Man-machine Examination And English Interest Teaching Research -- Investigation Report on Three Junior Middle Schools in Zhoushan

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Abstract. Zhoushan government will soon implement the English listening and speaking ability test which is in the form of "man-machine dialogue". Therefore, strengthening the training of students' English listening ability and improve students' oral English is necessary and urgent. This research was based on Non-intellectual factor theory, Krashen's Input Theory and Swain's Output Theory, explored the current English teaching mode and condition in Zhoushan's junior middle schools. In addition, starting from "Is stimulating students' interest a key factor to improve students' English listening ability and oral expression?" and "Can teaching strategies and methods such as teaching in English, introducing English film clips and English songs, and using dubbing software stimulate students' interest?" these two problems, questionnaire and interviews were designed for students and teachers. In the end, the results of the survey were analyzed and some suggestions on how to improve the English listening and speaking ability of Zhoushan's students were put forward.

1. Introduction

Under the background of man-machine examination, the importance of English listening ability and oral expression is self-evident. Moreover, the coming English listening and speaking ability test with "man-machine dialogue" form in Zhoushan is also a great challenge for junior middle students' English teachers and students. It is an important part of English teaching to improve students' English listening and speaking ability which is to deal with the man-machine dialogue examination. The two abilities are influenced by many factors, among which interest is a very important non-intellectual factor for students to learn English. Interest has an important influence on students' oral expression and listening ability. stimulating students' interest can build up students' confidence and actively improve their English listening and speaking ability. How to stimulate students' interest? On this issue, exploring teaching strategies and methods to stimulate students' interest is particularly important.

2. Theoretical analysis of man-machine examination teaching

2.1 Krashen's input hypothesis in man-machine examination teaching

Acquiring a language is based on comprehensible input. This is the core of Krashen's Input Hypothesis. Krashen believed that ideal input has 4 features: 1) Comprehensibility: the comprehensibility of input materials is a basic requirement for second language acquisition. If the learner can not understand the meaning of the input discourse, the input has no value. 2) Interesting and relevant: the more interesting and relevant the input materials, the faster language acquisition will be. 3) Not grammatically sequenced: our aim is to acquire a language rather than learn a language, so grammar programming is not only unnecessary, but also undesirable. 4) Adequate input: to acquire a new language structure, a continuous and large amount of language input is required. Therefore, the quality and quantity of language materials' input are two key aspects to make students acquire a language.

Nowadays, in the context of the current man-machine dialogue examination, education policy attaches great importance to the cultivation of junior middle school students' English listening and speaking ability, so the input of English materials for junior middle school students is more important and urgent. For Zhoushan's students, the junior high school English proficiency test will soon carry out the English listening and speaking ability test which is in the form of "man-machine dialogue". It is a great challenge for Zhoushan's English teachers and students.

According to the survey results in Zhoushan's junior schools, there are two aspects influencing students' listening and oral expression: 1) The quality of input materials. Under the traditional English teaching mode, teachers' own pronunciation and intonation are not accurate and standard. Because Chinese English teachers' mother tongue is not English. Their oral English can not as fluent and standard as English native speakers. Therefore, students' input materials are influenced and their oral expression can not be standard. On the contrary, under the man-machine teaching mode, teachers can use machines to train students' listening and speaking ability. There is no doubt that machine's English pronunciation is fluent and standard than teacher's. In this way, it can improve the quality of input materials. 2) The quantity of input materials. Under the traditional English teaching, first, most teachers can not use full English to teach students. It shows that English teachers' own level is not high enough. Second, the input opportunities in a English class are limited. Because listening practice and teachers' teaching are less than reading and writing activities. Besides, every student's oral expression opportunities in the classroom are also very few. It is bad for students' input. Thirdly, one-to-many teaching mode in a English class is hard to meet every student's need. One class only has a teacher, but has many students. So teachers can not take care of all students well. In addition, if students do not pay attention to the content in class, they will miss the opportunity of materials' input , and it is difficult to make up after class. From the perspective of man-machine teaching mode, first of all, machine is one-to-one teaching, which ensures that every student can get the input fairly. Second, the energy of the machine is infinite, it can never tirelessly give students a large number of high-quality language raw materials, so that students can get more and better input of language materials. It is conducive to make students deal with the listening and speaking ability test better.

