Application of Audio-visual Teaching Method in College English Teaching

Xinxin Ruan

XFU Xi`an FanYi University Shaanxi Province Xi'an，China 710105

Abstract: With the support of multimedia terminal, the teaching form of university classroom can be described as vivid and colorful. As we all know, language is used for communication. The audio-visual teaching method of "with pictures, sounds and communication" can effectively realize the input and output of language learning, which is in line with the rules of foreign language teaching and learning. At the same time, it reflects the practicability and interest of English learning, which can not only stimulate students' interest in English learning, but also solve the practical problem that students' English listening and speaking ability is weak, so as to meet the needs of improving students' comprehensive quality in English learning.

Keywords: Audio-visual speech; Teaching method; The university English

1. Overview of audio-visual teaching method

According to psychologist Bruner's cognitive-structural learning theory, students' learning motivation mainly comes from inner learning desire; Any knowledge structure can make students understand the material through the presentation of actions, perceptual images and linguistic symbols. He advocates discovery learning and believes that learning depends on cognitive structure and stimulating situation. Learning is to acquire knowledge actively, form cognitive structure and construct knowledge system. The learning process is the acquisition, transformation and transfer of new knowledge. Language educator Krashen put forward the input hypothesis. He believed that learners can gradually advance language learning by receiving "comprehensive input", which requires that the input language be easy to understand, the input quantity should be "I +1", and the corpus should be as real, interesting and relevant as possible. In this way, learners' language acquisition mechanism will be activated, which is conducive to language learning . That is to say, in foreign language learning, language learning cannot be divorced from the context, and language acquisition and social interaction complement each other. Therefore, teachers should pay attention to the novelty of teaching itself in teaching, reasonably select appropriate stimulating situation materials as learning samples, stimulate students' thirst for knowledge, let students give full play to their subjective initiative.

2. Examples of audio-visual teaching

Linguists generally divide language into three levels: phonological, lexical and grammatical. People usually use language to talk about topics or describe situations, expound ideas or perform functions in a certain context. Therefore, in English classes, teachers can not only teach pronunciation, vocabulary and grammar, but also let students learn a lot of common sense of cross-cultural communication by using audio-visual speaking methods and taking topics and situations as context.

2.1 Phonetic level.

In college English classes, teachers generally supplement some English language materials, such as news and current affairs, Ted talks, interview dialogues, classic beautiful articles, film and television clips, etc. based on supporting textbooks, and integrate the teaching content to provide students with pure phonetic environment as far as possible, so that students can truly feel the authentic language. From these dynamic situations, students can acquire phonetic knowledge such as linking, reduction, assimilation, stress, pitch, pause, rhythm, intonation and speed, and understand the characteristics of the colloquial style. Through continuous voice input reinforcement, students can meet the basic requirements of pronunciation accuracy, so that they will not be afraid to speak because of poor pronunciation.

Students can clearly understand the phonological knowledge such as linking and reduction. Students also eat the BBC news broadcast, the tang's manor, Jane eyre, "pride and prejudice" and a series of English pronunciation is given priority to the contact in the context of British English, by VOA, CNN, the friends, the big bang theory and so on material appreciate American English, American accent from different characters at the same time enjoy the differences of the language variants.

2.2 Vocabulary

Vocabulary is the foundation of English learning. In order to learn English well, students are racking their brains to memorize

words. Word lists, dictionaries in their hands and various word-memorizing apps can be seen everywhere in English classes. Teachers are also devoted to studying how to teach vocabulary and develop students' vocabulary strategies. Amazing speeches, interesting movies and plays, and a wide variety of audio-visual materials provide a rich vocabulary for English learning.

