Research on the Practice of College English Classroom Teaching Based on Output Orientation

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Abstract: Classroom teaching behavior mainly refers to a series of behaviors that teachers take place in the classroom to implement effective teaching programs, and its effectiveness is directly related to the learning efficiency and effect of students. Guided by the "output-oriented teaching method" proposed by Wen Qiufang, this article explores the problems existing in the classroom teaching behavior of college English teachers and puts forward the concept and strategy of optimization. Practice shows that the new college English audiovisual and listening teaching method based on the "output-oriented method" has obvious advantages over the current teaching method. It can promote the rapid development of students' listening and speaking ability and have a significant impact on their oral expression ability. At the same time, surveys and interviews show that students are more satisfied with the effects of college English audiovisual and listening teaching based on the "output-oriented method".

Keywords: English Classroom ; Output Orientation; Teaching Practice

I. INTRODUCTION

It is of great significance to study teachers' classroom teaching behavior, which can explain, predict, and improve teachers' activities and responses in educational situations, thereby improving students' learning effects. Specifically, teachers' classroom teaching behavior is a series of activities that teachers adopt around the achievement of teaching goals in the teaching process. In this process, teachers influence students through their own activities and produce positive effects to achieve the established teaching goals. Based on the concept of "output-oriented teaching method" proposed by Professor Wen Qiufang, this paper explores the problems existing in the classroom teaching behavior of college English teachers, as well as the optimization concepts and strategies to improve students' learning effects.

The output-oriented method is a teaching theory system suitable for Chinese students' academic situation proposed by Professor Wen Qiufang based on the "output-driven hypothesis". Slowness is more common. It is imminent to change the teaching concept, update the teaching method, and improve the teaching situation that emphasizes input and neglects output, and the separation of learning and application. This article will use the "output-oriented method" as a guide to carry out the practice of college English audio-visual teaching based on the network teaching platform, fully display the teaching design and teaching process of a unit and reflect on the students' feedback and test scores in order to improve the teaching effect of college English audiovisual and listening courses can improve students' English application ability.

At present, most college English teachers grew up under the background of exam-oriented education. Under the influence of the concept of exam-oriented education, they have always

adopted a teaching mode based on receptive skills training. In the English class, the teacher will instill the theoretical knowledge in the textbook to the students, and the students can only passively acquire and receive the information passed by the teacher, and then memorize and master English knowledge by rote to cope with the problem. take an exam. In addition, in English teaching, there is a phenomenon of emphasizing language input and ignoring language output. As a result, although many students can get high scores in the exam, they cannot express and communicate fluently with the English knowledge they have learned.

This is very unfavorable to the improvement of students' autonomous learning ability and language practice ability. Situation-creating behavioral aspects. The five teachers are all able to carry out the situation creation activities very well, and carefully design the warm-up activities and introduction activities. However, the quality of the warm-up and introduction sessions of 2 teachers was not high, and even seemed procrastinated. There was a kind of intention to do it for the sake of excitement or to cater to the interests of students. One teacher lacked the ability to create situations and could not effectively play the driving role at the beginning of class. The author invites four peer teachers with rich teaching experience to observe the practical class. After the practice, the author collects the evaluation and feedback of the teaching practice from the peer teachers and students through questionnaires, interviews, and reflection logs. Attitudes and views of export-oriented college English flipped classroom.

II. THE PROPOSED METHODOLOGY

A. Teachers' classroom teaching behavior under the concept of "output-oriented teaching method"

The author chose the fourth unit "Business Innovation Thinking" as a teaching example, because "Innovative Thinking" is of great significance to our information and intelligent age, and it is also a life topic that future college students must face. The author takes the fourth unit as an example, according to the teaching material usage concept of selection, adjustment, modification, and addition. 8J, selected some listening materials as extracurricular listening exercises for students, and completed independent learning on the u campus platform. Teaching objectives are the premise and basis for all teaching activities. The first step in college English teaching in colleges and universities. College English teaching in application-oriented colleges is aimed at cultivating English talents with compound skills.

English talents with compound skills not only need to have solid basic knowledge of English language, but also need to have strong language practice ability and innovation ability. Therefore, when application-oriented undergraduate colleges formulate teaching goals, they should highlight the cultivation of students' language output abilities such as speaking, writing,

and translation, so that students can achieve barrier-free intercultural communication through English learning. Through the research, it is found that five college English teachers are keen to teach students "objective knowledge", such as vocabulary and grammar. Environment creation and event design. They focus on whether they have completed the teaching of the teaching content within the specified time, practice the traditional teaching method of "completing the system and summarizing and imparting knowledge" in behavior, and ignore the teaching interaction and emotional communication with students.

