

Oral English Teaching Model Based on Production- Oriented Approach

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Abstract: Having learned English for more than ten years, Chinese college students are struggling in using English freely. Production-oriented approach (POA) is proposed to help English learners to use what they learned in the class. Based on the teaching process of POA, the paper studied a new teaching model for Oral English class.

1. Introduction

“College English course teaching requirements” issued by the Ministry of education clearly states: “the teaching goal of College English is to cultivate students' Comprehensive English application ability, especially listening and speaking ability, so that they can communicate effectively in English in future study, work and social interaction.” Therefore, improving college students' oral English communicative competence is an important goal of College English Teaching in China. Based on our school, as a foreign language college, our school has always attached great importance to English teaching. In addition to college English and English listening and speaking, there are two class hours of oral English class every week for non English Major Freshmen in the first semester of the general education course. The class size is about 30, which greatly optimizes the teaching effect. However, in the practice of oral English teaching, we find that there are still some problems in oral English Teaching in our university. The most prominent problem is that in the current classroom teaching, students only master the simple daily communication. When they meet the real communication situation and need to solve the practical problems, they are “too weak for words” and the learning content is useless. This sense of frustration affects students' enthusiasm for learning, and also directly affects the effect of oral teaching, which is contrary to the original intention of oral English class design. Then, how to solve these problems and make oral English class play its due role? Through one semester's teaching practice, the author thinks that the “output oriented method” can solve these problems to a great extent and greatly improve the teaching effect of college oral English class.

In recent years, China's colleges and universities have experienced a period of vigorous development, a large number of enrollment expansion, but also for the society to send more excellent bilingual practical graduates. Although college English is a common compulsory course for college students, in recent years, more and more colleges and universities have reformed College English, and their credits have been reduced. As a result, the frequency of students contacting and using English is becoming lower and lower. In the face of reducing class credits, the demand for students' future career and further study of English has not been reduced, but the requirements are also higher and higher It's more professional. However, there is an obvious shortage in the output time, and the language acquisition needs to use output as the test standard. If college teachers still use the traditional teaching mode in class, it is obviously unable to meet the needs of modern students. In view of this prominent contradiction, on the one hand, teachers are organized to learn some advanced foreign teaching methods and concepts, on the other hand, teachers constantly explore and explore advanced teaching concepts and methods suitable for the needs of modern college students in the teaching process.

2. Theoretical System of Output Oriented Method

The prototype of “production oriented approach” (POA) is “output driven hypothesis”, which

was revised as “output driven input facilitation hypothesis” in early 2014. In October of the same year, it was officially named POA at the 7th International Conference on English Teaching in China. This method is mainly aimed at middle and advanced foreign language learners. “Output” includes not only speaking and writing, but also interpretation and translation; output emphasizes both the process of production and the result of output. There are three teaching concepts of POA: first, learning center theory. POA advocates that classroom teaching activities should serve the occurrence of effective learning. What challenges is the most popular concept of “student-centered”. “Learning Center Theory” advocates that teaching must achieve teaching objectives and promote the occurrence of effective learning, and there are various forms of activities in the classroom. Second, the integration of learning and application. POA advocates the close combination of input learning and productive use. All language teaching activities are closely connected with application. Students do not simply learn the text, but use the text as a means to complete the task of English output. Third, the theory of whole person education. Education should take into account people's intelligence, emotion and morality. Teachers should carefully choose the topic of output task in teaching. These topics must be related to promoting the healthy growth of students, and can make students take the social responsibility of promoting cultural exchange between China and foreign countries. At the same time, teachers should carefully choose the input materials to serve the output task, and skillfully design the teaching activity forms to help students establish the correct value system and cultivate their mutual cooperation spirit. The teaching hypothesis of POA includes output driven hypothesis, input driven hypothesis and selective learning hypothesis. The teaching process of POA includes three stages: 1) motivating; 2) enabling; 3) assessing. The three stages must be mediated by teachers. The mediating functions here are guide, design and scaffolding(Figure 1)^[1].

