

A Study on Integrating English Speech into College English Teaching Based on "Output-Driven Hypothesis"

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Abstract. As a relatively formal language output activity, English speech is introduced into college English classes, which is conducive to cultivating students' independent learning ability and critical thinking ability, and is one of the effective means to improve students' comprehensive language application ability. Under the guidance of the teaching concept of "output-driven" and combining teaching practice, this paper briefly explores and expounds the teaching methods, strategies and practice modes of introducing English speech into college English classes.

1. Introduction

For a long time, college English teaching in China is mainly based on language input, and students have little chance of language output. Therefore, listening and speaking ability has become a common weak link among college students. Even college didn't change that. To meet the requirements of CET-4 and CET-6, some college English teachers emphasize on the teaching of language knowledge and basic skills in class, lack of attention to the social issues and the cultivation of student's insight and critical thinking, causing students to narrow vision and narrow thinking of students, which lead to the phenomenon of "dumb English" and "critical deficit disorder". As an art, speech has been recognized as an important means to improve students' critical thinking ability and language expression ability. It is very popular among students abroad. In recent years, some universities in China began to pay attention to and study it. However, most of the domestic research in this field is aimed at English majors or focuses on the establishment of independent speech courses. Thus, it is of great practical significance to study the teaching strategies of introducing English speech into college English classes.

2. Output-driven hypothesis and English speech teaching

Input and output are two important aspects of classroom teaching. According to Swain's "language output" hypothesis, the language output of second language learners helps them to use the language fluently and accurately. Successful second language acquisition requires both exposure to a large number of comprehensible inputs and effective output of comprehensible outputs. He emphasized that "students do not exhibit the productive capacity of native speakers, not because their comprehensible inputs are inadequate, but because their comprehensible outputs are limited. This limitation is reflected in two aspects: First, not giving students enough opportunities to use the target language in the classroom environment; Second. Students' language output ability is not strongly promoted (stimulated). Swain also suggests that learners can gain an advantage in the preparation of a speech. Thus, the concept of output-driven emphasizes "speaking, writing and translation" to promote "listening and reading". The combination of output and input can not only promote the improvement of students' English expression ability, but also improve the efficiency of students' absorption of input, so as to optimize the teaching effect and improve the teaching quality. At the same time, the output-driven teaching method also helps to create a sense of hunger, stimulate curiosity, effectively improve students' learning initiative and enthusiasm, and make classroom teaching fully interactive and full of vitality. The above theories can enlighten our teaching practice and research.

3. Implementation strategy

This strategy is mainly implemented among sophomore of non-english majors. Because second year students are familiar with the basic teaching requirements and objectives of college English textbooks and have solid language skills, they are likely to complete such high-level language activities as English speech. On the premise of not affecting the normal teaching progress, the teaching activity of English speech can be implemented 15 minutes before the end of the class. In the process of guiding students to achieve the desired results, the following strategies should be grasped:

3.1 Organize students to watch classic speeches

In class, teachers can introduce and play different kinds of representative speeches to students. For example, from the aspect of pronunciation, students can choose the speech of the grand prize winner or the first prize winner of the national college students English speech contest, the English speech of Chinese celebrities such as Yang Lan, the speech of native English speakers such as Obama, Jobs and other types of speech, making students familiar with a variety of language levels, a variety of styles of speech. In terms of content, teachers can choose from TED speeches, BBS speeches in various fields, public figures' graduation speeches or political figures' election speeches. In short, teachers should choose different kinds of speeches according to topic selection, language style, content and so on, so that students can broaden their horizons and improve their interest. After listening to the speech, students can ask questions about the content of the speech and make model comments on the speech. At the same time, students will be introduced to some basic speech skills, such as how to choose a topic, how to organize speech ideas, how to use body language and so on. And asks the student to listen carefully after class, imitates the pronunciation intonation, pay attention to pause, liaison, stress, rhythm and so on, until imitation is very similar. The process of imitation is actually the process of learning.

3.2 Craft your speech

After watching and imitating successful speeches, students develop a sense of confidence and have an urge to speak and perform on their own. But how to organize students to practice and ensure that every student actively participates and speaks English? Teachers can choose related topics according to the topic of each unit in the teaching material; moreover, teachers can also associate current affairs to outspread and extend the topic appropriately. These topics are often hot topics among students, which can fully arouse their interest. Since it is a hot topic of current affairs, students are both familiar with and concerned about it. Therefore, after getting this topic, students will have a lot of discussions on the spot and want to express their own opinions. Therefore, the teacher carefully designs the speech topic in advance, which can arouse the students "output" desire.

