Analysis of an Output-Oriented Teaching Method in College English under the Second Language Acquisition Theory

Ying Li*

School of Language and Culture, Qingdao Huanghai University, Qingdao 266555, Shandong Province, China

Corresponding author: Ying Li, 1004831367@qq.com

Abstract: In the context of economic globalization, English has become increasingly essential for students' communication and professional activities, necessitating higher proficiency in speaking and listening. The theory of second language acquisition posits that college English teaching can purposefully guide students' learning and facilitate unconscious language acquisition. By integrating an output-oriented teaching method, students are provided with opportunities to practice and apply English, thereby addressing the traditional issue of "separation of learning and use." This paper examines the application value of the output-oriented teaching method in college English under the second language acquisition theory and proposes several strategies to enhance college English classroom teaching. The goal is to develop students' linguistic competence and improve their practical English skills.

Keywords: Second language acquisition; College English; Output-oriented teaching

1. Introduction

The output-oriented teaching method emphasizes the importance of students' output processes and results, aiming to foster the comprehensive development of listening, speaking, reading, and writing skills. This approach plays a crucial role in innovating university English teaching concepts, methods, and processes. According to the theory of second language acquisition, students can subconsciously enhance their overall language abilities under the purposeful guidance of teachers when learning a language other than their mother tongue. Applying the output-oriented teaching method in college English can significantly improve students' comprehensive language application and independent learning abilities, optimize teaching content and methods, and strengthen their overall English proficiency [1].

2. Application value of output-oriented teaching method in college English under second language acquisition theory

2.1. Second language acquisition theory transforms the teaching philosophy of college English

The second language acquisition theory emphasizes a student-centered teaching approach, enhancing students' comprehensive English skills through purposeful teacher guidance and unconscious learning [2]. Unlike traditional college English teaching methods, the second language acquisition theory redefines English teaching as a cultural immersion rather than mere knowledge acquisition. Consequently, teachers focus on students' understanding and application of English, creating immersive environments and opportunities for practice, such as through immersion teaching activities. These activities promote active and conscious language use, helping students internalize English within its cultural context and transforming their linguistic thinking [3].

2.2. Output-oriented teaching method focuses on the comprehensive development of students' language skills

The output-oriented teaching method addresses the traditional emphasis on language input by providing ample opportunities for language output. Traditional university English teaching often leads to a disconnect between learning and practical use, hindering students' ability to meet societal demands and affecting teaching effectiveness. By adopting an output-oriented approach, college English teaching objectives are clarified as both communicative and linguistic. This method involves designing diverse teaching activities, providing varied materials, and ensuring that students can apply English while learning it. Continuous evaluation of students' output tasks allows for the optimization of teaching activities, fostering flexible language use and enhancing overall English proficiency [4].

3. Output-oriented teaching strategies in college English under second language acquisition theory

3.1. Enriching language learning materials and improving students' speaking and listening skills

In college English classrooms, the conscious guidance of students' English skills and their internalization of knowledge are closely linked to the quality of learning materials. To effectively implement the output-oriented teaching method under the second language acquisition theory and promote comprehensive skill development, it is essential to enrich language learning materials. Particularly in speaking and listening classes, teachers should provide diverse and rich language materials to enhance students' speaking and listening skills. By restructuring the content and emphasizing logical relationships, this revised version aims to improve the clarity, coherence, and academic rigor of the original text [5].

In the audiovisual speaking course, an output-oriented method is employed to enhance students' speaking and listening skills. Initially, the teacher plays a podcast before the class, which narrates a girl's social life and poses the question, "Do you go out a lot?" to engage students' interest. During classroom activities, students read the unit text and then discuss their spare time and social activities in small groups. The teacher encourages students to speak confidently, thereby fostering enthusiasm for English communication [6]. Following these discussions, the teacher presents a micro-teaching video on a multimedia platform, depicting a conversation between two boys and five girls about their social activities from the previous night. The

teacher assigns the task of making brief notes during the listening process, emphasizing language output as students attempt to express the content of their notes in English. During these oral expressions, the teacher observes that some students exhibit grammatical errors or stuttering [7]. For instance, a student might say, "And there was a few guys there," indicating grammatical inaccuracies. Additionally, students frequently use filler words such as "like" and "uh" in their speech. These issues highlight the developmental needs of students' speaking and listening skills. To address these needs, teachers should provide abundant language materials, slow down the pace of listening exercises, and introduce unfamiliar vocabulary from the listening material [8]. Such resources help students better understand the listening content, develop learning strategies, and ultimately improve their oral and listening skills [9].

