

A Practical Study on Output-Oriented College English Teaching Reform

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Abstract: In the context of global economic integration, improving the quality of English talent training has become one of the most important topics for college English teachers. In the practice of reform, college English teaching has made some progress and innovation, but there are still many problems, which affect the final effect of talent training. By applying the output-oriented method to college English classes, teachers can explore specific teaching plans and how to effectively improve students' comprehensive English ability from the training goals. It can be said that the output-oriented teaching method is an advanced student-centered teaching method which is conducive to improving the quality of English talents training. Based on this, this paper probes into the reform practice of college English teaching under the output-oriented method, hoping to provide valuable reference for colleagues.

Key words: Output-oriented; College English; Teaching reform; Practice strategy

Under the background of the new era, college English reform has made preliminary progress, which has greatly improved the effect of English teaching. However, in the next reform practice, most college English has encountered the bottleneck of innovation, and it is urgent to apply new teaching concepts to guide the next reform work. The output-oriented teaching model, proposed by Professor Wen Qiufang of Beijing Foreign Studies University and his research team, is an output-driven teaching method with strong Chinese characteristics. In college English teaching, with the help of this teaching method, English teachers can explore the teaching mode that conforms to the cognitive law of Chinese college students according to the national conditions of our country. Therefore, in the context of economic globalization, it is of great practical significance to explore practical strategies for college English teaching reform based on output-oriented approach.

I. The application principles of Output-oriented method in College English teaching

1. Setting learning driving force

In the driving part, college English teachers need to set up a variety of driving methods to stimulate students' enthusiasm and enthusiasm to practice English language. For example, by creating English situations, integrating English humanistic elements, etc., through internal and external driving, students' learning motivation can be effectively enhanced. Under the driving force of learning, students can continuously gain knowledge from learning, establish long-term behavior in learning, and have learning motivation.

2. Using problems to facilitate learning

In the promotion process, college English teachers need to clarify the starting point and means of "promoting" according to the guiding task. In order to achieve this effect, English teachers need to base on the actual learning situation, accurately assess the difficulty and complexity of the task, and give proper guidance from the perspective of students' needs. Therefore, in this link, college English teaching needs to think about how to "teach" on the basis of "doing", grasp the problem and give strategies, so as to effectively improve the quality of English teaching.

3. The integration of teaching and evaluation

In output-oriented teaching, college English teachers should integrate evaluation into their teaching and inform students how to learn a language from the perspective of a foreign language at the same time. For example, in writing, how to balance content, how to use English thinking to organize language and structure, etc. At the same time, in terms of the main body of evaluation, college English teachers need to integrate students' self-evaluation, which is the process of students' reflection, as well as mutual evaluation, which is the process of students' identification of English, so as to realize the integration of teaching, learning and evaluation in teaching.

II. An analysis of the problems in college English teaching

1. Lack of motivation in teaching methods

In China's English education system, most of them are based on examination requirements as the standard, and gradually formed a fixed teaching method. For example, "filling" teaching is formed in this way, through a large number of explanations, a large number of exercises, can improve students' English scores. However, this type of teaching method lacks motivation, making teaching a situation in which teachers speak and students passively accept. This phenomenon of English teaching has also become a common phenomenon in college students' English teaching, which can only guarantee "input" but not "output".

2. The teaching content is lack of enabler

Most of the English textbooks used in colleges and universities have strong similarities with high school English, without corresponding expansion and limited extension of knowledge points, so teachers need to pay attention to cultivating students' oral, writing, translation and other abilities. This also makes college English teaching lack of interest and freshness, resulting in students gradually losing interest in learning English.

3. Teaching evaluation is not scientific

At present, many college English teaching still adopts the evaluation method of examinations, and fails to set up a scientific teaching evaluation system based on the formation needs of students' English literacy and the development needs of practical application ability. Therefore, in the process of teaching, many students still aim to improve their test scores, and only a few students pay attention to the development of oral English and writing.

III. Output-oriented approach to college English teaching reform practice

1. Create English communication scenes and do a good job in driving task design

In the teaching of output-oriented method, the driving link is the first stage of the whole teaching method, and also the important first link in the whole teaching link. At this stage, English teachers should first design a driving English learning task to motivate students to continue to complete the following English content. Considering the characteristics of college English, the knowledge points that teachers can explain to students are limited, so they can focus on the cultivation of oral English ability and cross-cultural communication ability.