3.3 Prepare your speech thoroughly

In the primary stage, in addition to carefully designed topics, teachers should also assign tasks in advance and reasonably organize the class to participate. If students are not fully prepared, those who lack confidence in oral expression dare not speak. Even if some students have the courage to speak, they are often unable to express effectively due to the lack of vocabulary, which is obviously not conducive to creating a relaxed and harmonious language learning atmosphere. Therefore, it is necessary to give students topics in advance so that they can be fully prepared. Students can be divided into a number of study groups. Each group has a team leader who is responsible for receiving tasks, assigning tasks, organizing discussions and supervising the completion of tasks. At the end of each class, the teacher assigns the topic and task for the next presentation. Students usually have a week to prepare, during which teachers can give students necessary help and provide them with some books and websites for reference.

3.4 Evaluate the process

Student presentations can be put in the last 15 minutes at the end of each lecture. Two different groups are assigned to complete the same topic. After the students' speech, the speaker and the students will have an interactive English question and answer session. At last, students and teachers will give mutual evaluation. In the process of student mutual evaluation, other groups will act as public judges. According to the comparison of the two groups' speeches, group representatives will be selected to judge and speak, and put forward their own suggestions or different opinions. Then, teacher do the summary, make the evaluation regarding the language content, the pronunciation intonation, the body language and so on aspect. The teacher will make a final judgment on the students' speech performance based on their self-evaluation and peer comments. The performance will be counted as part of the final score.

4. The teaching effect of integrating English speech into college English class

Through English speech in the class, students' language skills can be greatly developed, their knowledge can be broadened, their dialectical thinking ability can be promoted, their self-confidence and teamwork spirit can be enhanced, and their comprehensive quality can be improved. The specific performance is:

4.1 Cultivate students' interest in English learning and the atmosphere of cooperation

English speech provides a platform for every student to show themselves and exchange ideas. Each student has a different idea and the speech gives them an opportunity to show themselves. Some students write elegantly, some speak fluently, and some have deep insight. Some speech style natural gentle, some dignified and elegant, some humorous, some impassioned; Some students also joined the conversation, song and dance performances. In a word, English speech can fully tap the potential of students and truly realize the student-centered teaching mode, so as to achieve the goal of students' independent learning. Before the speech, students do a series of activities, such as collect materials, organize language, modify words, and correct pronunciation correction. Team members need to cooperate and help each other to complete the task, which greatly exert their subjectivity and initiative, cultivate their spirit of solidarity and collaboration, make them in a state of autonomous learning.

4.2 Improve the language skills of college students

Our traditional teaching is mostly "teacher-centered" indoctrination teaching, that is, the teacher explains the structure of the lesson text and the usage of words according to the text, and the students are in a state of passive learning. However, English speech teaching can enable students to acquire relevant content actively under the drive of "output", thus greatly improving students' language skills in listening, speaking, reading, writing and translation, especially their oral and writing abilities. In order to perform well in the English speech, many students will elaborate, revise and recite the speech after class. In this process, the English speech deepened the student to the unit topic and the text understanding, also greatly enhanced the student writing ability. Through real and prepared language practice and language output, English learners have the opportunity to truly apply the vocabulary and syntax they have learned into practice, internalize the negative and easily forgotten language knowledge into language skills, and thus improve their language application ability

4.3 Improve the critical thinking ability of college students

In English speech, speakers through full preparation, smoothly and fluently express their views or emotions, directly feel the effect of on-site communication, experience the impact of their language and ideas. From topic selection, conception to material selection, integration, speakers use the brain for analysis, judgment, synthesis, induction, which is a considerable challenge to students' thinking ability. Through the English speech training, it has increased the student's information input, making them learn from many aspects. In addition, the questions raised by the student judges and the oral

defense of the speaker increased the audience's participation and judgment awareness, provided more opportunities for students to practice oral English, mobilized the classroom atmosphere, and exercised the critical thinking ability and coping ability of the whole class. In this way, interactive communication can improve students' critical thinking ability, innovation ability, analysis and generalization ability and help them overcome the "critical absence".

4.4 Improve the efficiency of college English teaching

Before learning each unit and after each unit, teachers can assign speech topics related to the theme of this unit to students. This is also a warm-up activity before class, which can help students better understand the content of this unit, and can even play a role in urging students to preview and review this unit. Most of the students will actively collect relevant materials after class and try to increase the effective input of information in order to have something to say in the speech. Especially in the process of collecting materials and reading a large number of relevant English materials, the accumulation of information and verbal knowledge of students is obviously increased, and the content discussed is more abundant. In this way, the effective connection between in-class and after-class learning is realized, thus improving the teaching efficiency.

5. Summary

College English teaching should adapt to the needs of the society and the Times, aim at cultivating students' language application ability, and meet the needs of English expression and communication in the 21st century. Based on teaching idea of output-driver, in order to change the current phenomenon of "putting more emphasis on input than on output" in college English teaching, enhance the output ability of students effectively, English speech can be incorporated into college English class. It can not only improve the quality of classroom teaching and optimize the teaching effect, but also play an important role in improving students' independent learning ability and English application ability, cultivating students' critical thinking and spirit of solidarity and cooperation. This mode of teaching has certain enlightening effect on college English teaching and is expected to further promote the reform of college English teaching

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