The Construction of College English Teaching System in Application-oriented Transformation Colleges Under the Guidance of Outcome Based Education

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Abstract

The college English teaching objectives, teaching models and evaluation methods in current application-oriented transformation colleges are not conducive to the realization of the training objectives of application-oriented talents. The concept of outcome based education pays attention to ability output, and emphasizes the cultivation of students' comprehensive ability to adapt to occupation and society, which is consistent with the needs of the cultivation of applied talents. The application-oriented transformation colleges under the guidance of outcome based education need to rebuild the College English teaching system, and the teaching design should be achievement-oriented and task-driven, pay attention to the combination of occupation and ability, and promote the integration of learning and application, build a diversified evaluation system, pay attention to ability and process, promote the application of learning, improve students' English practical ability and social service, and effectively improve the quality of College English teaching.

Keywords

Outcome based education; College English Teaching; Applied transformation colleges.

1. Introduction

College English teaching requirements points out that the teaching goal of College English in China is to serve national development and international exchanges, and College English teaching should focus on improving students' comprehensive ability. Under the advocacy of this goal for many years, a new round of reform has been carried out in College English in China. Compared with the previous reform, this teaching reform covers a wider range, takes more forms and takes more practical and powerful measures. Many colleges and universities have achieved better results in College English teaching design and teaching goals. However, the number of colleges and universities in China is large and the types are diverse. The teaching objectives, teaching resources and teaching requirements of colleges and universities at all levels are quite different. Especially since the 18th National Congress of the Communist Party of China, higher education has gradually changed from elite education to popularization. A consensus has been reached on the classification management of various colleges and universities according to the actual situation and the formulation of talent training objectives at different levels [1].With the promulgation of the guiding opinions on guiding some local ordinary undergraduate colleges and universities to transform to application-oriented ones by the Ministry of Education, local undergraduate colleges and universities have ushered in new development opportunities. Their training programs have been gradually adjusted, and their training objectives have gradually shifted to application-oriented talents. The transformation and development colleges and universities take the local reality as the guiding ideology and the industrial development as the guiding ideology, and the task is to cultivate technical and skilled talents from all walks of life and enterprises, The idea of running a school has been transformed

into serving local economic and social development, and every effort has been made to realize the integration of industry and education and school enterprise cooperation. At present, in the critical period of application-oriented transformation colleges and universities, in the face of the new needs of foreign language talents, improve students' comprehensive ability to use English, get rid of the dilemma of the separation of secondary and secondary use in College English teaching reform, and realize that foreign language talents meet the needs of workplace skills, which points out the reform direction for College English Teaching in Application-oriented transformation colleges and universities[2]. Result oriented education is one of the three basic concepts of engineering education professional certification. It takes "everyone can learn" as the premise, takes students as the center and results as the guide to design teaching, attaches importance to learning results, emphasizes what students can do through learning, and pays attention to the cultivation of practical abilities that students can take away after graduation. Therefore, it is naturally appropriate to applied undergraduate education, It is of positive significance to use this teaching concept model to guide the reform of College English teaching.

2. Current Situation of College English Teaching in Application-oriented Transformation colleges

Under the guidance of the new educational concept and the rapid development of modern information technology, College English Teaching in Application-oriented transformation universities has made some achievements. However, there are still many problems that are difficult to solve, such as the separation of learning and application, the difficulty of transforming knowledge into ability, and the difficulty of linking teaching content with professional ability. On the whole, the current college English Teaching in the application-oriented transformation colleges and universities still hasn't got rid of the teaching mode of "teaching is greater than learning", teachers still dominate the classroom, and students just passively accept knowledge. At present, College English Teaching in Application-oriented transformation universities has the following characteristics: first, the teaching content is mainly language knowledge. According to the existing college English syllabus, College English teaching mainly focuses on teaching texts, teaching vocabulary, grammar, discourse and other knowledge. In the actual language teaching, teachers spend a lot of classroom time on the explanation and training of vocabulary, sentence structure, sentences and other language forms, emphasizing reading, writing, listening and speaking in the teaching content. Second, teachers lead and students participate. After years of reform, College English still fails to solve the current situation of teacher led classroom. College English classroom teaching in Application-oriented transformation colleges and universities is mainly taught by teachers. Students passively cooperate with and accept language knowledge, and complete the assignments arranged by teachers after class. Teaching does not reflect the main role of students. The teaching process emphasizes input and ignores output, ignores students' oral output and written expression ability, and ignores the cultivation of students' awareness of autonomous learning. Thirdly, teachers should teach in a unified way. Influenced by the teaching plan template and collective lesson preparation and other factors, many college English teachers in Application-oriented transformation universities have highly consistent teaching plans, and the teaching process and teaching links are highly unified. Basically, they all adopt the teaching process of pre class questions - introduction of the author's background knowledge - text explanation - article structure analysis - after class practice. In teaching, students' learning situation cannot be dynamically monitored in time, and different majors are ignored, Individual differences of different students. Fourth, take the examination results as the main evaluation criteria. At present, the evaluation of College English in Application-oriented transformation

colleges and universities is mainly composed of final examination results and usual results. At the same time, with reference to the results of CET-4 and CET-6, the evaluation content mainly focuses on reading and writing, mainly examining the mastery of language knowledge. The evaluation model can not reflect students' intellectual development process and dynamic learning differences, and the examination form can not accurately and comprehensively evaluate students' English comprehensive ability.