3.2. Designing self-selected reading activities to increase the proportion of language acquisition

In the context of educational reform, colleges and universities emphasize the comprehensive development of students' English skills, aiming to integrate language acquisition with learning. However, current teaching practices still heavily favor learned English language activities [10]. According to the theory of second language acquisition, the output-oriented teaching method in college English should increase the proportion of language acquisition, focusing on students' output processes and results. Particularly in college English reading activities, teachers should provide more opportunities for language acquisition to encourage independent and engaging reading experiences.

For instance, in college English classrooms, the volume of reading materials related to the teaching theme should be increased and presented in story formats to create a rich, engaging, and comprehensible reading environment [11]. To further enhance the reading classroom's integrity, teachers can design activities that follow reading with writing tasks, facilitating language output. For example, teachers can assess students' language skills and use English story materials, excerpts from classic literature, and popular texts for self-selected reading activities. Students are encouraged to choose reading materials based on their interests and engage in independent reading. Additionally, students can utilize Internet resources to broaden their reading horizons, thereby creating a conducive environment for language acquisition and corresponding language output assignments. By increasing the proportion of language acquisition activities, students can develop independent reading and learning skills, thereby enhancing their overall English proficiency [12].

3.3. Emphasizing students' individual differences and innovating stratified teaching methods

In college English classroom teaching, significant individual differences among students pose a challenge to the effectiveness of a unified teaching mode in promoting the common development of students' English skills. Specifically, the levels of listening, reading, and writing skills vary widely among students. Therefore, it is crucial to acknowledge these individual differences and innovate the application of tiered teaching methods [13]. According to the theory of second language acquisition, college English teaching should adopt an output-oriented approach. Teachers need to apply multiple innovative teaching methods, analyze students' English proficiency, and enhance the effectiveness of their output processes and results.

In classroom teaching, teachers should use teaching evaluations to assess students' English proficiency and second language receptivity, which will inform the division of teaching content and tasks. To cultivate students' intercultural communication skills, teachers should design different levels of learning structures

based on students' English proficiency. For high-proficiency students, teachers should provide rich learning materials and practical situations, requiring them to master basic knowledge and expand their understanding of cross-cultural communication. For low-proficiency students, the focus should be on mastering the concept of intercultural communication and differentiating between Chinese and Western languages and cultures. Intermediate students should be given the same learning materials and practice scenarios as high-proficiency students, with encouragement to master cross-cultural communication thinking, thereby laying a foundation for the development of their English thinking and language application skills. In these hierarchical teaching activities, teachers must provide targeted guidance and instruction tailored to students' varying English language skills. This approach ensures that students achieve different levels of learning ability development upon completing their respective tasks, thereby fulfilling the educational goals of the output-oriented teaching method [14].

3.4. Stimulating students' learning initiative and enriching learning outcomes

The theory of second language acquisition emphasizes the importance of students' active acquisition of English knowledge. Consequently, in the college English classroom, teachers should aim to stimulate students' learning initiative, apply the output-oriented teaching method, enrich learning outcomes, and promote students' comprehensive development of abilities.

For instance, in a university English classroom, teachers can design problematic situations to stimulate students' participation and enhance their comprehensive English skills. Taking the lesson on "Understanding Chinese Culture and Customs" as an example, the teacher can design role-playing activities to stimulate students' learning initiative and encourage them to produce English output. Students can work in small groups, assuming roles such as reporters, recorders, supervisors, and brainstormers, to discuss and analyze questions posed by the teacher [15]. This type of group cooperation and clear division of labor helps students clarify their learning ideas, quickly engage in the learning process, and improve the effectiveness of their learning outcomes. During classroom teaching, the teacher can present pictures related to Chinese culture, such as foreigners learning Tai Chi. After observing the pictures, students can be tasked with "Introducing an Excellent Traditional Chinese Culture in English." This activity encourages students to collect relevant information actively, significantly improving their oral and literacy skills. By participating in such problematic situations, students not only develop an interest in English learning but also achieve rich learning outcomes, thereby enhancing the effectiveness of university English teaching.

4. Conclusion

In conclusion, under the theory of second language acquisition, the application of an output-oriented teaching method in college English can transform teaching concepts and promote the comprehensive development of students' language skills. In actual teaching activities, teachers should focus on students' output processes and results, enrich classroom language learning materials, and improve students' speaking and listening skills. Additionally, designing self-selected reading activities, paying attention to individual differences and learning initiatives, and increasing the proportion of language acquisition can help students learn independent learning methods, enrich their learning outcomes, and stimulate their learning potential. Ultimately, this approach enhances the comprehensive development of students' English proficiency and the overall effectiveness of college English teaching.

Disclosure statement

The author declares no conflict of interest.

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