

An Empirical Study of Intelligence Teaching in University English Based on the Output-Driven Hypothesis

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ABSTRACT. *Cultivating students' higher English application ability is a new requirement for university English teaching in the transition from local undergraduate colleges to applied technology universities. The output-driven theory-based teaching model of "integrating two wings into one" aims to form an output-driven, piecewise-focused teaching content system for university English, so as to improve students' English application ability. Based on the "output-driven hypothesis theory", this paper analyzes how foreign language teaching uses the theory of output-driven hypothesis to promote the reform of university English reading, which provides an important teaching reference value for university English reading classroom teaching.*

Keywords: *Output-driven Hypothesis; University English; Intelligent Teaching*

1. Introduction

In recent years, university English teachers have begun to practice this hypothesis in teaching, such as the implementation of output-driven postgraduate oral English teaching, maritime oral English teaching. Through the analysis of the above studies, it can be seen that some teachers have begun to attempt English teaching based on the output-driven hypothesis. However, from the synchronic perspective or teaching content, most of these studies are based on the output-driven teaching research of one aspect of listening, speaking, reading, writing and translation, and there is no comprehensive teaching attempt yet. From a diachronic point of view, that is, the teaching stage, there has not been a series of output-driven teaching research in the whole opening stage of university English teaching. From the perspective of language practice teaching both in and out of class, these research focuses on output-driven language practice teaching in class. From the perspective of research methods, empirical scattered research is more, and empirical systematic research is less. From the point of view of school types, there are many attempts in

research universities and vocational colleges, and few studies on output-driven teaching mode and curriculum design in college English teaching in local applied universities.

Therefore, this study proposes to take some freshmen in our university as the research object and take the output-driven hypothesis as the theoretical basis to carry out the research on the overall reform of "piecewise integration, two wings" teaching. Establish the "piecewise integration" curriculum content system guided by the output-driven, the "one body, two wings" teaching mode of "classroom teaching + network platform + autonomous learning center".. Output-oriented process evaluation system can better cultivate students' English application ability and autonomous learning ability, and at the same time improve students' humanistic literacy.

2. Output-driven University English Teaching Model Framework

Based on the output-driven approach, this study aims to reform university English teaching from the aspects of curriculum content, teaching mode and evaluation methods in order to make university English teaching more suitable to students' needs and the training objectives of applied technology talents in applied universities. (See Figure 1 of the Teaching Model Framework).

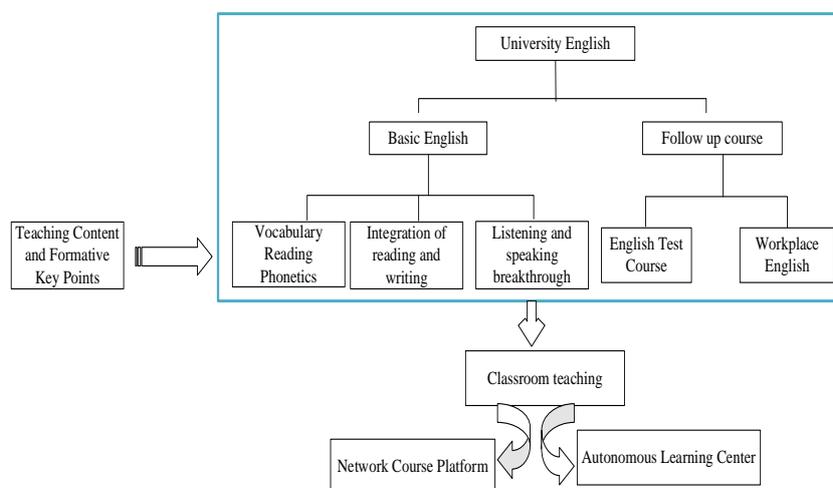


Fig. 1 Output-driven university teaching model

2.1 Output-driven "segmental integration" university English curriculum content architecture

The survey shows that 65% of the freshmen in local universities have not met the requirements of the English syllabus for senior high schools, while 75% of the

students are most interested in reading and vocabulary. Therefore, they can try the output-driven three-stage content system of university English course, which includes vocabulary reading, listening, speaking, strengthening, writing and translating. It corresponds to four semesters of university English course and follow-up course respectively. It can highlight the key points and improve students' English ability.