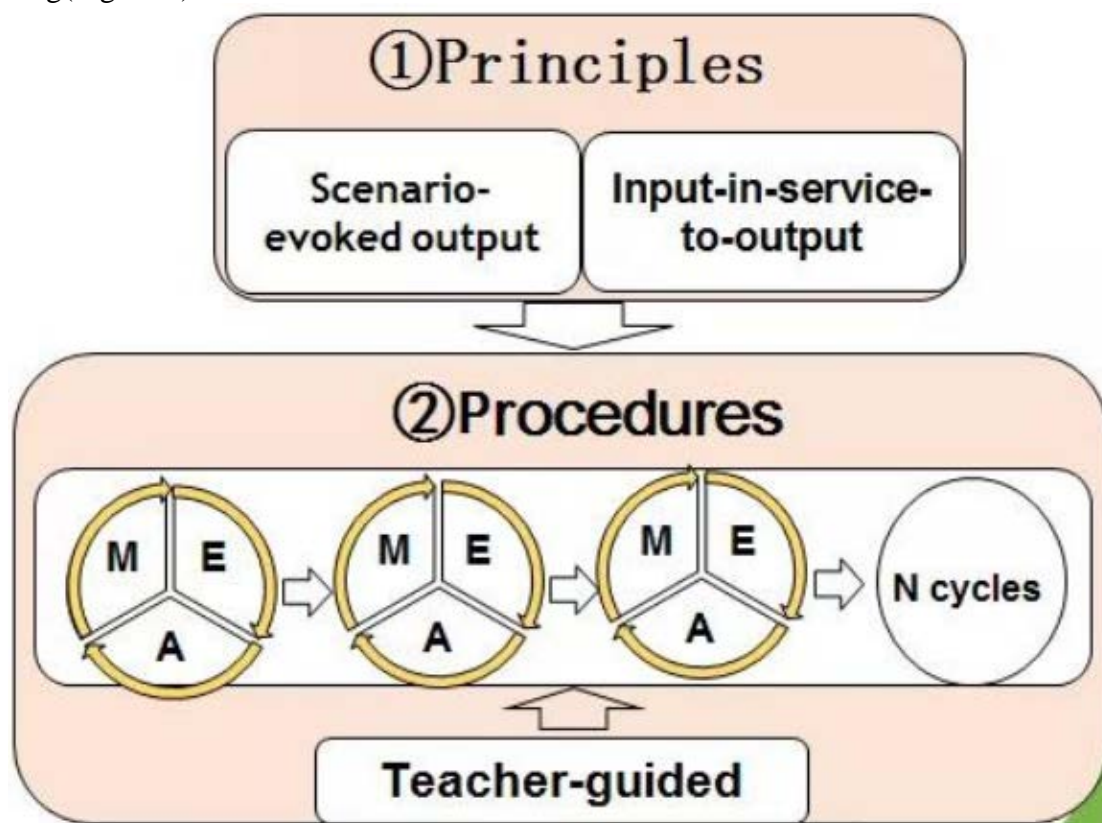


Fig.1 The Essentials of the Poa

3. Oral English Teaching Practice Based on Output Oriented Method

3.1 “Driving” Link

POA believes that in the “driving” link, teachers should design communicative scenes and

cognitive challenging topics, and let students try to complete the communicative activities to make them aware of the lack of self language, so as to generate the desire to learn. There are a large number of foreign students in foreign language colleges and universities. Students often form idioms with these students to practice oral English. The summer Davos forum also provides opportunities for many student volunteers to meet foreigners. In addition, some students will participate in the exchange program of the university when they are sophomores or juniors. They will go to Britain, the United States and other countries for three months to one year of internship or study. In view of these actual situations, the teacher designed the following communicative tasks for the unit of “food and drink”: (1) suppose that in the campus hometown food festival, your foreign student's language partner would like to know the special dishes of your hometown. (2) Suppose you are the foreign affairs receptionist of a certain unit and invite foreign guests to dinner. At the dinner table, foreign guests ask about the practice of a Chinese dish. (3) Suppose you go to a foreign university as an exchange student. During the Chinese Spring Festival, you invite foreign students to come to your residence to eat dumplings. These tasks with potential communicative value, on the one hand, encourage students to make full use of their existing knowledge, and actively learn new knowledge; on the other hand, they also make students aware of the differences between Chinese and Western cultures, It has trained the Chinese students' ability of cross-cultural communication, improved the status quo of students' Chinese cultural aphasia, thus shouldering the social responsibility of promoting Chinese cultural exchange^[2].