"Output-oriented teaching method" pays attention to the learning effect of students, and advocates that teachers promote the occurrence of effective learning behaviors of students. Therefore, when college English teachers optimize their classroom teaching behavior, they should focus on students' learning effects, provide resource support, motivation and development guidance, and work together to promote the achievement of classroom teaching goals. After the communicative scene is presented, the students begin to try to produce. This link requires students to complete the dialogue in groups and simulate real scenarios through role-playing. In the process, students will realize their own deficiencies, thus stimulating their desire to learn. Based on the experimental output works submitted by students, teachers can roughly understand the current knowledge level of students and adjust and clarify the teaching objectives and output tasks of this course based on this. The teaching objectives fall into two categories. The first category is communicative goals, that is, what kind of communicative tasks can be completed; the second category is language goals, that is, which words, phrases or grammatical knowledge need to be mastered.

B. Innovative Thoughts on College English Teaching Based on "Output-Oriented Method"

Therefore, the teaching objectives of the fourth unit of the college English audio-visual course are: to complete communicative tasks such as dialogues and speeches, to be familiar with the structure of speeches; to master 9 high-frequency vocabulary and 9-word blocks, and to be able to use them proficiently. Train students' language skills. This requires application-oriented colleges and universities to enrich the teaching content according to the specific needs of students' life and work, so that the teaching is closer to real life and jobs. First, to improve students' language practice ability, application-oriented colleges and universities can set up scenarios such as daily life, job hunting and employment, studying and making friends, and workplace contacts, to encourage students to combine the knowledge they have learned with practice. Secondly, college English teachers need to set specific language output items, and design tasks with strong practicality and operability according to the majors' students have studied. To ensure that students can successfully complete the task, teachers need to provide students with comprehensible language input resources, and let students obtain corresponding information through reading, listening, etc. Finally, students should use output-oriented methods such as oral expression and written expression to report on project results.

In this way, students' language skills can be trained in many ways. Change the evaluation method and objectively evaluate the development of students. Five teachers evaluated students' behavior through positive or negative evaluation, direct or indirect evaluation, etc. Although they have achieved certain results, their abilities and behavior performance in this area still need to be further optimized. Teachers' evaluation behavior should shift from focusing on static summative evaluation to dynamic process evaluation, and change the original single-subject evaluation model, and combine teacher evaluation, peer evaluation, and individual self-evaluation to play the guiding and motivating role of evaluation. In the "promoting" link, the "quantity" and "quality" of the secondary output under the guidance of teachers have improved significantly.

Several fellow teachers who watched and observed also affirmed the teaching effect of this practical class and believed that the output-oriented college English flipped classroom can fully stimulate students' enthusiasm for learning and provide students with cooperative learning and more opportunities to exercise their language application ability , it is also fully in line with the concept of "doing things with language" proposed by Professor Wen Qiufang. Facilitate this teaching link to be carried out in class. In this link, teachers give full play to their leading role, guiding students to carry out selective learning around output tasks and choosing appropriate input materials, to facilitate the completion of tasks. Based on the difficulty and characteristics of the two tasks, the teacher decomposes them into three sub-tasks: language skills task, viewpoint content task and speech structure task. In the speech presentation of subtask 3, the students' presentations were very different, and the overall effect was not ideal, because the teachers and students had already commented on the content of the views in the dialogue presentation. This link is mainly for the teachers to give comments, focusing on the structure and skills of the speech. Evaluate and make suggestions for improvement.

Finally, the teacher asked the students to improve the speech after class, continue to complete the speech task, and submit the audio and speech to Xuetong platform. Choose any angle about tourism in the province to simulate the interview and selection of English volunteers for the China Expo. This output task requires students to be on the scene and simulate the interview scene on the spot. Just choose an angle on tourism promotion, that is, decompose the task, reduce the difficulty, and prepare for the comprehensive output task. Then the students said in a semi-structured interview: the new college English audio-visual teaching method is more interactive in the classroom, which promotes everyone's active participation; the driving task promotes everyone's self-awareness, and most of the learning in the classroom facilitation link Become serious; I feel that the content of what I have learned is directly connected to the scene application and is practical, which effectively mobilizes everyone's interest in learning and has a strong sense of learning.

CONCLUSION

Teachers' classroom teaching behavior has the characteristics of dynamic, random, and generative. It needs a long-term and gradual process to improve and optimize the existing problems, and to promote the transformation of teaching behavior first needs to update teachers' teaching concepts and beliefs. Teachers should constantly practice and reflect in the teaching process, face up to the problems in their own teaching behavior, and optimize their concepts and behaviors to achieve effective teaching. Facing the reform and development of college English teaching in colleges and universities, this is both an opportunity and a challenge. It puts forward higher requirements for both teachers and students. This innovative

teaching model needs to be further optimized and perfected in the long-term teaching practice.

Acknowledgement

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