

On the Foreign Language Learning Strategy of Integrating Understanding and Output in Second Language Acquisition

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Abstract: This Study Investigates the Phenomenon That Foreign Language Learners' Comprehension Ability Far Exceeds Foreign Language Output Ability. through the Study of Language Understanding and Generation, as Well as Second Language Acquisition Theory, to Improve the Ability of Language Understanding and Output Affects the Concept of Grammatical Awareness and Inspiration. It Indicates the Improvement of Learners' Awareness of Learning. through Practical Observation and Practice, the Necessity and Feasibility of This Learning Strategy in Grammar and Vocabulary Learning Are Confirmed.

1. Introduction

For a Long Time, There is a Huge Imbalance in People's Ability to Understand Mother Tongue and Second Language and Their Output Ability[1]. for Example, a Pre-School Child of One or a Second Language Learner Can Understand the Compound Structure, Which Has a Section At a Specific Stage, But Can't Say a Sentence with This Structure; or, the Learner Can Learn a Lot of Vocabulary and Read English Materials. However, Most Mental Words in the Brain Cannot Be Used When Speaking. This Kind of Phenomenon is Especially Obvious in Chinese Foreign Language Learners. One of the Reasons is That There Are Few Opportunities to Communicate in Language. But Can You Find out the Reason from the Process of Learning and the Process of Brain Processing Information? If Language Understanding and Output Are Two Different Levels of Ability, Can We Shorten the Time from Understanding to Output, or Even Combine Them in the Process of Teaching and Learning for Example, after Encountering New Words, We Can't Recognize a Time, It Can Be Used to Speak and Write[2]. This Paper Attempts to Discuss These Issues in Order to Attract More Attention from Colleagues in the Foreign Language Community, and Look Forward to More in-Depth Research to Improve Output Awareness. with the Development of Neurolinguistics and Cognitive Science, the Understanding of Information Processing Process by Human Brain is Getting Deeper and Deeper. Second Language Learning Research is Combined with Cognitive Science. Therefore, This Research Has Developed a Conscious Learning Strategy and Gained More Attention Abroad. the Author Believes That Domestic Scholars Are At the Forefront of This Research.

2. The Importance and Feasibility of Understanding, Output and Improving Learners' Output Awareness

Understand and Output the Understanding and Output of Two Languages, as Well as the Ability of Understanding and Output. Taking English Learners as an Example, Reading Ability is Learners' Ability of Listening and Reading English, While Output Ability is Learners' Ability of Speaking and Writing English. the Ability of Listening, Speaking, Reading and Writing is Equivalent to Chomsky's Speaking Ability. At the Same Time, Learners Use Different Languages in Listening, Speaking, Reading and Writing Activities. with Regard to Language Understanding and Language Output, We Expect Learners to Pay Attention to the Latter. First, the Purpose of Language Learning is to Communicate[3].

For most foreign language learners, productivity is a weakness. Second, compared with understanding ability, output ability is a higher level and higher level ability[4]. Generally speaking,

understanding is the precondition of output. When you can speak English freely, you must understand English. So when people ask if you can speak English. Based on the function theory of communication teaching method, the way to improve the output ability of English learners is to increase the chance of speaking and writing English.

Table 1 International Path Classification of Knight

Approach	Description
Activity	Categories or types of activities used to describe internationalisation: such as curriculum, student/faculty exchanges, technical assistance, international students.
Competency	Development of new skills, knowledge, attitudes and values in students, faculty and staff. As the emphasis on outcomes of education grows, there is increasing interests in identifying and defining global/international competencies.
Ethos	Emphasis is on creating a culture or climate on campus, which promotes and supports international/intercultural initiatives.
Process	Integration or infusion of an international or intercultural dimension into teaching, research and service through a combination of a wide range of activities, policies and procedures.

However, the author believes that insufficient communication and language output are not the only reasons for the imbalance of learners' language understanding and output. The learning environment of second language learners is generally different from that of children's mother tongue, but there are still many opportunities to speak and write. Therefore, I think the reason for this imbalance is found in the process of learning, which should be analyzed from the process of human brain information processing and learning habits. The human brain processes information at the cognitive, understanding and output levels of language. Among them, understanding and output are the two terminal actions for learners to observe and observe actions. The cognitive process is always from shallow to deep. People often divide learning into several stages. When, what can be used to store knowledge, listen to that of course. In psychology, the period from understanding and accumulation to output is called "incubation period". Just like working memory, everyone's incubation time is different, which can be changed by training. However, as far as we know, no one consciously shortens their incubation period; sometimes, it also lengthens the absorption process. The level of understanding only meets the learning habits. When learning a foreign language, it will generate more information. In order to understand the reasons of the learners, a small part of the language people can understand[5]. This learning habit follows the process of human brain processing information and cognitive psychology, but it is very undesirable for foreign language learners.

