

# Output-Oriented Teaching Method of College English Speaking Based on Second Language Acquisition Theory

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**Abstract.** In recent years, English speaking has become one of the required courses for most college students in China. College students should have strong spoken English expression ability, and it has become an arduous task for them to improve their oral English level. This paper first describes the current situation of college oral English teaching, including some unsolved problems in class and a few teaching methods already in use. Then, the study synthesizes and sorts out previous studies on the Output-oriented teaching method and Second Language Acquisition (SLA) theory. The following parts analyzes and summarizes existing hypothesis on both SLA and Output-oriented teaching method and seek effective ways to advance college professor's oral English teaching, so as to improve the oral capability of college English learners. This study also implements the teaching objectives and tasks of college students' English teaching, such as cultural accomplishment, comprehensive application ability, and intercultural language communication ability.

**Keywords:** output-oriented; teaching method; college English speaking; second language.

## 1. Introduction

The English language has four basic abilities: listening, speaking, reading and writing. From the perspective of input and output of knowledge content, it can be divided into two kinds. Listening and reading are the processes of language input by learners, which also correspond to the theory of input orientation. In contrast, writing and speaking are output processes, corresponding to output-oriented theories. This research focuses on the process and current situation of oral English learning of college English learners and explores the methods of oral English teaching exposed to them. Oral expression is the process of connecting the words in the brain that have mastered the language with the grammatical system to form a reasonable syntax in the context, so as to correctly convey one's meaning.

### 1.1. The Present Situation and Methods of College Oral English Teaching

#### 1.1.1. Obstacles faced by teachers and students

Along with the process of English teaching reform in China, more and more researchers have paid attention to the research on oral English teaching. However, oral English teaching has become one of the difficult parts in college English teaching. One main reason is that teachers and learners hardly pay attention to oral English because of the influence of traditional concepts and thinking patterns. In addition, the current teaching situation also greatly affects student's oral English ability.

Most Chinese college students have not formed the habit of communicating in oral English before they go to college. The main reason is that they learn English mainly to take exams, so oral ability is the weakest among the four basic skills. Their attention to oral English is low, and their enthusiasm for learning oral English is also low, so they show a lack of confidence when participating in college oral English courses, rarely express themselves, and thus do not have the opportunity to practice. In addition, Chinese college students usually do not have a good language environment for learning spoken English, and the English teaching environment they come into contact with is mostly the one that everyone speak Chinese, which has a negative impact on improving their spoken English.

### **1.1.2. Existing methods of oral English teaching in college**

Different from the traditional college English teaching which emphasizes test-oriented teaching methods, college oral English teaching should be diversified [1].

In Luo's research, the group cooperative learning mode was first put forward. The advantages of this teaching mode are flexibility and interaction, and students can be divided into excellent, medium and poor levels according to their test scores, oral ability, personality and gender. The specific cooperative learning mode can be divided into three steps: splicing discussion, oral report and competitive debate. After the debate, there should be corresponding classroom feedback and evaluation. The second teaching mode is called multi-modal. This is a kind of teaching mode that can mobilize students' multi-modal cognition, which can strengthen students' oral knowledge and skills when applied to oral teaching in colleges and universities. This teaching mode emphasizes the use of multiple senses. It has the features of teaching and learning to promote the teaching process, and is beneficial to the development of students' autonomy, so as to realize the contextualization, communication and life of oral English teaching. Third, the interactive teaching mode is a new teaching mode widely used and respected in the West. The most significant difference between it and the traditional classroom teaching mode is that the former emphasizes "how to teach", while the latter focuses on "how to learn". There are many ways to adopt this teaching mode, including the traditional classroom teaching method, heuristic thinking method, question and answer method, group discussion method, case analysis method, scene representation method, etc. Fourth, task-based mode. This is a language teaching model that advocates "learning by doing" put forward by Skehan in the 1980s, and its theoretical origin is the communicative approach. In oral English teaching, tasks should be composed of Goals, Input and Activities, and specific teaching links should be completed through three steps: teacher's task introduction, task cycle process and language focus.

## **2. Literature References**

### **2.1. Oral English Teaching**

Previous research have made a detailed elaboration and explanation of the situation of college students' oral English teaching methods. Chen demonstrated that college oral English teachers should create a language environment for students as much as possible, and provide students with more opportunities for English conversation, as much as they can [2]. Moreover, teachers should make full use of multimedia audio resources to provide students with a rich language environment, inspire students' interest in spoken English expression, and enhance students' English communicative ability, so that they can receive extraordinary effects. Wu divided the present situation of college oral English teaching into three aspects: subjective factors, objective factors and learning atmosphere [3]. Her point of view is that college oral English should be teacher-oriented, and student-oriented, with theory as the supplement and practice as the main form. In addition, it should be combined with both inside and outside classes to enrich the teaching content.

