

How to Give Full Play to the Advantages of Audio-visual Speaking Course in College English Teaching

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Abstract

Audio-visual speaking is a required course in college English teaching. As a product of modern high-technology, audio-visual speaking course integrates text, image, sound and animation. With rich audio-visual materials and picture contents, it presents students with living language, which has incomparable advantages over other traditional listening courses. Therefore, this paper focuses on how to give full play to the advantages of audio-visual speaking course in college English teaching, so as to help students improve their English listening, speaking, reading and writing ability.

Keywords

College English teaching; Audio-visual speaking course; Advantages.

1. Introduction

At present, China's English education has begun to pay attention to cultivating learners' listening and speaking ability. Audio-visual speaking, a non-traditional course, refers to teachers' teaching English through the use of high technology, in order to help learners improve their listening, speaking, reading and writing ability. However, in college English teaching, it is an urgent problem to be solved how to give full play to the advantages of audio-visual speaking class in order to comprehensively cultivate students' listening, speaking, reading and writing ability.

2. Understanding the Nature and Objectives of Audio-visual Speaking Course

Audio-visual speaking is a required course in College English teaching. As a college English teacher, we have the responsibility and obligation to understand the nature and objectives of the courses we teach. Taking the English Audio-visual Speaking course taught by the author as an example, the teaching material we use is Applied College English Audio-visual Speaking Course 3 published by Shanghai Jiaotong University Press. We must understand that the nature of this course is an important professional basic course specially designed for non-English majors and suitable for English listening teaching in the basic stage. The teaching purpose of this course is to improve students' communicative competence in English listening and speaking. In addition, this course combines some basic functions of audio-visual speaking courses. Through the training of English audio-visual speaking skills such as listening and speaking, students can improve their listening comprehension level, oral expression ability and enhance their autonomous learning ability, so that they can effectively communicate oral and written information in English in their future work and social communication.

3. Grasping the Advantages of English Audio-visual Speaking Course

(1) Increasing Students' Interest in Learning

Audio-visual Speaking class has changed the traditional teaching method. It uses rich and colorful teaching courseware to teach through multimedia, which not only attracts the students' attention, but also stimulates their interest in learning. As we all know, interest is the best teacher. Only when students have a strong interest in what they have learned will they happily accept it and learn it. Therefore, in teaching, teachers should be good at using the advantages of English audio-visual speaking class to stimulate students' interest in learning and create conditions to meet their interest.

(2) Creating a Good English Environment and Promoting Students' Listening and Speaking Ability

Audio-visual speaking class makes the course more attractive through videos and pictures. It is an effective way to teach English learners, which is applicable to both learners and beginners who can speak fluent English. By visually viewing the learning method with dynamic pictures, beginners can easily master new knowledge, while skilled people can modify it, and they can control the learning progress. For example, they can freely choose the starting and ending time. They can also decide the length of viewing time, go back or fast forward and watch the contents again.

(3) Enhancing the Efficiency of Classroom Teaching

Lasswell, a famous educator, once described the teaching process as "who-what to say-in what way-to tell who-what effect has been achieved, which is also a common step for teachers in the teaching process." However, audio-visual speaking class can change this traditional situation and make teachers become tutors or organizers of student activities. Then, students can learn English materials by themselves. When we have an English audio-visual speaking class, the presentation must be comprehensive and include the interaction between teachers and students, which will make the audio-visual class more interesting, practical and easy to understand.

4. Strategies of Giving Full Play to the Advantages of Audio-visual Speaking Course

In the current college English teaching, what should teachers do to give full play to the advantages of audio-visual oral class. There are some strategies as followings.

(1) Mastering Some Precautions in Listening and Speaking Class

Everything has two sides. If you don't grasp it well, there will be disadvantages. For example, in the teaching of English audio-visual speaking class, if teachers just play audio or video without making any correction and evaluation on students' pronunciation or correct use of words in the dialogue, they will become a projector and can not communicate and interact with students. More seriously, if teachers let students only focus on the development and appreciation of the film plot and ignore the language use in the film, which can not help students learn new things from the film, and even lack the opportunity of oral training. This is the most important problem in audio-visual speaking class.

(2) Grasping the Teaching Process

As a new teaching method, audio-visual speaking course is of great benefit to teachers. However, in the face of this situation, teachers can highlight the scope of the course again through the coordination between teachers and students, and organically combine knowledge with the level of learners and the requirements of the course. For example, when movies or other audio-visual materials are used in the classroom, students often express their interest in using movies

as a medium for language learning. This situation is what we have widely discussed. The initial intention is valuable and true. However, when the limited language ability conflicts with the input of a large amount of foreign language materials, the classroom teaching will be dull and boring. The challenge for teachers is how to manipulate the original intention and possible tasks, set up a clear goal, and offer them a sense of achievement based on their abilities.

(3) Making Use of the audio-visual materials

In the audio-visual speaking class, most students are happy to enjoy English films, and at this time, the teacher's task is to transform this enthusiasm into cultivating students' positive attitude towards language learning. If learners can solve the problems related to a film, their self-confidence and self-esteem will be improved. On the other hand, if teachers realize that a film will exceed learners' ability, the opposite situation will appear. Therefore, the effective use of audio-visual materials is the key. For example, the selection of films should meet the wishes of students; Students can choose a scene they are familiar with as a role play or listening exercise, etc. Obviously, these jobs require a lot of time investment, but students will enjoy this activity and they will be more active in language learning.

5. Conclusion

Audio-visual speaking course is an important part of college English teaching. This new teaching model has greatly changed the traditional listening course. With the help of multimedia and network technology, students are introduced into a new learning environment, so that teachers and students have a new experience in teaching and learning. Therefore, under the guidance of this new teaching idea, college English teachers should fully understand and master the advantages of audio-visual oral class, and give full play to its role in classroom teaching, so as to help students improve their English listening, speaking, reading and writing ability.

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