2.2 Swain's output hypothesis in man-machine examination teaching

Language is communication, involving input and output. Swain, a famous researcher of the Second Language Acquisition(SLA), found that teaching effectiveness can be enhanced through appropriate output from the learners, and relying solely on understandable input can not achieve language proficiency. According to her output theory, comprehensible output is the key in SLA, which has two important functions: 1) trigger function: to activate cognitive processes to consolidate existing knowledge or acquire new language knowledge. Language output activities in SLA can promote learning in the way that can stimulate the learner to pay attention to the structure or the form of language instead of meaning in their effort to express themselves in a correct or appropriate way, hence raising the awareness and motivation to acquire new knowledge. 2) hypothesis-testing function: output can be used for the hypothesis testing of the structure and semantics of target language. In the process of mastering a new language, learners often try various ways to express their intentions, testing whether the potential hypotheses of the target language are correct. Through interaction and feedback, they know which assumptions are correct and which are not, so as to achieve the purpose of learning and communication as soon as possible.

For the cultivation of students' listening and speaking ability, the output of English materials is mainly achieved by oral expression. Therefore, improving students' oral output is the key to deal with the English listening and speaking ability test in Zhoushan which is in the form of "man-machine dialogue". However, because of lack of man-machine dialogue training in Zhoushan before, Zhoushan's students will get into trouble in the middle school entrance examination whose English test is assessed by computers. The troubles are as following: 1) A sense of strangeness to machines. Lack of operating machines in their daily life will cause they don't know how to deal with computers. In this condition, students will be at an unfavourable position in operating test machines. 2)

Unfamiliarity with the types of listening and speaking test questions. If students are not practiced with similar test questions before the middle school entrance examination, they may be at a loss on solving English questions. Besides, their answers can not suit questions well. Because they haven't used similar methods and ideas to solve questions int heir school time. 3) Tension and anxiety of oneself. When students participate in English listening and speaking ability test, they will become nervous and anxious or can't concentrate because they are not familiar with the machine test. As a result, students will miss or fail to hear the machine-broadcasted questions clearly, which will eventually lead to unsatisfactory results in the test. 4) Objectivity and Strictness of Machine Scoring. The oral test in Zhoushan before was scored by teachers, which was subjective. Moreover, teachers might not be very strict with the students' oral pronunciation. Now scored by machines, machines are more objective and strict. Students will score lower than before.

Therefore, in the context of today's man-machine dialogue test, the students' scores will be measured by machines, which will give more stringent standards and requirements for students' English pronunciation and intonation. Therefore, students in Zhoushan should adopt the mode of man-machine dialogue to train themselves. Through the training, students can develop skills to deal with test questions. The troubles have mentioned above may decrease even disappear. Therefore, the quality of oral English output and test scores can improve.

3. Research design

3.1 Research Questions

Nowadays, under the background of man-machine examination, there is no doubt that improving students' English listening and speaking ability is important. However, how can students improve listening and speaking ability? From this view, the research questions come into being as follows:

1. Can stimulation of interest in English improve students' listening and speaking ability?

2. Can teaching strategies such as teaching in English, introducing English film clips and English songs, and using dubbing software stimulate students' interest in listening and speaking?

3.2 Subjects

In this research, the participants are from Zhoushan Junior Middle School, Donggang Junior Middle School and Dinghai Junior Middle School in Zhoushan. There were 115 students and 8 teachers in total. Students are all from grade 7. Besides, 45 students and 1 teacher are from Zhoushan Junior Middle School, 40 students and 2 teachers are from Donggang Junior Middle School , 30 students and 5 teachers are from Dinghai Junior Middle School.

