

# College English Online Teaching Practice under the Guidance of Output Oriented Approach

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**Abstracts:** The output oriented method is mainly to realize the cultivation of students' individuality, and ensure that students can make practical use of the knowledge they have learned. And the output oriented method can also achieve efficient interaction and communication between students and teachers. In the process of teaching practice, it can also effectively consolidate and strengthen teaching for students, so as to improve the quality and efficiency of college English online teaching.

**Keywords:** Output Orientation; College English; Online Teaching

## 1. Introduction

In the process of online teaching practice of college English in the new era, teachers need to implement efficient group teaching for existing students, introduce new teaching modes such as flipped classroom to realize personalized teaching for students and return more classroom time to students. In order to improve the quality and efficiency of English learning, online teaching after class and preview before class are integrated to help students learn and master knowledge in an all-round way.

## 2. Brief introduction of output oriented method

### 2.1 Teaching philosophy

The output oriented method mainly includes four aspects: learning center theory, key ability theory, integration of learning and application theory and cultural exchange theory.

**Learning center theory:** the theory mainly emphasizes that the development of any teaching activities need to take students' learning as the premise.

**The theory of integration of learning and application:** this theory mainly emphasizes that in the corresponding teaching work, students need to realize the efficient practical application of the knowledge they have learned, ensure that the knowledge they have learned can have the corresponding output of skill service, and comprehensively improve their practical innovation and application ability.

**Cultural exchange theory:** cultural exchange theory mainly emphasizes that in the process of facing different languages, cultures and beliefs, students need to achieve mutual understanding and respect in an open form as far as possible, and realize the exchange and promotion of common values between them on the premise of equal exchange.

**Key ability theory:** this part emphasizes that the teaching work for students should focus on improving students' practical ability, such as improving students' basic cooperation ability, communication ability and accommodation ability in class.

### 2.2 Educational assumptions

In the teaching hypothesis of output oriented method, it is mainly to ensure that students can complete the corresponding activities such as directional learning and evaluation. In the course of curriculum, teachers should

arrange the corresponding learning tasks for students appropriately, and stimulate the students' potential desire for knowledge learning. At the same time, teachers also need to carry out key knowledge teaching for students according to the teaching objectives of teaching materials and the needs of talent training. Meanwhile, in the teaching process, it is necessary to implement the teaching evaluation management mechanism, realize the efficient information interaction between students and teachers, and help students solve problems in time, at same time, teachers also need to adjust teaching strategies at all times.

### **2.3 Teaching practice**

The output oriented method is mainly to realize the internal driving of students' learning in the practice teaching in the new period. So called internal drive, teachers need to improve students' self-study ability in an all-round way. Meanwhile, teachers need to combine the existing teaching plan and teaching objectives in the process to help students improve the existing learning plan, and actively arrange scene teaching in relevant teaching activities to stimulate students' enthusiasm for learning. Then, teachers should also select appropriate teaching materials for students according to the specific learning conditions and the objectives of teaching assessment, so that students can complete the effective learning and mastering of language knowledge. In addition, teachers need to do the guiding teaching to students in the teaching process to realize the effective consolidation and strengthening of teaching for students.

## **3. An analysis of the practice of college English online teaching under the guidance of output oriented method**

### **3.1 Teaching object**

English teachers should according to the core provisions of the current college English teaching, before the entrance examination of the students in the college, according to their English scores. Students are assigned to different English learning classes, or unified assessment work is carried out before students enter the school to implement class and classification teaching. And teachers should formulate different learning objectives and learning requirements in different classes for students.

### **3.2 The setting of teaching objectives and the selection of English teaching materials**

In the process of English practical teaching, teachers should choose as many teaching materials as possible, and make appropriate selection and formulation of teaching contents of each teaching unit according to the actual learning needs and professional characteristics of students. In English teaching, teachers need to set the basic teaching content as three functional blocks; grammar, vocabulary and articles. For the functional part of grammar teaching, students can correctly express English phrases. In terms of vocabulary, students need to be able to grasp and use the corresponding key English vocabulary, at the same time, the article teaching section is to cultivate the students' comprehensive ability of English learning, and finally realize the integration of students and improve the comprehensive quality of students.

### **3.3 Teaching practice process**

**Before class:** in the process of online English teaching, teachers need to combine electronic courseware in advance to show the English knowledge content to be explained in the next class, and upload the electronic courseware to the network platform to let students download and learn the courseware. For example, for the next oral course, teachers can make oral exercises and the core of teaching work in courseware in advance, so that students can learn and master relevant oral knowledge online in advance. During the process of online preview, students can communicate with teachers online actively, indicating the problems they encounter in the course of learning and the ideas of learning related knowledge. According to the students' questions, teachers analyze the learning difficulties students face at present, and combine the network approach to tell students how to solve the problems in the study at this stage, so as to help students complete the high efficiency pre-study.

**In class:** in the classroom teaching, English teachers need to fully define the basic requirements of curriculum teaching, combine with the materials previously issued to students in advance and analyze the results of pre-class preview assessment, and implement efficient independent group learning within students. Teachers

set up students as different learning groups, so that students can carry out independent and efficient learning in the group. At the same time, the teacher sets up the corresponding small group leader in each English learning group, and keeps track of the group learning status at all times and feeds it back to the English teacher. After completing group learning, teachers will carry out directional teaching work for students according to the actual students' learning situation feedback from each group leader. Combining with the evaluation results before class and group learning status, the teacher will give a targeted explanation and analysis of the existing curriculum knowledge content to ensure that students can have more independent learning time in the process. Meanwhile, combining with such teaching methods, it also ensures that students can strengthen their communication ability and analysis ability in English classroom, in order to realize the transformation of existing classroom teaching mode, return more classroom time to students, and take students as the main part of teaching work.

After class; as a language subject, students should put more time after class in the process of learning. In this course, teachers can strengthen and consolidate the knowledge points that students learn by combining the form of live broadcast and short video teaching. At the same time, after class, teachers can also help students to make learning plans through online teaching. In the process, teachers also need to combine the specific learning situation of students, and borrow the form of testing to understand the students comprehensively. In the course of online learning after class, it mainly realizes the expansion of English knowledge teaching and intensive practice of textbook knowledge. For students with better learning results, they can get more knowledge through online learning after class. For students with poor learning results, they can finish the final learning by learning online after class, keeping up with the teachers' teaching plan in time. But in the course of online teaching after class, teachers need to ensure that students can implement the corresponding knowledge learning according to the correct learning methods. Therefore, teachers need to understand and pay attention to the problems existing in each stage of learning, and timely combine teaching evaluation and teaching reflection to provide online and real-time teaching services for students. Secondly, teachers should improve the existing teaching strategies in time according to the feedback on-line, so as to improve the quality and efficiency of relevant teaching work.

#### **4. Conclusion**

In short, under the guidance of the output oriented method, for the practice of College English online teaching, teachers need to fully understand the learning characteristics of students at this stage, so as to formulate the corresponding learning plan for them, and return the classroom time to students as much as possible in the classroom teaching work. At the same time, in order to improve the efficiency of related teaching work, we should implement efficient online teaching guidance for students before and after class.

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