3.2 “Facilitation” Link

3.2.1 Teachers Describe Output Tasks

According to POA, successful completion of an output task requires at least content, language form and discourse structure to express content in language. Therefore, in the “facilitation” link, teachers should give full play to the role of “intermediary”, provide necessary input materials, guide students to obtain the language, content, discourse structure and other information needed to complete the task through the selection and processing of the given materials, so as to facilitate the completion of the output task. After class, the teacher will upload carefully selected and appropriate supplementary input materials to the QQ group of the course. These input materials include: the story of Chinese food (English version), which can assist in completing the first task, I love Chinese food (English version) for the second task, and the input material for completing the third task, with a duration of 3 The video “Chinese New Year of the sheep Spring Festival: Chinese chefs teach foreigners to make dumplings in full English” and the article “do you all eat dumplings on the first day of Chinese New Year” from the official wechat of abc360? How to express the process of making dumplings It provides students with a high degree of input and output of knowledge, which is in line with the students' input and output of knowledge^[3].

3.2.2 Students Learn Selectively

The 28 students were divided into seven groups. Each group downloaded the input materials corresponding to each group's output tasks from the QQ group of the course according to the selected output tasks. The team members found the answers to the problems from these materials through division of labor and cooperation. In this process, teachers should understand the progress of students' preparation for output activities, help students solve the difficulties in language and content organization, and review the slides and other presentation materials prepared by students for production activities before the next class^[4].

3.2.3 Output Exercises and Inspections

According to the teaching requirements of POA, the completion of output tasks should not be “sheep herding”, but should be carried out step by step under the guidance of teachers. Take this unit as an example. For task 1, students found the special dishes of their hometown and the stories behind them from the input material “the story of Chinese food (English version)”, such as fotiaoqiang, cross bridge rice noodles, Dongpo meat, Goubuli steamed stuffed bun, etc. However, in

the magic lantern film prepared by the students, a full page of slides is full of words, which is difficult to attract the audience attention. Therefore, teachers suggest only listing key information points and combining words with pictures. For task 2, students selected sweet and sour spareribs, Sixi meatballs, kung pao chicken diced and other dishes with Chinese characteristics from the input material “I love Chinese food (English version)”, and were familiar with the vocabulary expression and recipe introduction of various cooking methods. For task 3, the teacher instructs students to decompose the complex task process into six subtasks, that is, preparing food materials, mixing noodles, making stuffing, rolling skin, making dumplings and boiling dumplings. In this way, the difficulty of complex tasks is reduced, and students will not be overwhelmed by too many materials and difficult tasks^[5].

3.3 “Evaluation” Link

The “evaluation” of output in POA can be divided into immediate evaluation and delayed evaluation. Immediate evaluation refers to the teacher's evaluation of students' learning effect in “facilitation”. Delayed evaluation refers to that students, according to the requirements of teachers, after extracurricular exercises, submit the results of exercises to teachers for evaluation. Delayed evaluation requires teachers and students to participate in the evaluation, and students should not only show their own output, but also learn from other students' output^[6]. There are three tasks in this unit. Two groups are responsible for task one and task two, and three groups are responsible for task three. Due to the limited classroom time, the group to be displayed for each task is determined by drawing lots. In the “facilitation” link, teachers have already understood the content of students' presentation, so they can make targeted and differentiated evaluation on the students who do the output display in the classroom. In order to arouse the enthusiasm of the audience, teachers put forward the requirements of common evaluation for the audience^[7]. The specific methods include: after the presentation of the group report, randomly select the audience to repeat the key words or important information in the report; or the reporter will ask questions to the audience for some important information in the report content, and randomly select the audience to answer the questions. Due to the limited time, the group which did not show it needs to upload the output results to the QQ group of the course after class. Other groups of students make a written evaluation of the output results in the form of a message or talk about what they have learned(Figure 2)^[8].

