

# Practical Discussion of Output Oriented Method in English Major Teaching

Yunning Zhang

Haihua College, Liaoning Normal University, China

**Abstract:** China's education has always been the focus for all sectors of society, and the education reform has been going on an in-depth process. Therein English major has made good progress in teaching reform, and is the focus for the education sector and the public. At present, colleges and universities in our country are facing some prominent problems. They are the phenomena that many colleges and universities have always attached great importance to language education and paid not enough attention to the ability of language communication, and paid too much attention to the explanation process and lack of training. Only the overall reform and development can make the teaching effect reach a satisfactory level. By promoting students to obtain good achievements, we can carry on long-term development in the new background and new era. Output oriented method is a new word with strong timeliness. It can improve the comprehensive quality of students to a certain extent. At the same time, it can promote the teaching quality in a certain sense, and has a positive role.

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**\*Corresponding author:** Yunning Zhang, reneesherry@163.com

## 1 Connotation of output oriented method

In the past traditional teaching mode and environment, the teachers paid more attention to the output of knowledge, not the export of production capacity. This leads to the direction of indoctrination in the traditional

classes, and teachers are always in the leading position. Because of the output oriented method and its application in English teaching, it has a great impact on traditional education. Aiming at the specific situation, the output-oriented method can make analysis and research on the teaching process and teaching concept in essence.

From the perspective of teaching philosophy, the output-oriented method practically applied in English teaching modes not only requires teachers to respect the main position of students in learning, but also requires teachers to play a leading role with the learning as the main purpose. In addition, the output-oriented method also requires students to improve their practical ability while mastering knowledge, and guide students to actively build theory and improve their own ability, which should be combined with each other<sup>[1]</sup>. In addition, the output-oriented method also focuses on the effective combination of instrumentality and humanity of language. This method requires teachers to select appropriate topics, input-output tasks and input materials under the premise of fully improving students' English application ability, in order to improve students' learning ability, thinking ability and cultural literacy. From the perspective of teaching process, the output-oriented method applied to English teaching generally includes three stages: stimulating students' enthusiasm for learning, leading students to develop output, evaluating the process of students' output and the results of output. For these three stages, students exist as the main body of knowledge construction and ability cultivation. However, what teachers should do is to design teaching well, guide students correctly, ensure that students can improve their English level and ultimately achieve the purpose of teaching under the

application of output-oriented method. Because there is some connection between the output oriented method and task design, some educational staff easily confuse the task-based teaching with the output-oriented method. Although both of them have existentialist positions in essence, they are different to some extent. The output-oriented method pays more attention to the participating and intermediary roles of teachers in the teaching. In addition, the teaching implementation, teaching design and the authenticity of the scene in the output-oriented method are different from the task-based teaching method. All of these are the decisive factors that the output-oriented method can become the main teaching method of English teaching in China.

## **2 Functions of output-oriented method in college English teaching**

### **2.1 To stimulate students' interest in English learning effectively**

The output-oriented method has changed the previous English teaching mode, which makes English teaching pay more attention to the output of knowledge. Therefore, teachers will come up with many interesting activities and pay more attention to the main role of students in learning. The classroom atmosphere becomes active, through a variety of communication activities to guide students' language output, and the specific context hypothesis to achieve the interaction among students. In this way, we can change the boring teaching life in the past, let students learn in happiness, greatly improve students' interest in learning English, mobilize their enthusiasm, and achieve good language output.

### **2.2 To help students better achieve their learning goals**

Output-oriented method attaches equal importance to the output and input of English language. The use of output-oriented method in English teaching can greatly improve students' enthusiasm for learning English and promote students to have greater motivation to learn English. Teachers play the role of learning supervisors, through various ways to guide students to achieve their own learning tasks. The output-oriented method pays more attention to the effective cooperation and interaction between teachers and students to ensure that students can improve their English communication

skills in the process of learning theoretical knowledge. It has changed the former cramming teaching method dominated by teachers. In this way, the phenomenon of no teaching logic with putting students in the main position does not emerge, which realizes the good cooperation between teachers and students, and promotes the effective communication and interaction between teachers and students. After communicating with students, teachers can know about the problems students encounter in their study, and help students solve the problems through their own professional characteristics. According to the specific situation of students, they put forward effective solutions, so that students can better achieve the goal of learning.

