

# Practical Teaching Mode of College English Audio-Visual Oral Course

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**Abstract:** Against the background of global economic integration, the importance of English learning has gradually become prominent. With the advancement of education reform, the College English audio-visual and oral course has ushered in a new development opportunity. It is very important to explore its curriculum mode and practical methods to improve students' English audio-visual and oral level. Based on the theory of language input and output, this paper analyzes the problems existing in the current English teaching, such as the lack of practice and interaction, and puts forward the construction of a student-centered practical teaching mode integrating multiple modern technologies. Through the development of diversified practical teaching methods and other methods to improve the teaching effect, stimulate students' learning enthusiasm, and cultivate more high-quality talents in the English language for society.

**Keywords:** College English; Audio-visual speaking; Curriculum exploration

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## 1. Introduction

Against the background of globalization and digital reform, College English teaching is undergoing unprecedented changes, gradually transforming from a single knowledge transfer to the paradigm of ability training. The traditional teaching mode of an audio-visual oral course is based on teaching materials and classroom teaching, which has difficulty meeting the needs of the new era for compound foreign language talents. The new era requires English talents not only to have a solid language foundation, but also to have the practical ability to use language in cross-cultural communication in real scenes. In this context, the practical teaching mode came into being and evolved into an important direction of College English audio-visual and oral curriculum reform. The core idea of the practical teaching mode is "the combination of learning and practice, the unity of knowledge and practice." This idea emphasizes the creation of an immersive language environment, the introduction of a real corpus, the design of multiple interactive tasks, and the integration of language learning into practical application scenarios. Based on the exploration of teaching practice, this paper deeply analyzes the implementation path,

teaching strategies, and effect evaluation of the practical teaching mode in the College English audio-visual oral course, aiming to provide theoretical and practical reference for improving the teaching quality of the course and cultivating students' language practice ability.

## **2. The significance of the practical teaching mode of the College English audio-visual oral course**

### **2.1. Improve the theoretical system of language teaching**

Exploring the practical teaching mode of the College English audio-visual oral course will help inject new vitality into language teaching theory. As people all know, the traditional language teaching theory focuses on the systematic teaching of language knowledge, while the practical teaching mode is supported by the language input and output theory, constructivist learning theory, and situational teaching theory, which closely combines language learning with practical application <sup>[1]</sup>.

From the perspective of language input and output theory, the practical teaching mode breaks the limitation of relying too much on the static language input of textbooks in traditional teaching. Krashen's language input hypothesis emphasizes the importance of a large number of comprehensible inputs for language acquisition, while practical teaching provides students with rich and authentic language input resources by introducing audio-visual materials in a real context, such as English news, film clips, TED speeches, etc. At the same time, Swinner's language output theory points out that language output is not only the result of language learning, but also an important process to promote language learning. Through diversified oral expression activities, such as role play, group discussion, and impromptu speech, the practical teaching mode can promote students' output of meaningful language, deepen the understanding and application of language knowledge, so as to improve the application system of language input and output theory in teaching practice.

Constructivist learning theory emphasizes learners' initiative and situationality in the process of knowledge construction. The practical teaching mode fully understands and applies this theory, and implements it in College English audio-visual and oral teaching. Through the creation of real scenes and the close connection between learning tasks, it guides students to actively participate and think, and builds language knowledge and skills in the process of solving practical problems. This teaching mode breaks through the teacher-centered knowledge transfer mode in traditional teaching, and turns out to be student-centered. It provides a new practical example for the application of constructivist learning theory in the field of language teaching and further enriches the connotation of constructivist learning theory <sup>[2]</sup>.

In addition, the innovative application of situational teaching theory in practical teaching mode has also contributed to the development of language teaching theory. By combining modern information technology, creating diversified language learning situations such as virtual reality and augmented reality, students can experience the English language and culture, expand the form and connotation of situational teaching, and provide a new research direction for the development of language teaching theory.

### **2.2. Improve students' language application ability and comprehensive quality**

The practical teaching mode, as its name implies, is to change the traditional language teaching mode, innovate the teaching concept, and transform the teaching mode focusing on knowledge transfer into the mode focusing on practical teaching, so as to effectively improve the students' language application ability. In terms of listening, by introducing listening materials in the real context, such as English original movies, English radio, academic

lectures, etc., students are exposed to a variety of pronunciation, intonation, speaking speed and accent, which improves their ability to accurately understand information in the real communication scene <sup>[2]</sup>. In terms of oral expression, rich practical activities such as group discussion, role play, English debate, etc., provide students with a wide range of opportunities to speak English, help them overcome the psychological barriers of language expression, and improve oral fluency and accuracy. At the same time, the introduction of visual materials, such as English videos and pictures, not only provides students with intuitive language learning materials but also helps students better understand the cultural connotation behind the language and improve the depth and breadth of language understanding.