Of course, the study also includes the application and effect of some specific teaching methods. Teng & Zeng paid attention to blended learning for language learners [4]. They found that the blended learning approach had a significant effect on improving spoken language accuracy and fluency, but not on improving spoken language complexity. The hybrid environment enhances the coding process of inputs, enabling a shift from object-other regulation to self-regulation. On the other side, Dhea did an experiment that applied to role-play in the classroom and discovered a significant improvement in speaking of students who were exposed to role-play techniques [5]. It has greatly proved the effectiveness of role-play in oral English teaching. Besides, Marady, P., & Supanee, S. focused on flipped teaching combined with Communicative Language Teaching activities [6]. They discovered that it can effectively improve the oral ability of the subjects and significantly improve the learning effect.

## **2.2. Output-oriented Teaching Method**

As early as 2015, Chinese scholar Wen Qiufang tried to construct a new teaching concept called the "production-oriented approach". Its prototype is the "output-driven hypothesis", which was put forward in 2007. First, the method is aimed at middle and advanced learners of foreign language, and the English level of college oral English learners basically meets this condition. Second, "production" and "output" have a different meaning. In addition to the speaking and writing referred to by "output", "production" also includes interpretation and translation. The concept of "production" not only emphasizes the process of producing, but also strongly regulates the production of concrete results. It contains three main teaching concepts. First of all, the learning-centered principle asserts that teaching must realize set goals and promote effective learning. Second, the learning-using integration principle focuses on the main side of the use of learning, learning in use and learning in combination. In other words, the concept explains a close combination of input learning and application of products. Last but not least, is the whole-person education principle. It advocates that teaching should be aimed at improving students' comprehensive ability to use English. It can greatly help learners to understand the humanistic goal in higher education [7].

In fact, this teaching concept is highly consistent with the teaching concept after the curriculum reform in China, which emphasizes that teaching should be learner-centered and requires teachers to fully mobilize the initiative of students in class. The teacher should teach the students how to learn, rather than simply infuse knowledge; Teachers should focus on the process of learning while attaching importance to the learning results, and truly understand the progress made by students and the difficulties encountered. Another very important point is that teachers should be able to notice the cultivation of learners' thoughts and personalities, which is the general direction of education and should be checked at all times. In traditional classroom, the teaching mode of "teacher as the main body" is mainly adopted. The teacher is the main body in the classroom, and students spend most or even all of their time listening to what the teacher says rather than what they think. In the contemporary classroom, many scholars advocate the "student-oriented" teaching mode, believing that students should occupy the dominant position in class, and the role of teachers should be auxiliary, allowing students to think and innovate more [8].

## **3. Theoretical Framework**

### **3.1. The Definition of Second Language Acquisition(SLA) and SLA Theory**

The three definitions of second language acquisition are all given by American scholars in this field. The first definition is that second language acquisition focuses on the process and outcome of learning. The second one is about what fundamental second language acquisition research focuses on: discovering the general principles and processes that form the basis of knowledge of a second language, and attempting to relate these findings to our broader understanding of cognition and behavior. The third definition is divided into personal, social, and educational areas. On an individual level, second language acquisition research focuses on how the ability to speak two or more languages is acquired, maintained, or lost; Socially, it studies language contact and change; In the field of education, it is the study of how individual and social multilingualism is acquired in formal teaching and informal Settings [9].

In second language acquisition theory, the first teaching recommendation is "right from the start", which emphasizes the need for teachers to properly correct students' mistakes in the early days of learning English. Its theoretical basis comes from behaviorism, which holds that language learning is broken down into a series of individual habits that can be developed by reinforcing the right responses. The second teaching recommendation, "Oral expression and communication", means that when learning college English, students can obtain meaningful and understandable information input through conversational interaction with teachers and other students. During the teaching process, teachers need to focus not only on the form or structure of English, but also on whether students can

express their intentions or opinions in English and understand each other when interacting with each other. The third teaching suggestion is "Listen and read". Teachers can integrate listening and reading activities into teaching to make students' English learning meaningful. The fourth teaching recommendation, "teachable", holds that while some English knowledge points, such as vocabulary, are to be learned by students at different stages of the language development process, others, such as tenses, negative forms, questioning forms, and relative clauses, require teachers to assess students' English learning level and teach them in a timely manner according to their mastery of English knowledge. The fifth teaching recommendation, "Getting It Right in the End," states that learning English should be done throughout the student's learning process and that students will benefit from the speed and efficiency of learning English and the level of English proficiency they will eventually achieve. The suggestion stresses that students need to export their English knowledge and that teachers should give clear guidance on the use of students' English knowledge [10].