In the movie "Kung Fu Panda", students can not only summarize the animal words such as viper, crane, mantis mantis, tigress and so on, but also naturally know the use of some small words. "Dramatic entrance/exit," for example, which students learn in a lighthearted movie in addition to "dramatic; A dramatic b dramatic C dramatic D dramatic According to the line "A 500-year prophecy" (the prophecy 500 years ago is fulfilled), the students understand the word prophecy A prophecy, and the teachers can take advantage of the current context. Prophecy :pro-, -phye-, cy in advance In addition, teachers may want to clip the clips of zootopia, put the two movies together, let students learn the word family, pairs of words and other vocabulary knowledge.

2.3 Grammar

Grammar is the summary and generalization of a set of rules for the use of language, including morphology and syntax. Isolated grammar rules interpretation is common in English classes. Even if students understand the specific rules, they still cannot apply them. For this phenomenon, teachers can first arouse students' enthusiasm for learning and familiarize themselves with grammar knowledge from realistic scenes and vivid words based on audio-visual means, and then encourage students to follow the grammar rules they have learned and express their own views and ideas. This audio-visual approach makes it easy for students to understand grammar and learn a variety of expressions.

Take "College Experience English" as an example, learn listening and Speaking Course 2 lesson 1 Course Selection, through the video to show the real campus situational conversation, students can speak out of the introduction and answer. "We are signing up for next semester's courses; I 've seems them both; In the sense that the course dealt with issues that are commonly In the news... The use of tenses and clauses. In this passage, the teacher shows a picture of a little boy making a phone call to the operator. The teacher also shows the dialogue and plays the audio. The students can easily learn the situational communicative expressions and master must have done. Hadn't planned and Why is it that... Grammar knowledge, meaning the boy and the operator deep friendship, by the story infected, can not wait to share with people after reading.

2.4 Cultural

Language and culture are closely related and interdependent. In the process of English learning, learners should have basic conversational strategies, use English thinking to understand discourse and communicate ideas, consciously cultivate cross-cultural communication skills, and realize the art of language. The teaching method of audio-visual speaking makes up for the regret that students can't go abroad to truly understand the language and culture of English countries. Through intuitive video and clear english-Chinese comparison and discussion, students can explore many exotic customs, have a clear understanding of cross-cultural knowledge, and their oral expression is more authentic.

3. The evaluation and reflection of teaching methods

At the end of the semester, the author conducted a questionnaire survey among the students of the class and the purpose of the survey was to understand the implementation situation, effect and problems in the implementation process of the project. Through project learning plans for students, logs, and at the end of the semester's questionnaire survey analysis, the author found that: as a series of activities of project teaching, students' learning attitude happened great changes - from the initial "doesn't matter" and "don't care" to gradually to take an interest in this course, and with a positive attitude. In terms of the choice of project theme, the factors that affect students' choice are mainly interest orientation or the challenge of project theme. In the stage of project implementation, the common problems of students are as follows: the basic skills of English language are weak, which leads to their difficulty in using correct and standardized English language to express their thoughts and opinions; Insufficient information on relevant topics in English. Students generally feel that by implementing the project and appreciating the project achievements of other study groups, their English reading and listening and speaking skills have been improved and exercised, their independent learning ability and teamwork ability have been enhanced, and their research awareness has been enhanced. In how to find the entry point of the problem, how to investigate and how to sort out the data have a certain improvement; I have a certain understanding of the methods and skills of English learning, and I feel that audio-visual classes are not as boring and difficult to understand as I imagined before.

4. Conclusion

It can be seen from the above examples that teachers can effectively solve many problems in students' English learning by carefully selecting language materials, integrating relevance, practicality and interest, timely guiding students to pay attention to language form and content, and fully mobilizing the physical and mental participation of their eyes, ears and mouth. Rich and varied hot topics, colorful life scenes, interesting English language, will certainly arouse students' interest in English learning, let students experience the joy of English learning, willing to express, promote listening and speaking projects, and improve their English level. Therefore, audio-visual teaching is of positive significance to the teaching of college English pronunciation, vocabulary and grammar and the cultivation of cultural awareness, which is worth promoting.

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