In addition, language is the carrier of culture. The practical teaching mode of this course focuses on the combination of language learning and cultural experience. Through the introduction of audio-visual materials with rich cultural connotations, such as festivals and celebrations, social customs, culture, and art in English-speaking countries, students can deeply understand the cultural background, values, and thinking mode of English-speaking countries while learning the language. In practical activities, students can experience the differences between different cultures by simulating cross-cultural communication scenes, such as international business negotiations and cultural exchange activities, and learn to respect differences, understand and tolerate in cross-cultural communication, so as to improve cross-cultural communication ability, cultivate global vision and cultural awareness, and lay a solid foundation for future participation in international exchanges and cooperation.

Moreover, the practical teaching mode conforms to the pace of education of the times, emphasizes the dominant position of students in the learning process, and stimulates students' learning initiative and enthusiasm by setting open learning tasks and practical activities. In the process of completing practical tasks, students need to independently plan their learning time, choose learning resources, and explore ways to solve problems. This series of learning processes can help cultivate students' autonomous learning ability and help them learn how to think independently, manage themselves, and improve themselves. At the same time, diversified practical activities, such as English creative display and micro film production, encourage students to exert their imagination and creativity and express their unique views and ideas in English, so as to promote the development of students' innovative thinking and improve their comprehensive quality and competitiveness.

### **2.3. Promote the innovative development of College English teaching**

With the rapid development of society, the demand for language talents is gradually increasing, and the requirements for the corresponding ability of talents are also rising. Under this background, College English teaching reform has become an inevitable trend. The practical teaching mode meets the requirements of cultivating students' language application ability and comprehensive quality in the current college English teaching reform, provides a practical path for College English teaching reform, and promotes the comprehensive optimization of the College English audio-visual and oral course system. In terms of curriculum goal setting, more attention should be paid to the cultivation of language application ability and practical ability. In the selection of teaching content, more authentic and practical language materials are introduced to enhance the timeliness and practicality of the course content. In terms of teaching methods, teachers should adopt diversified teaching methods, change the traditional "cramming" teaching method, and improve the interest and effectiveness of teaching. At the same time, the practical teaching mode also promotes the reform of the teaching evaluation system, from a single examination evaluation to a diversified process evaluation, which can more comprehensively and objectively evaluate students' learning achievements and ability development, and promote the overall improvement of College English teaching

quality <sup>[3]</sup>.

In addition, the successful experience of the practical teaching mode of the College English audio-visual oral course has a wide range of promotional value, and can provide a useful reference for the teaching of other foreign language courses. Its teaching philosophy, curriculum design ideas, teaching methods and evaluation methods can be adjusted and applied according to the characteristics of different foreign language courses, promote the reform and innovation of the whole foreign language teaching field, improve the overall level of foreign language teaching in China, and cultivate more high-quality foreign language talents with international vision and cross-cultural communication ability.

### **3. Analysis of the current situation of the practical teaching mode of the College English audio-visual oral course**

Although college English audio-visual and oral course closely follows educational facts, innovates teaching concepts, changes education mode, and strives to cultivate more compound talents for society, the challenges it faces cannot be ignored <sup>[3]</sup>. From the perspective of teaching goal setting, most colleges and universities still regard knowledge transfer as the primary goal, focusing on the explanation of vocabulary, grammar, and other language knowledge, while paying less attention to the cultivation of students' practical language application ability. This goal orientation makes it difficult for teaching activities to effectively improve students' listening and speaking skills, and students' communication ability in the real language environment is weak. In terms of teaching content, the update speed of textbooks and teaching resources lags behind the development needs of the times. The audio-visual materials in the existing teaching materials are often not combined with the actual life of students, lack real context, outdated content, and are out of line with the needs of students in the workplace, so it is difficult to stimulate students' interest in learning. At the same time, the teaching resources are relatively limited, relying too much on the audio and video materials supporting the teaching materials, and failing to make full use of high-quality resources such as the Internet and multimedia, which limits students' access to real English materials.

In addition, in the application of teaching methods, most teachers still use the traditional method, "teacher-led, students' passive acceptance" mode, which still occupies an important position. The classroom is dominated by teachers' explanations and students' follow-up reading, lacking effective interaction and practice. Teachers seldom use task-driven, situational simulation and other practical teaching methods in the teaching process, which leads to students' low participation and difficulty in obtaining sufficient opportunities for language practice in the classroom. The large class teaching mode makes it difficult for teachers to pay attention to the individual differences of each student and provide personalized guidance for students <sup>[4]</sup>.

The setting of practical teaching is not perfect. Although some colleges and universities are aware of the importance of practical teaching, in the specific implementation process, practical activities are often a mere formality and lack systematicness and coherence <sup>[4]</sup>. For example, practical activities such as role play and group discussion lack clear objectives and evaluation criteria, which makes it difficult to achieve the expected teaching effect. At the same time, the construction of the practice platform inside and outside the school is insufficient, and the students lack a real language application scene, so they cannot transform the knowledge learned in the classroom into actual language ability.