Table 2 a Comparison of College English Teaching Objectives

Syllabus	Teaching objectives
1986 Outline	To cultivate students'reading ability, listening ability, writing and speaking ability. Students can use English as a tool to acquire information needed by their major and to improve their English proficiency.Have a good foundation.
1999 Outline	To cultivate students'reading ability and certain listening, speaking, reading, writing and translation abilities so that they can exchange information in English. College English teaching should help students lay a solid language foundation, master good language learning methods and improve their cultural literacy so as to meet the needs of social development and economic construction.
2007 Course Requirements	To cultivate students'comprehensive application ability of English, especially their listening and speaking ability, so that they can communicate effectively in English in their future work and social interaction, at the same time, enhance their autonomous learning ability and improve their comprehensive cultural literacy, so as to meet the needs of social development and international exchanges in China.

In fact, this habit can be changed. It shortens the latency of foreign language learning, shortens the time from understanding to output, and can also combine them together. People learn English faster in the target language environment. Shorten the time of generating language information, convert input to output as soon as possible, and fully combine the ability of understanding and

production information. Understanding and outputting functions belonging to two different regions of the brain does not mean that the time to understand the output cannot be shortened[6]. It's like a transition from working memory to long-term storage. After intensive training such as reading aloud, it not only shortens the artificial process, but also increases the amount of information in long-term memory. When they get their mother tongue, children also have this advantage. Fast based on understanding what you say and want to hear, you can process information more deeply, strengthen memory, and convert it into long-term memory as soon as possible. Moreover, most of the free output words come from long-term memory. Therefore, the combination of understanding and output in the learning process can deepen the memory, and quickly transfer the words stored in the short-term memory to the long-term memory. Psychological research on memory shows that attention helps to deepen memory[7]. But, unlike these linguists, how much should we notice. Now the experiment is to investigate the final differences between the subjects' attention to language structure and the language use caused by carelessness.

3. Specific Practice

3.1 In Grammar Learning

As mentioned above, learners are able to understand the structure of an article that goes far beyond the free use of the language's output. Therefore, how to improve the awareness of grammar generation, creatively use the grammar knowledge acquired by learners, and apply it to language output. Consciously generalize language, as an example of the method of training for induction, to study predicate language. When speaking or writing English, please expand the sentence structure[8]. In that case, don't fill in the structure with simple sentences, or use repeated sentences. In January 2007, a survey was conducted among the students of grade 3 and grade 3 in the English Department of Shanghai International Research University. The results showed that 31 respondents were not aware of the use of articles for writing or developing articles. When they write English, sentence structure is based on their grammatical ability to express their meaning, and they don't want to use other methods - consciously using their grammatical knowledge, saying that sentence structure is diverse. From the perspective of text, sentence structure is an important sign to distinguish English spoken by native speakers from English written by Chinese. At the same time, the conscious use of grammar knowledge is also one of the important means for foreign language learners to maintain their foreign language ability and avoid the transition to each other's language. In daily life, learners have sufficient input in learning English (college students and workplace often contact with English learners, etc.), and the integration of environmental target language system can help learners to learn English for a period of time after leaving the language environment. Then, the recovery of his English ability can help the use of English meta language knowledge[9].

3.2 On Vocabulary Learning

In order to improve the output awareness of vocabulary learning, when learners encounter new words, they should not be satisfied with understanding and memory, but should write articles according to understanding. As an English teacher, please avoid using the form of "potato blossom" to explain new words. Practice shows that after teachers explain the words completely, it is often limited to students' memory. In order to please students, teachers struggle hard, and students change from active learning to passive learning.

4. Conclusion

In short, due to the important role of educational testing and the awakening of learners' awareness of production, this "baton" is imminent. In the exam, try to generate and use the learner's language. The TOEFL test is gradually favored by the international community, and the IELTS test has increased because the former does not test language use.

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