

Research on the Optimization of College English Teaching from the Perspective of Output-oriented Approach

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Abstract: At present, college English courses are still not enough to meet the needs of today's society in the course orientation, teaching mode and other aspects. The theoretical system of "output-oriented approach" proposed by Professor Qiufang Wen has realized teaching reform in teaching content, teaching mode, teaching evaluation and other aspects, which greatly improves the teaching quality and conforms to the development needs of The Times.

Keywords: Output-oriented Approach; College English; Teaching reform

Introduction:

Today with the rapid development of informatization and economic globalization, international trade has been increasing, and English as the main tool of communication has become a usual practice in the world, and even in China, the use of English for communication is not a new thing. However, at present, there are many insurmountable difficulties in English training in many colleges and universities, and the actual English ability of graduates can no longer meet the needs of social posts or international exchanges. College English, a common foundation course offered at the beginning of college, provides the most basic skills needed to be good at the language. However, its teaching situation has been criticized, "time-consuming and inefficient, high score and low ability, deaf and dumb English" and other problems have been widely concerned by from all walks of life. It is urgent to deepen the reform of college English and optimize the curriculum system.

1. Basic Connotation of Output-oriented Approach

The output-oriented approach takes students as the core, attaches importance to students' learning, rather than just relying on teachers' guidance, and emphasizes the close integration of input learning and output application and makes the two a complete whole without any temporal faults. In addition to the emphasis on all-round development, the course places more emphasis on developing students' emotional and moral qualities, as well as promoting students' all-round growth. The teaching method of output-oriented approach, through the steps of stimulation, promotion and evaluation, takes output as the final goal and aims at solving the problem of "learning separated from application" and cultivating students' practical application ability. English teachers who teach Chinese history and culture carefully select and organize the content of the course. They use English to tell the story of China and show the students the attraction of China in a unique way. The application of output-oriented approach in English education in junior middle school aims to find a more effective teaching mode to improve junior middle school English reading and writing ability, and tries to improve the existing classroom teaching methods. Through this work, we hope to improve students' reading and writing skills and cultivate students' humanistic quality. In recent years, Chinese scholars have actively explored the outcome-oriented approach. And it has developed at an astonishing speed. There are a large number of relevant papers on CNKI, and the trend is continuing to strengthen. It is found that the application of output-oriented approach in English classroom of junior middle school can effectively improve students' reading ability and writing ability.

"The Output-oriented Approach" courses consists of three steps: stimulation, promotion, and evaluation. The "Drive" course consists of three steps: Firstly, the teacher creates an interactive situation that enables the student to participate in class activities and be fully prepared for the upcoming discussion. By translating classroom content into practical applications, we hope that students will be able to complete the tasks we offer in a real communication environment. In this process, they may face some problems that they cannot solve

by themselves, but it is also an opportunity to stimulate their interest in learning. At the end of this stage, the teacher should carefully expound and explain the assigned tasks so that the students can better understand the specific requirements of these tasks and can explore their categories and content more deeply. The "Enabling" course contains three important teaching steps: Firstly, the teacher will elaborate on the purpose of the task so that the student can clearly understand the steps required to complete the task. Students can then select input material from the course according to their interests and read it in depth, while teachers are actively involved to help students solve problems and guide and supervise the learning process. In the four teaching steps of "delayed evaluation", students first need to complete selective learning, and then they need to try to practice and produce their own results. Next, teachers need to conduct a rigorous examination of student outcomes and provide them with a clear, easy-to-understand evaluation criteria so that both teachers and students can participate in the evaluation. Students need to submit their work, but teachers need to let them know in advance when and how. In the classroom, the teacher and students evaluate their achievements together and make clear requirements for their shortcomings. Finally, assessment after class is also essential. After discussion between students and teachers, students come up with improved works and submit them to the teacher for formative assessment.

2. Implementation Strategies of Output-oriented Approach in College English Teaching

2.1 Output task design

The teacher assigned the students to write a 300-word argumentative essay entitled "The heroes in my heart." In order to enable them to make the best use of the knowledge they have mastered and integrate their own thinking to complete this task, the teacher emphasizes the need to present the position and refute the two levels in the writing process. In other words, students need to first provide the public's view of the hero, provide a personal opinion on it, and then refute these views by appropriate elaboration or examples. Finally, in order to express my personal concept of heroes and my understanding of heroes, I propose to provide appropriate examples in appropriate occasions for verification.