## **4. The implementation path of the practical teaching mode of the College English audio-visual oral course**

### **4.1. Building a diversified, practical teaching objective system**

The practical teaching of the College English audio-visual oral course needs to establish a multi-level target system. The first is to set the goal of basic language skills, requiring students to accurately understand the pronunciation and intonation of English raw materials, and skillfully apply them to daily life and work <sup>[5]</sup>. The second is to set the goal of comprehensive application ability, and cultivate the students' ability to complete information acquisition, opinion expression, communication, and cooperation in English in a real context. Finally, educators should clarify the goal of literacy improvement, enhance students' cultural sensitivity and global vision, and cultivate critical thinking and autonomous learning ability through cross-cultural communication practice. For example, in the teaching of business English in viewing, listening, and speaking, the practice goal of simulating business negotiation can be set, so that students can improve their business communication skills and cross-cultural communicative ability in role play.

### **4.2. Innovative teaching content and resource construction**

#### **4.2.1. Develop real scene teaching resources**

The practical teaching mode is bound to break through the limitations of traditional textbooks and pay attention to the use of real language materials, such as international news reports, TED speeches, film and television drama clips, etc. Develop characteristic teaching resource packages according to different professional needs. For example, international medical conference videos and medical English interview programs can be selected for medical majors. The major of tourism management can adopt overseas tourism documentaries, hotel service English scene dialogues, etc., so as to make the teaching content closer to the students' future professional needs.

#### **4.2.2. Building a digital resource platform**

Use network information technology to build an online learning platform, integrate audio and video resources, establish an intelligent voice evaluation system, and add an interactive learning community and other functions. Develop virtual simulation teaching resources and create an immersive language learning environment. For example, through virtual reality technology to simulate international conferences, business negotiations, and other scenes, students can conduct comprehensive audio-visual and oral training in the virtual environment.

### **4.3. Optimizing teaching methods and implementation strategies**

Against the background of the new education reform, the College English audio-visual and oral practice course should also keep up with the education situation, adjust the pace of education in time, and innovate teaching methods, such as using task-based teaching method, designing step-by-step task chain, and dividing the teaching content into specific tasks. After watching the English documentary, arrange tasks such as information extraction, opinion discussion, summary, and report, and guide students to improve their language ability in the process of completing the task. Using the group cooperation mode, each student takes on different roles to jointly complete the task objectives and cultivate the team cooperation ability.

Secondly, the use of a project-based teaching method. Carry out teaching with real projects as the carrier, such as organizing students to produce English micro videos, planning English culture festivals, holding simulated international conferences, etc. Students participate in the whole process from topic selection planning, data collection, script writing, to shooting and production, and exercise their comprehensive language use ability in

practice. Teachers, as mentors, provide necessary support and feedback <sup>[5]</sup>.

Thirdly, the online and offline teaching mode is used to provide preview materials, expand resources, and self-test exercises online, so that students can carry out personalized learning according to their own situation. Offline classes focus on key and difficult points analysis, interactive communication, and practical training. Use learning analysis technology to track students' learning trajectory and adjust teaching strategies in time.

#### **4.4. Strengthen the construction of teaching staff**

There is no doubt about the status of students' thematic learning, but the leading role of teachers is also crucial. In order to improve practical teaching skills, teachers can be regularly organized to participate in practical teaching training and learn advanced teaching concepts and methods. Teachers are encouraged to participate in enterprise practice, international exchanges, and other activities to accumulate real language application experience. Establish a teacher development community to promote experience exchange and ability improvement among teachers through collective lesson preparation, teaching discussion, case sharing, etc.

In addition, the interdisciplinary teaching team, composed of English teachers, professional teachers, and educational technology experts, can better understand the social needs, understand the future development direction of students, and then formulate a more detailed and scientific teaching plan. English teachers are responsible for language teaching, professional teachers provide the support of subject background knowledge, educational technology experts provide technical support, jointly develop curriculum resources, design teaching activities, and improve teaching quality.

#### **4.5. Create a good practice teaching environment**

Build a professional language laboratory, equipped with advanced audio-visual equipment and an intelligent teaching system. Establish student associations such as English clubs and English speech clubs, and organize rich and colorful extracurricular practical activities, such as English corners, dubbing competitions, drama performances, etc., to provide students with more opportunities for language practice. In addition, it has established cooperative relations with foreign-related enterprises and international organizations to build an off-campus practice base. Arrange students to participate in foreign-related business activities, international cultural exchange projects, etc., so that students can exercise their English Viewing, listening, and speaking ability in a real workplace environment. The effective connection between classroom teaching and social practice can be achieved through school enterprise cooperation and joint efforts.

### **5. Conclusion**

With the deepening of education reform, the traditional teaching ideas and methods of English audio-visual and oral courses should also be changed, and the past knowledge-based practical teaching mode should be changed. Based on the theory of language input and output, this study confirms the significant value of the practical teaching mode in the College English audio-visual and oral course. The study found that this mode effectively improved students' language application ability and intercultural communication literacy by creating real situations, building education platforms, and using a combination of online and offline education modes, which made up for the shortcomings of traditional teaching practice. In the future, it is necessary to further explore the path of deep integration of practical teaching and digital technology, aiming to cultivate more high-quality language talents for society.

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## Disclosure statement

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