A large number of vocabularies reading with output as the goal concentrate on input and breaking through the phonetic barrier. In addition to the classroom teaching content, based on the vocabulary in the general requirements of the National College English Curriculum Requirements, an output-driven Vocabulary Learning Manual for CET-4 and CET-6 is compiled. Each entry is supplemented with relevant English idioms, proverbs, English national culture, Chinese cultural content, practical examples and lexical chunks in spoken and written English, in order to revitalize learning. In senior high school, although students have recognized it, they still have not added new vocabulary effectively. At the same time, they use the network platform to provide students with a large number of reading materials related to the output theme, which lays a good foundation for students' effective and high-quality output.

2.2 Improve the existing university English teaching model with the output-driven orientation

At present, the improvement of students' English autonomous learning ability in local applied universities is an urgent problem to be solved. Therefore, we propose to improve students' effective input and output of language by constructing an output-driven teaching mode of "classroom teaching + network teaching platform + autonomous learning center", so as to cultivate their habit of self-learning and autonomous learning ability. Improve the existing teaching mode of "small class classroom teaching + blackboard network course teaching platform + listening and speaking autonomous learning center" in our school. Based on blackboard network course teaching platform, upload reading and listening materials related to output tasks, and supplemented by materials of listening and speaking autonomous learning center to provide rich corpus for students' output activities in class. The content of the corpus should take into account both Chinese and Western cultures. In classroom teaching, the main task is to accomplish the output task in the students' language. The language experience and appreciation of the corpus should be carried out throughout the course of the output.

3. Teaching Process and Methods

Figure 2 shows the basic process and teaching method of implementing output-driven teaching. The box indicates the tasks that teachers need to accomplish, the ellipse indicates the tasks that students need to accomplish, and the single arrow indicates the order and process in which teachers and students complete the tasks. Explain their respective tasks and requirements based on two main lines for teachers

and students, and then elaborate on the relationship between these tasks.

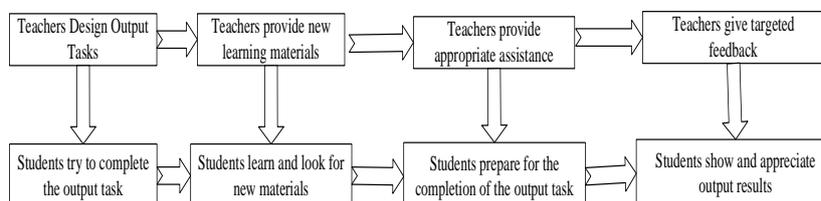


Fig. 2 The basic process of implementing output-driven teaching

3.1 Teachers' tasks

Provide appropriate new input materials. The main purpose of teachers' providing new materials is to help students complete their output tasks. Therefore, the appropriateness of the input material is very important. The better the match between material and output task, the higher the students' enthusiasm for learning and the higher the efficiency of absorbing new knowledge. The input material can be one or several articles. It can be either reading material or audio-visual material. It should be noted that teachers should provide input materials according to the type of task.

Provide appropriate output assistance. Teachers can provide output assistance to students in various forms. For example, discuss with students the difficulties in organizing language and content in output activities, understand the process and results of students' output preparation, and review the PPT made by students. Teachers should give full play to their "scaffolding" role in the process of providing help. Traditional teaching usually follows the concept of "practice makes perfect" in cultivating students' output ability, which only provides students with practical opportunities and requires students to practice more. The basic teaching process usually includes teachers' assignment, students' practice and preparation, students' demonstration and teachers' evaluation. Teachers play a more "judge" role in teaching, judging students' performance. The whole process lacks the link of teachers' specific guidance to students. In the process of output-driven teaching, teachers need to refine the specific steps and contents of scaffolding when preparing lessons, so that they can monitor and evaluate the effectiveness of the help provided and ensure that students' abilities are gradually improved.

3.2 Student tasks

Learn and find new language materials. This is different from the usual way of dealing with intensive reading or listening materials. According to the requirements of the output task, students should find out the answers to the problems as soon as possible from the materials provided. If the new materials provided are not enough to solve all the problems, they should record them. There are two solutions to the

problem: one is to wait until the next link to meet with the teacher, then ask the teacher for advice. The other is to search for books and materials, search for network information, or seek help from other students.