### **2.3 To improve the evaluation system for language learning effectively**

In the traditional English teaching system, the only evaluation method is the mid-term exam or the final exam. The evaluation standard is too simple and not scientific enough. In fact, the test results do not fully represent the students' real learning ability. After applying the output-oriented method to English teaching, when it is in the stage of cooperation between teachers and students and the stage of driving students, teachers will put forward specific requirements for students in terms of language output. They will test students' performance in terms of output in detail, formulate specific evaluation standards in terms of translation ability and interpretation ability, and use more effective evaluation methods to make students study deeper. Finally, there is a breakthrough in translation ability and interpretation ability<sup>[2]</sup>. In view of this, the output-oriented method applied in college English teaching can make the teaching method innovated. The simple evaluation system is updated, and a more vivid and interesting system of learning evaluation can be established.

## **3 Challenges of applying output-oriented method in college English curriculum**

### **3.1 Challenges faced by students**

From the perspective of students, there are many challenges. The most difficult problems to break through are facing problems and embarrassment. There are also the abilities that students must be able to complete tasks, reasonably arrange time, including

team cooperation, self-expression, organization and coordination, and information screening. As far as college students are concerned, in their future career and work, they should not only be able to read, understand and master the knowledge they have learned in time, but also be organized and expressed in different occasions. Not only let others know their true ideas, but also have a good communication with others, or use their own views to make the counterpart agree. Only this way can the students practice English well, and receive more communication skills and abilities. In a word, the above challenges are of great significance<sup>[3]</sup>. More people can accept this kind of teaching method. Moreover, it can play a positive role. In this way, students can output and input the language more accurately and fluently, and make students understand and master the knowledge more deeply. It also promotes students to consolidate the learned knowledge actively, and effectively improves their thinking ability and expression ability.

### **3.2 Challenges faced by teachers**

By comparing with other teaching methods, we can see that output-oriented teaching has made great progress. Compared with the previous teaching method of "cramming" education namely instilling knowledge compulsively into students, the output-oriented method is very different. The teaching goal and driving force of output-oriented method is the output. For learning, the output is effective learning. In teaching, teachers play an intermediary role. The main role of teachers is to help students learn better and test the learning results. Therefore, compared with the old teaching methods, the output-oriented teaching method is obviously more difficult, which is a great challenge for teachers. If we want to use the output-oriented teaching method, teachers cannot use the old teaching mode. Naturally, teachers can no longer be the center of teaching, and cannot play a decisive role in the progress of teaching. On the contrary, teachers should adjust the teaching schedule in real-time according to the specific situation of each student. Teachers should break the inherent mode, realize innovation, make a breakthrough in the research of new teaching methods, and constantly improve the level of self-teaching, to achieve the status of synchronization with students' learning level<sup>[4]</sup>. In the process of teaching, one of the most important ways for teachers to improve their teaching level is to give full play to the power of the team, to form a team of teachers and solicit their opinions. For the curriculum

in the teaching stage, teachers should adopt the output-oriented method to redesign the teaching method. Teachers divide the tutorial into several stages, and arrange the tasks to be completed in each stage. Before the beginning of the class, teachers will arrange the learning tasks so that students can study purposefully. In this way, students will be goal-oriented, achieve input of listening, speaking, reading and writing, and pay attention to the knowledge they have learned. In the teaching process, we can not only rely on the content of teaching materials, but also rely on the network to achieve education. Through the network to look for suitable learning methods for students, of course, it is also the design of teaching tasks guided by the output-oriented method.

## **4 Implementation strategies of output oriented method in college English teaching**

### **4.1 Output task design**

The teacher give the students a 300-word writing topic entitled "The heroes in my heart", which is the type of argumentative paper. In order to enable students to make full use of what they have learned to write, and to write after their own thinking, teachers require students to reflect the refutation and theory in writing. In other words, when writing, students can first list the world's recognized views of heroes and express their views on heroes. Then through the appropriate case and proper expression to reject these views, and finally students will own the concept of hero and the definition of hero. It is better to explain it with the most appropriate examples at the most appropriate time.