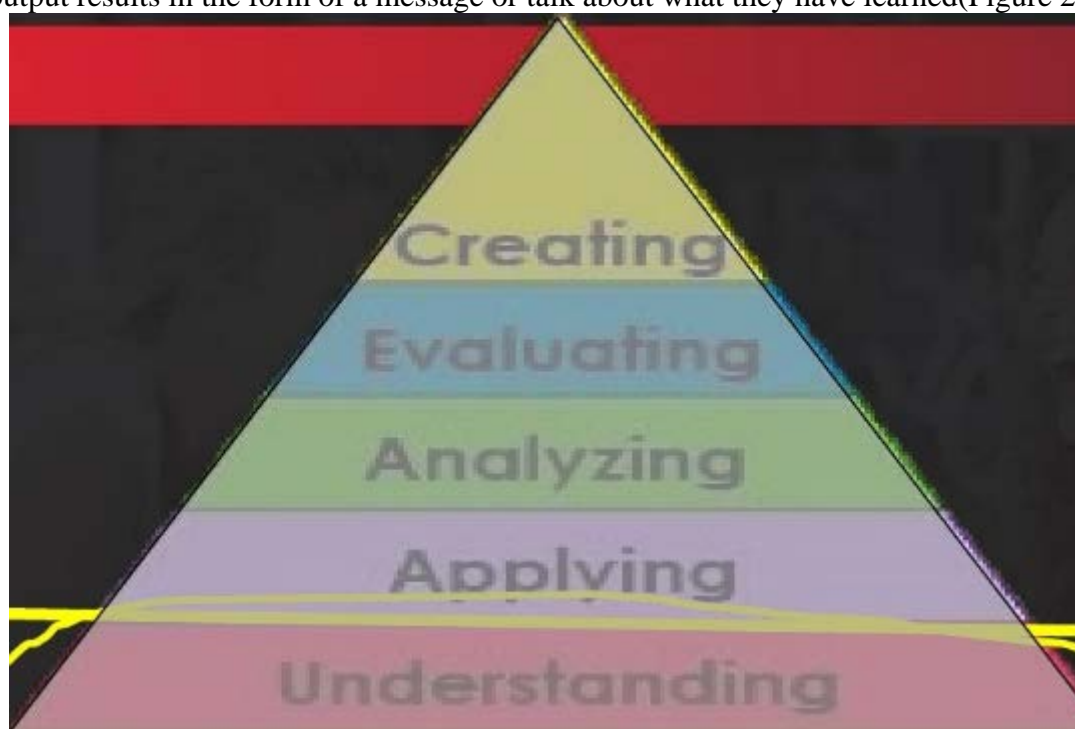


Fig.2 College Oral English Classroom Model

4. Conclusion

Taking a specific unit as an example, the author shows the oral English teaching practice of non English Majors in foreign language colleges based on the “output oriented approach”. Before trying to use POA to guide oral teaching, the author used the same textbook to teach the same course. Through comparison, the author can obviously feel the increase of students' curiosity, enthusiasm and learning effect. At the end of the semester, the teacher invited the students to chat anonymously in the QQ group of the course, and asked the students to speak freely and talk about their feelings about the oral class. Students' feelings coincide with teachers' feelings, which proves that POA can promote college oral English teaching. In the teaching activities of the new semester, the author will make a further quantitative research on the application of POA in college oral English teaching through the comparative analysis of experimental class and non experimental class. With the advancement of internationalization, the future needs are compound bilingual talents, learning English well is very important. The traditional college English teaching mode has obviously not been suitable for the development of the society. The introduction of POA teaching method in college oral English class can make students integrate into the English classroom, from the original to I want to learn, from passive learning to active learning. At the same time, students can improve their oral English ability at the same time.

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