### **3.2. Second Language Acquisition Theory (SLAT) Applied in Oral English Teaching**

#### **3.2.1. Krashen The Monitor Theory**

At the end of the 20th century, the American linguist Krashen proposed Krashen's theory of SLA, the Monitor Theory. It includes five hypotheses: the acquisition hypothesis, the natural order hypothesis, the monitoring hypothesis, the input hypothesis, and the affective filtering hypothesis [11]. The input hypothesis is that when learners acquire a second language, they need to understand the input language as the foundation, and the necessary condition is understandable language input. The affective filter hypothesis is that a large number of comprehensible inputs cannot completely guarantee the mastery of the target language, and language input can become language absorption and acquisition only through emotional filters such as confidence and anxiety of learning [12].

#### **3.2.2. Swain Output Hypothesis**

In the 1990s, Dr. Swain of Canada put forward the hypothesis of language output [13]. He pointed out that language input is a necessary but insufficient condition for second language acquisition and that comprehensible input and comprehensible output are needed to develop second language acquisition fully. When people use a second language, they tend to pay more attention to the explicit language, thus stimulating the cognitive mechanism of the human brain, consolidating the learned knowledge, and helping to discover and solve problems. In the long run, people will continue to explore the rules of language expression and constantly improve their language useability.

In the classroom activities of oral English teaching, language input and output are inextricably linked. Teachers should create opportunities for students to use language, such as increasing the number of classroom interactions, paying equal attention to each student, and making everyone present in turn, so as to increase students' language output and improve the fluency and accuracy of language use

### **3.3. Output-oriented Pedagogy Applied in Oral English Teaching**

The output-oriented teaching method is mainly based on the teaching theories of learning center and learning-use integration and is an extension of the output-driven theory. It is an extension of the output-driven approach, which mainly includes the teaching process. It primarily consists of the teaching process of driving, facilitating, and evaluating.

Output oriented method is a new teaching theory proposed by Wen Qiufang in 2015. Its prototype is the output-driven hypothesis condition. After innovation and improvement, the output-oriented theory is explained as "output driven-input contributes to hypothesis". The teaching hypothesis is divided into three parts. One is selective learning; The second is input facilitation; The third is output drive. The last link of the output-oriented theory is the teaching process, which is also divided into three steps. first is the driving link. It mainly encourages and stimulates students to have an interest in learning, so that students can promote a psychological desire for knowledge, and obtain the ability of active thinking and learning. The second part is facilitation. Through the communication scenes designed by teachers and the input of leading materials, students are guided to obtain the knowledge

and to complete the task after reading and analyzing materials, the judgment and imagination of the scenes, so as to complete the scene problems assigned by teachers [14]. Teachers are the intermediaries of knowledge and skills transmission. They can help teachers complete their teaching tasks and objectives through scientific output materials. The third is evaluation. After the students input their knowledge, they are assessed through the output tasks, and teachers need to make a holistic evaluation of the whole process [15]. Teachers can recognize their own and students' shortcomings through the use of new teaching methods, and at the same time, they can see their own achievements in teaching and students' gains in the course.

#### **4. Suggestions**

Oral English teaching methods should be adopted by college English teachers: taking learners as the center, paying attention to individual differences of students, and developing different oral English teaching methods. For example, teaching students to learn means teaching methods and guiding students to draw inferences from one another. What's more, oral English teachers should focus on the process of learning as well as the learning outcome.

In an oral teaching classroom, teachers should adopt the combination of formative evaluation and final evaluation, quantitative evaluation and qualitative evaluation. The diversification of evaluation is more beneficial to the development of students than the single evaluation method. Teachers need to provide understandable English language input to students as much as possible, maximize the limited time in the classroom, and provide English language input to students through various channels. At the same time, interactive feedback is adopted to promote grammar teaching. Interactive feedback refers to various discussion and modification strategies, such as repetition, requesting explanations, etc. Through these feedback strategies including many rounds of interaction, learners can take a look at grammatical forms in the target language in an explicit or implicit way, and a task-based teaching mode can be adopted, which aims to improve learners' awareness of forms. At the same time, these tasks are communicative in that learners must engage in meaning-oriented communication.

In this process, problems and improvements are constantly found, so as to better adapt to the development of college English teaching in our country, and the final goal and task of the output-oriented theory are apposite, so as to train more comprehensive English talents for the national construction.

#### **5. Conclusion**

The theory of output-oriented teaching has been mature and practical in theory, but its real implementation in college English education and teaching still needs a certain transition and development time.

In adult English teaching, teachers should take the theory of second language acquisition as their guide, create a student-centered and students' independent learning teaching mode, let students' enthusiasm and initiative be fully performed in learning English, and make the teaching and learning of English more in line with the law of second language acquisition, to effectively improve the learning of English to adults, promote the accuracy and fluency of students' ability to express themselves orally and in writing, and truly realizing the purpose of acquiring a second language.

In the course of oral English classroom teaching, the interactive method is conducive to developing students' basic English comprehension and communicative competence. Teachers should accurately teach the rules of using English paradigms and point out the errors in their expressions.

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