### **4.2 Completion of communicative learning activities**

Based on this premise, teachers guide students to output knowledge in different situations. In addition, teachers can output knowledge to students after they have completed their study through discussion, cooperation and dialogue among groups. Through this way of learning, when students are learning English, they can obviously feel the great gap between the knowledge they have learned and the output of English knowledge. In this way, students can be guided to improve their awareness of knowledge transformation and output, and improve their interest in learning and output of English knowledge. At this time, it is necessary for teachers

to guide students to build up confidence, encourage students to face learning positively and optimistically, so that they have a complete output system and maintain a good mental state<sup>[5]</sup>.

### 4.3 Presentation of specific teaching scenes

Before the formal teaching, the teacher should set the teaching scene according to the knowledge and the actual situation in the class. The setting of this scenario must be related to many specific situations that students may encounter in the workplace in the future and the output effect. It needs to focus on the relationship between output tasks and students in English teaching. Only in this way can teachers ensure that the output task of teaching has good effectiveness and specific existence values. For example, in the teaching process of "The real truth about lies" in the third volume of <Basic English>, English teachers can provide students with the following four teaching scenes, after the teacher fully analyzed the theme "The real truth about lies". Firstly, if one of the students in the class is an exchange student from a famous foreign university, in one of the school's friendship activities, the exchange student will learn from our students about the common words and answers about Chinese "polite formula". Secondly, if you communicate with the exchange student, you can teach them some simple Chinese knowledge, discuss the types and manifestations of lies in Chinese language and culture, and study together which lies are well meaning and easy to understand. Thirdly, if you are engaged in parent-child education, you will choose the right time to discuss with your colleagues at some times. In this way, we can extend the native practice and understanding of Chinese honesty, explore how Chinese parents treat the concept of honesty and analyze how they do it when their children are growing up. Fourthly, if foreign friends ask you about the representative honesty story of ancient China, "Zeng Zi killed pigs", you should actively participate in the discussion with foreign friends, and give them many examples. In front of foreign friends, you need to prove the integrity of Chinese virtue<sup>[6]</sup>.

### 4.4 Evaluation-oriented teaching

The most important three links of output-oriented method are students' self-evaluation, teachers' evaluation and group mutual evaluation. This evaluation method can comprehensively assess the actual output effect of students. In the process of evaluation, various methods are used to evaluate students' performance,

which is conducive to teachers' deeper understanding of students' learning situation and their own teaching achievements. Thus, the above will further improve the quality of output. Therefore, the evaluation is also conducive to better learning. The evaluation of output can be divided into immediate evaluation and delayed evaluation. Immediate evaluation can facilitate teachers to grasp the rhythm of the classroom better, according to the specific situation to arrange and adjust teaching activities and teaching difficulties. Further, it leads to achieve the best teaching efficiency. Delay evaluation refers to the teacher's evaluation of students' extracurricular learning and learning effect<sup>[7]</sup>. Due to time, teachers cannot evaluate the results of all students in class. Nevertheless, teachers can use the way of group evaluation to let everyone express their opinions freely and comment on their English translation results and other students. After finishing the evaluation, the team will submit the best translation they think to the teacher for evaluation. In the process of evaluation, the teacher gives good suggestions to the translated works and encourages the students to do better in the future translation. If time permits, teachers can evaluate students' translation texts and oral translation works submitted in class. They need to comment on the advantages and disadvantages of students' translation. Finally, teachers should fully affirm the output of students, choose some typical grammatical errors and improper translation to correct, and achieve the improvement of teaching. Teachers transfer the translation skills and methods to the students so that they can fully understand the meaning and revise the text<sup>[8]</sup>.

To sum up, the so-called output-oriented method is a kind of teaching method, which takes teachers as the leading, students as the center and students as the main body. When this teaching method is applied to college English teaching, teachers should not only pay attention to students' performance in knowledge input, but also pay attention to knowledge output. In this way, the single and low efficiency of the previous teaching mode can be changed. Through the principle of "input first, then output" to cultivate students' application ability and practical ability, students' interest in learning English will be greatly improved, and the efficiency of class teaching will be improved.

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