2.2 Completion of communicative learning activities

In this context, teachers motivate students to spread knowledge in a diverse environment. At the same time, teachers can use various means such as teamwork, discussion and dialogue to complete knowledge transfer to students on the basis of self-learning. There is no doubt that in this learning process, students can clearly understand the difference between their knowledge base and the English knowledge tasks generated in the English learning process through interactive practice, and thus have a new understanding of the transformation and output of knowledge. For English learning and the application of existing knowledge, teachers need to stimulate the enthusiasm of students, help them build self-confidence, so that they can actively learn, and constantly improve the ability of self-output system.

2.3 Specific teaching scenarios are presented

Before starting the education process, the teacher must create a corresponding educational environment for the students according to the theme of the course and the real needs. In addition, these environments often have some connection to the students' future career development, the various social interaction environments they may encounter and the topics they will discuss. Teachers are particularly concerned about how to integrate the goals of English education with the interaction of students, and only this can maximize the effectiveness of the implementation of educational goals and their true meaning. For example, when the chapter "The real truth about lies" in Book 3 of Basic English is explained, based on a deep understanding of the theme "The real truth about lies", the teacher will show the students four rather critical educational environments before teaching: Firstly, we suppose a classmate is an exchange student from a prestigious overseas university. During a friendly exchange of visits organized by the college, the interlocutors asked their classmates for some common words and explanations related to Chinese "polite formula". Firstly, we need to share communication opportunities with exchange students, teach them basic Chinese language skills, then work with them to study the types of "lies" in Chinese language and culture and how they are expressed, and assess which ones can be recognized, understood, and forgiven by the public. Firstly, we suppose you are a professional who is committed to family education and choose a suitable topic to discuss at a dinner with friends, which will trigger us to think about Chinese people's understanding and views on honesty, and also involve Chinese parents' understanding and thinking about honesty education during the growth of children, as well as their words and actions related to honesty. Secondly, we suppose you are in a tourist activity. And a foreign friend asks you about the most symbolic honest story in ancient Chinese culture, "Zengzi kills pigs". At this moment, you need to carry out a warm communication with international friends, and at the same time, you need to explain the lofty spirit of honesty and credibility in various ways, so as to show the excellent culture of China to people around the world.

2.4 Teaching with Evaluation as the Goal

Three key steps in the construction of the output-oriented approach include teacher evaluation, team mutual evaluation, and Personal feedback from students, all of which can comprehensively measure students' performance. In the assessment phase, we use a variety of tools to measure students' performance, so that teachers can better grasp students' knowledge mastery situation and their teaching outcomes, so as to promote the continuous optimization of educational outcomes. Therefore, we can also view the assessment process as a strategy and tool to promote learning. The evaluation of output can be divided into two kinds: immediate evaluation and delayed evaluation. Through immediate feedback, educators can understand and control the progress of the course, and adjust and plan the content and complexity of the teaching according to the specific situation, thereby to improve the effectiveness of education. Overtime evaluation generally refers to the teacher's judgment on the additional training and academic performance of the student. Due to time constraints, teachers cannot fully assess the academic achievements of all students in the classroom. However, teachers can use groups to encourage students to speak up and give feedback on their peers and their own English translation work. Once the discussion and feedback of the whole group has been completed, each group will select the translation they think is the best, and then the teacher will evaluate it. In the end, the teacher will also provide some valuable suggestions and opinions. We expect students to make progress in their English translation in the future. Admittedly, if time permits, teachers may also give comments on students' translated works and their oral expressions in class. However, teachers have to emphasize students' strengths and weaknesses in the translation process. In the end, the teacher needs to praise the students' efforts, pick out typical language errors and translation mistakes for correction and revision, and also explain translation strategies and common methods so that they can understand the original sentence again and be able to adjust and add to the previous translation.

Conclusion:

In order to achieve good results in the first-line English writing teaching class, teachers must carry out careful and detailed design, including the selection of classroom activities, teaching methods and teaching aids. Therefore, in the process of using POA method, teachers must be fully prepared and have rich teaching experience.

References:

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