For example, in class, teachers can design a communicative theme, asking students to discuss their favorite traditional culture around the theme of "excellent traditional Chinese culture", and explain why they like it and how to recommend traditional culture to foreign friends. This topic is divided into two situations. One is the information collection situation in the early stage, which requires students to communicate and discuss among groups around national culture. The second is to interact with teachers, simulate cross-cultural communication scenes, try to export culture through communication, and shoulder the important task of carrying forward the excellent traditional Chinese culture. In the classroom, such a situation is easy for students to enter the discussion state, and start from the traditional culture they are familiar with, to prepare for oral communication. In the practice, students use their discussions and smart phones to sort out English materials, such as Hanfu, hairpin, etc.; How to express "meeting friends with tea" in English; "Reciprocity" "respect for teachers" and so on how to express in English. In the dialogue section, teachers can play the role of "foreign friends" and guide students to introduce traditional culture with the help of dialogue content that is slightly higher than college students' English level.

2. Innovate the teaching design scheme and do a good job in facilitating the teaching design

The enabling link is the key link to achieve "output", which requires teachers to play a leading role, highlight the main position of students, and enable students to realize independent and effective learning with the assistance of guidance and inspiration. In this regard, college English teachers need to combine the learning situation of students, clarify what needs to be "promoted", take this as the teaching goal, and reverse the teaching design scheme, so that every link is subject to the common goal, so as to achieve the same frequency of teaching and learning, and the consistency of process and goal.

For example, freshman students, because of their good English foundation, lack of oral practice, and full of curiosity about college English, are more active in the first English class. Therefore, at this stage, English teachers can take "changing consciousness" as the goal, so that students can establish the consciousness of "college English" and "applied English", and lay a good foundation for "output". In class, English teachers can walk from the podium to the students, change from demonstrating English knowledge to introducing English application scenarios, and use the vocabulary and sentence patterns that meet the English level of freshmen students in the whole process for teacher-student interaction. If they don't understand something, they can use blackboard teaching to realize the purpose of accumulating English knowledge in application. In this way, combined with the goal of "output", the teaching process is adjusted, and students' English learning habits, ways and thinking are changed with a new English teaching method. After that, teachers can combine the "output" goals such as oral ability, writing ability and translation ability to design scenario-based and project-based learning teaching programs for students. For some difficult and complex tasks, English teachers can divide them into multiple sub-tasks, clarify the output goal of each sub-task, and lay a solid foundation for students, so that the "promotion" link will not cause students learning pressure. For example, taking translation ability as the output goal, teachers can ask students to translate a certain article in a group, and finally compare and communicate with each other to achieve initial improvement. Next, English translation skills can be combined to achieve "output" in a targeted way, item by item, in the way of sub-tasks.

3. Enrich the methods of English evaluation and do a good job of organic combination of teaching evaluation

The evaluation link is the adjustment and improvement link in output-oriented teaching, so as to realize supplementary education and improve the quality of the "output" results of English teaching. In teaching innovation, English teachers need to further reform and improve the original teaching evaluation, pay attention to the goal of "output", and pay attention to the role of the teaching method in "promoting learning".

For example, in the traditional evaluation system, college English is based on the mode of final examination + daily assessment, so as to determine the final learning outcome of students. Under the output-oriented method, English teachers can integrate the model of students' self-evaluation and teachers' timely comments to realize the systemization of teaching evaluation and timely evaluation of students' learning results, so as to ensure the final "output" effect. In terms of assessment methods, the examination paper can only reflect the students' basic level, and it is difficult to measure their oral English ability, translation ability and writing ability. Therefore, in terms of evaluation methods, English teachers can pay more attention to daily assessment, including students' attitude and progress in daily learning into the scope of daily assessment, and make objective evaluation of students. In addition, in teaching, teachers should put the final evaluation result in a secondary position, give priority to the guidance in the evaluation, and pay attention to students' recognition, reflection and improvement of the evaluation results, so that the evaluation can promote the "output" of the results. In short, from the perspective of output-oriented approach,

the college English teaching evaluation system needs to be improved and innovated, and more importantly, it needs to be integrated into the whole teaching process to positively promote the final “output” result.

Epilogue

To sum up, output-oriented pedagogy aims at “orientation” and takes this as the driving force of teaching, striving to make students truly understand and master knowledge. In college English teaching, this teaching method can better promote the implementation of “teaching” into ability training, and effectively play the role of “teaching”. To this end, college English teachers need to deeply study the teaching concept, grasp its compatibility with English teaching, and follow the scientific application principle, so as to comprehensively innovate the teaching mode of college English. In practice, college English teachers need to adjust their thinking and update their ideas, take “output” as the goal of all aspects of teaching, make college English realize the parallel of theory and practice, and finally cultivate English talents with high comprehensive strength.

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