The disadvantages of traditional college English teaching are mainly manifested in two aspects: first, students have rich language knowledge and weak language ability. For many years, College English Teaching in China has been subject oriented, and teaching design pays more attention to the needs of subjects, without considering the needs of students' professional learning and development. Under this teaching mode, although students have formed a relatively solid language foundation, they are unable to apply these knowledge to practical oral expression and Book Writing, and some students can't even have simple dialogue and communication in English. English learning will make students spend more time memorizing and dealing with exams, focus on basic knowledge and ignore the cultivation of English skills, which will affect the improvement of students' Comprehensive English ability. Second, the teaching content does not adapt to the vocational ability and social needs. The training goal of application-oriented transformation colleges and universities is no longer academic talents, but the main task is to cultivate talents who can meet the needs of the industry and have professional ability. However, the College English teaching mode still emphasizes input and light output, and emphasizes academic and light application. Students' language knowledge is difficult to be transformed into professional ability. Theoretical learning is divorced from social and industrial reality, learning and application are inconsistent, and it is difficult to organically combine study and occupation, The College English teaching system can not serve the industrial development to cultivate high-level front-line technology development and technology application-oriented talents.

3. Outcome Based Education

Since some colleges and universities turned to application-oriented ones, the construction of their talent training mode and teaching system has been different from the previous ones. Therefore, it is urgent for a new education and teaching concept to guide them to break the stereotype of academic education, highlight the theme of application and walk out of a transformation and development road in line with their own reality [3].
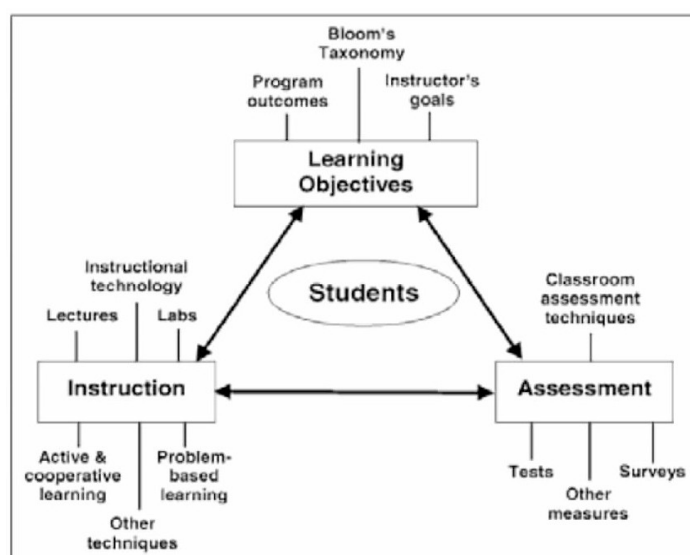

Figure 1. Teaching design chart based on OBE mode

The idea of results oriented education was put forward by American scholar Spady in 1981. Once put forward, this educational idea has been widely concerned by American scholars and soon spread to many countries and region[4]. In the development of the concept of results oriented education in the following decades, different scholars have conducted multi-dimensional and multi-faceted research and practice from different perspectives. Their theoretical research has begun to take shape, the theoretical system is becoming more and more perfect, and the practice and exploration are developing synchronously. It has now become an important concept for the professional certification of engineering education. Although the research on the concept of results oriented education is rich, and there are a lot of relevant works and academic papers, the authoritative status of Spady's OBE theory has reached a consensus in the academic circles. In his important book outcome oriented education: key issues and countermeasures on the concept of results based education, Spady pointed out that the results oriented education system should ensure that all educated students should achieve different degrees and different aspects of success at the end of learning, which is the fundamental goal of education. Therefore, the teaching system, teaching activities and evaluation indicators should serve this fundamental goal. It can be seen that the most critical task of achievement orientation is to design learning goals for students that meet their characteristics, and try to create all conditions and strive for all opportunities to promote students to achieve this learning goal[4]. The goal in the result oriented education concept is different from other education concepts. The content of this goal is broader. It does not specifically refer to the teaching goal of a certain course, nor does it refer to the knowledge goal and ability goal. It can even be inconsistent with any index in the current evaluation content, such as the final grade, grade 4 or grade 6 score, graduation rate, postgraduate entrance examination rate, etc. It refers to the ability of students to behave and do things after completing education, This ability is related to students' career development and lifelong achievement.