3.3 Research questionnaire in Zhoushan Junior Middle School, Donggang Junior Middle School, Dinghai Junior Middle School

According to the data of questionnaire, in Zhoushan Junior High School, Donggang Junior Middle School, Dinghai Junior Middle School，77.55% , 82.50%, 80.00% of the students are aware of the new English listening and speaking ability examination policy introduced by the Zhoushan Government. 53.33% , 70.00%, 66.67% of the students thought it very necessary for teachers to use more teaching strategies to help them cope with the new listening and speaking ability examination. 75.56% ,72.50%, 80.00% of the students think it is extremely important to arouse their interest to improve their listening and speaking ability. It presents that the majority of students agree that interest is the best teacher. 55.56%, 67.50%, 70.00% of the students think that teachers' teaching in full English or the most in English can stimulate students' interest in English learning. 66.67% ,77.50%, 66.67% of the students said that introducing English film clips in class can stimulate students' interest. 75.56%,72.50%, 63.33% of the students said that using English songs teaching can stimulate students' interest in listening and speaking. 51.11%,65.00%, 76.67% of the students said that using dubbing software to practice oral English can stimulate their interest in oral expression.

4. Results Analysis

According to the theory of non-intellectual factors in a narrow sense, we know that the psychological factors that don't directly participate in the cognitive process, but restrict the cognitive process with these factors include motivation, interest, emotion and will. The introduction of non-intellectual factors in education clarifies the students' subjectivity status and exerts the students' subjectivity function from various angles. The involvement of non-intellectual factors and starting from motivation, interest, emotion and will can change students' learning from passive learning into active learning, which can improve students' learning efficiency with half the effort. Like the teaching of reading and writing, the teaching of listening and speaking in English should first have enough psychological needs, and at the same time have sufficient subjective or objective learning motivation. In learning, students' interests are the continuous learning motivation. Interest is a person's psychology to explore certain things and love certain activities. Only when you are interested in something can you devote yourself wholeheartedly to it.

Furthermore, according to Krashen's Input Theory and Swain's Output Theory, we can draw a conclusion that learners need input language materials and output of oral or written language to acquire a certain language. It fully shows the importance of input and output in acquiring a second language. For junior high school students, the process of input is not only reading written materials. Teachers' oral English, introducing English film clips and English songs in teaching, opening audio-visual courses and other ways are also good strategies to input materials, which are helpful for learners' English learning. However, the input of materials is not enough, and the output of language is also needed. Such as using dubbing software, holding English short play contests, offering oral English classes and holding oral contests are all the process of language output. Apart from these, under the background of man-machine examination, man-machine teaching mode should be used. Training by computers will make students adapt to this examination mode.

From the perspective of Non-intellectual factor theory, based on Krashen's Input Theory and Swain's Output Theory, this study explores the importance of stimulating students' interest in listening and speaking and the strategies and methods on how to deal with it. Based on the theory and survey data, I put forward the following suggestions:

1. Using full English in teaching as much as possible in class.

According to Krashen's Input Theory, teachers' teaching in English is the input process of materials in learning English. Besides, teachers' oral English is comprehensible language input. It is helpful for Zhoushan's students to learn English. Moreover, from the survey of students, most students think that it can stimulate their interest. Therefore, from both theoretical and practical perspectives, full English teaching is important to improve students' English listening and speaking ability.

2. Diversification of classroom teaching activities

According to the results of questionnaires and interviews, most teachers and students show that introducing English film clips and English songs in teaching can stimulate students' interest and improve their listening ability and spoken English. Besides, playing English games and talking about interesting English topics in class are also effective strategies to stimulate students' interest. Moreover, the principles of these activities are in accordance with Krashen's Input Theory and Swain's Output Theory.

3. Using dubbing software to enhance students' oral expression

Many students believe that using dubbing software can stimulate their interest in learning. In this way, students speak more English and output more language materials, which will make them no longer afraid to speak English and build up confidence in learning English. This method fully verifies the correctness of output theory and non-intelligence factor theory.

5. Conclusion

From what has been discussed above, we can draw the conclusion that under the background of man-machine dialogue examination, stimulating students' interest in English is the key factor to

improve their listening and speaking ability. Junior middle schools' English teachers in Zhoushan should attach great importance to the cultivation of it and think about teaching strategies and methods to stimulate students' interest. Only doing these can they better cope with the forthcoming English listening and speaking ability test in Zhoushan.

Acknowledgement

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