

# **A Practical Study on "Output-oriented Method" in English Audio-Visual Teaching in Higher Vocational Colleges**

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**Abstract:** The teaching ideas of English teaching in our country for many years are heavy input and light output. In this mode, the students'English level can easily be separated from reality, which leads to the students'English can only be used to cope with the examination and cannot be practiced into real life. "Output-oriented method" can improve the efficiency of students'English learning to a certain extent, apply it to the teaching of English audio-visual theory in higher vocational colleges, improve the teaching process of the course, get feedback from multiple angles, and improve the effectiveness of teaching. This paper explores how output-oriented approach can be applied in the teaching of audio-visual theory in higher vocational English.

## **1. Introduction**

Students'English learning is intended to cultivate their English audio-visual ability, which is very important for students to use English in the future, to guide students to make full use of classroom time to learn English knowledge and to stimulate students'English potential. The purpose of our teaching is to use what we have learned flexibly in real life.

## **2. Output-oriented Approach**

At present, in the reform of higher vocational English teaching, we pay more attention to the students'output ability. Since the reform and opening up, a large number of foreign teaching theories have poured into the country, but we have lacked the English teaching theory suitable for the actual situation of our country, which has led many students to separate "use" from "learning ". In order to improve this situation, Professor Wen Qiufang put forward a teaching theory system of "output-oriented method" with Chinese independent characteristics.

The theory system of "output-oriented method" consists of three parts: the teaching idea, the teaching hypothesis, and the teaching process mediated by the teacher, as shown in figure 1. It emphasizes the output process as well as the result of the output, emphasizes the implementation of the teaching process, improves the learning efficiency, and makes the language better serve and practice. Its teaching process is divided into three stages: driving, contributing and evaluating. Different from the traditional teaching method, the output-oriented method takes the driving force as the new beginning of the course, and requires the teacher to present some communication pictures with the real scene first, the students try to communicate, and finally, the teacher explains the teaching goal. In the contributing stage, the teacher should first describe the specific output task, and the students should choose their own learning according to the input materials provided by the teacher, and then the teacher should guide and inspect them. The evaluation stage can carry on the classroom immediate appraisal and the extracurricular delay appraisal [1].



Figure 1 Immediate classroom evaluation

### 3. Current Problems in English Audio-Visual Teaching in Higher Vocational Colleges

At present, the teaching course of English audio-visual theory in higher vocational colleges is still a single combination of listening and oral teaching, combined with modern teaching technology to carry out English teaching, in a short time, the teaching effect is more obvious, but from the long-term training of students, there is still a lack of long-term, and there are some problems in the output ability of students.

#### 3.1. Teaching Objectives

Teachers in higher vocational schools often speak teaching materials as the goal of teaching, not paying attention to the language itself, language has the function of transmitting information and expressing emotion, and the transition to textbooks deviates from the focus of language learning, which leads to the separation of "learning" and "using ". The audio-visual course does not pay attention to the cultivation of students' autonomous learning ability, critical thinking and cultural literacy in the process of learning language, and the humanistic goal of students' learning has not been realized.

#### 3.2. Teaching Methods

The traditional English teaching mode is carried out in the form of first input and then output, and the distance between students' theory and practice, acceptance and creation is virtually enlarged. Although students have learned a lot of language knowledge under the guidance of teachers, there is no way to produce it effectively, the goal of English communication cannot be realized, and the output ability cannot be cultivated. Teachers often train and cultivate the three skills of seeing, listening and speaking, and they are separated from the skills of reading, writing and translating, without correctly guiding the students to integrate the various skills, without letting the students grasp the characteristics of their English learning to develop, and the teaching mode is relatively single, as shown in figure 2. [2].



Figure 2 Traditional English Teaching in Higher Vocational Colleges

#### 3.3. Teaching Content

In the present higher vocational English teaching, teachers aim at the content of the text in the teaching, there is no teaching focus, there is no selective learning, for example, which part of the language content should be focused on learning, or focus on what language structure of the text, etc.,

the teaching content is lack of authenticity. The text content and topic in some English textbooks are somewhat divorced from the students' real life, and the students have no strong interest in learning. Some of the text content is relatively backward compared with the era of our rapid development, teachers do not design teaching content according to the characteristics of students' current development and interest in learning, do not correctly guide students to combine English learning with domestic and foreign political, economic and other hot spots, students' language ability and expression ability cannot be improved, and the correct value system cannot be constructed, resulting in students in learning English without motivation, not to use English.

