is festivals, and the topic of spoken language mainly revolves around festivals around the world. Teachers can change the elements in the scene to set up different driving tasks. The driving scene of the design is to introduce Chinese festivals. There are three tasks for producing and exporting languages: 1) Invite foreign friends to be guests at home and spend the traditional Chinese New Year together in the way of situational dialogue; 2) Show a certain traditional Chinese festival to all international students at international student cultural exchange activities; 3) Mid-Autumn Festival is approaching. You and your classmates meet two foreigners on the road. They are a little confused about the mooncake advertisements everywhere on the street. You and your classmates enthusiastically explain the customs of the Mid-Autumn Festival to them.

Through such driving tasks, students pay attention to the authenticity of communication when working in groups to complete topics related to topics.

4.2 Facilitating the Design of Links

After the task is driven, students have goals in their language learning, and continue to produce problems in the practice of tasks, explore problems, and find solutions. The smoothness of the facilitating link is related to the quality of the final output. Teachers should systematically sort out the vocabulary, phrases, sentence patterns, and chapters involved in the process of completing the scene task according to the content of the listening textbook, and use brainstorming or mind mapping to describe the customs and special foods covered by traditional Chinese festivals And classification, using the form of listening and speaking, the knowledge and skills related to Chinese festivals, the aspects of attention in the process of cross-cultural communication and the skills of speech, etc. will be promoted in an interactive way to complete the knowledge and ability required to complete the output task. Teachers must fully consider the characteristics of academic conditions in the promotion part, integrate knowledge and ability exercises into the classroom flexibly, diversely, and systematically, and help students complete tasks in a "scaffolding" way from easy to difficult.

4.3 Design of the Evaluation Link

Teachers can set the standards of output quality before class according to the characteristics of the topics in this unit: 1) pronunciation, intonation, fluency (30%); 2) the accuracy of words, the diversity of sentence patterns, and the appropriateness of language (40%); 3) The fullness and authenticity of the content (30%); before class, you can choose a group to display the output tasks in the form of video. All students in the class find the shortcomings according to the evaluation criteria, and the teachers and students collectively put forward suggestions for improvement, and finally give an evaluation score. In the class, students once again improved and revised the oral output task according to the evaluation criteria, and finally presented in a group. During the evaluation, the group can conduct self-evaluation and mutual evaluation, and teachers and students participate in the evaluation.

5. Conclusion

The application of POA in college English listening and speaking classes can embody the teaching concept of "learning and use integration", which is of great significance to the improvement of students' listening and speaking ability, but it also poses challenges to teachers, requiring teachers to thoroughly understand the teaching materials before class. Fully understand the teaching objectives, and can flexibly process the teaching materials. At the same time, students should fully preview before class and actively participate in classroom activities. Only when the academic situation is fully considered and the teachers and students cooperate fully can the teaching effect be maximized.

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