Show and appreciate the output. Students should not only show their output, but also learn from the output of other students. If the preparatory work is well done, the reporter, the audience and the teacher will contribute to each other in the exhibition, and eventually a joint effort will be formed to improve the effect of the exhibition. From the teaching process of Figure 2, we can see that we advocate the "double-subject" teaching concept of "teacher-led, student-oriented" in teachers' life activities. That is to say, all activities need the guidance of teachers and the active participation of students, which are two aspects that determine the effectiveness of teaching. Since the 21st century, the popular "student-centered" teaching idea has weakened the role of teachers in classroom teaching to a certain extent. Classroom teaching does serve students, but this does not mean marginalizing the role of teachers in classroom teaching. Teachers have received professional training, have a comprehensive grasp of the knowledge system of teaching subjects, and have a clear understanding of the key and difficult points of classroom teaching. Therefore, teachers should control the process of classroom teaching, consciously adjust teaching strategies, and provide timely help to students in order to achieve the best teaching effect.

3.3 The implementation procedures of intelligent teaching model

According to the teaching plan of each section of university English course, select teaching classes and carry out wisdom teaching. Based on the overall teaching design idea of wisdom teaching, the network teaching platform is the online support platform, while the classroom is the offline practice platform. This model highlights the interaction between students and teachers, including the formulation and implementation of teaching tasks, learning exchanges, homework formulation and display, key and difficult lectures and evaluation. These links are student-centered, while teachers only play a guiding role. Through the interaction between online and offline teaching and learning, the teaching and learning effects can be consolidated at multiple levels. At the same time, individualized learning guidance can be carried out through a complete evaluation system to check leaks and fill gaps in time, and teaching programs are constantly adjusted. The specific operation process is shown in Figure 3.

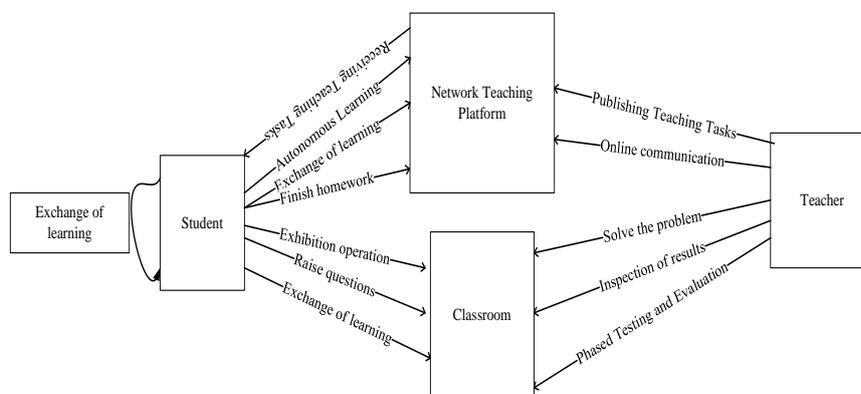


Fig. 3 On-line and off-line interactive teaching process

Paying attention to the media role of network teaching platform and classroom can better connect students and teachers. Students can accept learning tasks, self-study and self-test through the network teaching platform. Teachers can publish teaching tasks and answer questions online through the control of the network teaching platform. For online classroom teaching, students can display homework, ask questions, exchange and discuss with classmates in the classroom, while teachers can provide targeted questions, answers, evaluations and feedback. In this way, online and offline interaction can promote students' active and efficient language learning.

4. Conclusion

The goal of this study is to form an output-driven university English segmentation-oriented teaching content system, improve students' English application ability, and improve the output-driven university English teaching mode to form an in-class and out-of-class synergy. Cultivate students' self-learning ability and promote student output ability training through output-driven process-oriented evaluation. In the process of research, we should pay attention to the content of the four sections of the class. We should focus on listening, speaking, reading and writing, and avoid the disconnect between listening, speaking, reading and writing. If there are conditions, the four sections can be adjusted according to the student's English level. On the other hand, the teacher's leading role in the selection and use of language input and the core role of input tasks and project design should be fully utilized.

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