### **3.4. Teaching Evaluation**

In the present higher vocational English teaching, the teaching evaluation method is single, still takes the examination as the judgment standard. Some schools provide students with some teaching practice opportunities to increase students' practice opportunities, but teachers communicate with students very little in the process, students' immediate performance is not evaluated, and students cannot know what their problems are. Therefore, the students lack the enthusiasm of learning, some schools adopt the network interactive learning, after the end of the study will give a certain evaluation, but the process of learning teachers did not participate, this evaluation is not much help to improve students' English ability [3].

## **4. The Application of Output-oriented Method in English Audio-Visual Teaching in Higher Vocational Colleges**

### **4.1. Teaching Drivers**

According to the driving link of the output-oriented method, each step of carrying out the teaching should correspond to certain teaching requirements, in the first link, let the teacher present a certain communicative scene, this part is very important to the teaching development, the communicative scene should include the teaching purport of this unit, have certain creativity and challenge. For example, learning "Have a nice holiday!" In the course of teaching, teachers can choose documentary or film clips to compare traditional Chinese and foreign festivals, such as Spring Festival, Christmas and so on. They can also show their own micro-classes before class for students to learn.

The second part is to let the students complete the communication activities on their own. The teacher can let the students according to the materials they watch and understand before class, introduce the Christmas and Spring Festival in English, and make some comparisons between Chinese and American customs and so on, as shown in figure 3. Although students should know something before learning, when they understand the productive task, they will get the pressure of learning and realize that there is still room for improvement in their own language learning, thus achieving the purpose of stimulating learning motivation.

The third link is the explanation of the teaching goal and output task by the teacher. When students are at the stage of desire for new knowledge, the teacher should explain to the students the learning objectives of this unit at this time. Goals include communicative goals and linguistic goals. communicative goals enable students to achieve some communicative tasks through the study of this chapter. linguistic goals enable students to choose some phrases, discourse structures and so on that contribute to the achievement of communicative goals in the following input materials [4].



Figure 3 Students'autonomous communication

## 4.2. Teaching Facilitation

The focus of the facilitation phase should be on the selection of inputs. Some of the output tasks are more difficult and may not be accomplished by relying solely on the existing knowledge reserves of the students, thus requiring input materials for effective assistance. Output-oriented methods encourage the use of teachers or excellent students have completed the work of vocabulary, discourse structure extraction material, as input materials, and then encourage students to combine their own characteristics to self-explanation, play their own English expression.

In the process of input promotion, teachers should carry out proper inspection, reasonably arrange some oral or written output content, refine their own guidance plan, avoid the excessive assistance provided by themselves, and hinder the students' independent play. In the initial stage of teaching, the main task of teaching is assumed by the teachers. After the students make clear the learning objectives of this section, they should gradually assume the important task of learning. The teachers can divide the students into groups and assign the output tasks by the students with higher learning level in each group to help the group members improve their English learning ability [5].

## 4.3. Teaching Evaluation

The basis for checking the effectiveness of teaching is the evaluation of teaching, and the problems hidden by students in learning results can be displayed through teaching evaluation, so that teachers can adjust teaching methods in time to promote the effectiveness of teaching. The immediate evaluation is the evaluation given by the teacher when the student carries on the selective learning and the output training task, this evaluation occurs in the classroom, then the teacher grasps the teaching situation in time. The evaluation given by a teacher after a student has completed an after-school output. Teachers should combine the input knowledge with the teaching goal when giving the delayed evaluation. Students can explain the content of the presentation in the form of PPT, let students communicate and correct, teachers to improve, put forward some constructive suggestions, let students according to their own teaching evaluation of the next part of the knowledge learning, help students improve their learning ability.

## 5. Conclusion

To sum up, applying the output-oriented method to the teaching of English audio-visual theory in higher vocational colleges, reforming the teaching mode with input-oriented teaching mode in the past, solving the problems that students' English learning motivation is insufficient, listening ability cannot be improved, listening, reading and other input knowledge cannot be used flexibly in practical communication, which provides excellent countermeasures for higher vocational students to learn English, overcomes the psychological obstacles of students' learning English, and can apply the flexible learning to practical communication to cultivate applied talents for the society.

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