Table 1. Engineering curriculum matrix of a university in the United States

Cotue	ABET EC-2000 Learning Outecomes										
	a	b	c	d	e	f	g	h	i	j	k
Computers In Engineering Problem Solving			x		x						
Engineering Instrumentation	x			x	x	x	x			x	x
Electric Circuit Analyis I			x		x						x
Electric Circuit Analyis II			x		x						x
Digital Deign			x	x	x		x			x	x
Microprocesor Architecture and Programming			x	x	x		x	x		x	x
Engineering Economy				x	x	x	x	x	x	x	x
Linea Control Systems			x		x	x	x	x		x	x
Electronics I			x		x						x
Electronics II			x		x						x
Sytem Singals and Noise			x		x					x	x
Junior Laboratory I	x	x					x	x			x
Electromagnetic Field Theory	x	x	x				x	x		x	
Electrical and Computet Engineering Project	x	x	x	x	x	x	x	x	x	x	x

Because the result oriented education theory takes "everyone can learn" as the premise, emphasizes student-centered and result oriented teaching design, attaches importance to learning results, emphasizes what students can do through learning, and pays attention to the cultivation of practical abilities that students can "take away" after graduation, so it has natural relevance with applied undergraduate education [5]. Using this teaching concept model to guide the reform of College English Teaching in Application-oriented transformation colleges and universities is of positive significance to the transformation of College English teaching concept and the construction of teaching system at this stage.

4. Construction of College English Teaching System under the Concept of Outcome Based Education

4.1. Goal Oriented and Task Driven Teaching Design

According to the College English teaching guide, College English teaching objectives can be divided into three stages: foundation, improvement and development. These three stages have their own corresponding goals. The goals of the basic stage are the basic goals that all professional students must achieve, and the goals of the improvement and development stage are for students with higher abilities. The teaching guide also points out that colleges and universities can choose the initial level and the corresponding teaching objectives according to the actual situation. This establishes the basis for graded teaching, and the setting of graded objectives also makes the College English curriculum more flexible, teaching students in accordance with their aptitude, and the curriculum system more autonomous, open and compatible, which is conducive to meeting the differences in College English level and actual needs of students in different colleges and majors [6]. The OBE education concept and the College English teaching guide have a natural fit. They both fully implement the principles of classified teaching, hierarchical goal management and individualized teaching. They can also better meet the personalized needs of students of different types of schools and majors.

The design of College English under the concept of achievement education should first determine the teaching objectives that are in line with the actual situation of the school and students. College English Teaching for non-English majors is generally offered for four semesters. Teachers should divide the basic goals into four levels of small goals by semester and major when taking the basic goals as the overall goal of teaching. Each level of small goals has clear requirements for students' English knowledge and skills, and then design and innovate teaching methods around the teaching goals. On the basis of practicing small goals, the overall goals should be realized in a planned and step-by-step manner. For example, in the primary stage of College English, that is, the first semester, we should clarify the teaching objectives and teaching requirements of this semester, determine the teaching focus on language input, correct pronunciation, intonation, expand vocabulary, etc., and require students to self-evaluate whether they meet the standards in the corresponding objectives, check and make up for deficiencies, determine oneortwo learning priorities of this semester and formulate learning plans. The teaching objectives of the second semester should correspond to language input and output of some skills, such as simple oral expression, reading corresponding to vocabulary requirements, etc. the third and fourth semesters focus on the cultivation of reading and writing ability.

The teaching objectives and learning priorities established by teachers should also be combined with the students' professional characteristics. For example, the teaching objectives of students majoring in political science, law and business pay more attention to oral and interpretation skills, while science and engineering majors pay more attention to reading and writing skills. Tourism and hotel management majors can determine the English translation of scenic spots and hotel English as the teaching priorities. The formulation of grading, layering and

professional goals can better achieve the connection and transition between academic ability and working ability, and can also improve the pertinence, autonomy and effectiveness of students' learning. In the teaching process, teachers use modern teaching tools and online chat means to monitor students' learning in real time, guide students to summarize learning experience, and adjust learning strategies and methods. For students with strong learning skills, we can help them set higher and development goals earlier, and differentiated management of students can promote all students to achieve the overall goals of the teaching guide.

4.2. The Teaching Process Pays Attention to the Combination of Academic and Professional Ability to Promote the Consistency of Learning and Application

Application-oriented transformation colleges and universities should focus on application, requiring students to be able to apply what they have learned. Therefore, the teaching system of College English education in application-oriented universities should emphasize the word outcome. Therefore, action teaching and practice teaching are the core links of teaching in application-oriented universities. Classroom teaching can no longer revolve around teaching methods, and can no longer guide teaching with the teacher centered concept. Cramming classroom should change to "learning by doing", knowledge teaching should change to ability training, pay attention to the cultivation of students' language output ability and self-study learning ability, emphasize the cultivation of students' induction and reasoning ability', and pay attention to the cultivation of dialectical thinking and critical thinking. Classroom teaching takes activities as the media, takes output as the goal, integrates learning with application, and trains students' ability to speak, think and do things in English. The whole teaching process should always master students' output and output ability, and stimulate and encourage students' practice of using English. By setting up some practical English production tasks, especially paying attention to the production tasks that are in line with the real communicative context and professional situation, students can learn while practicing, apply language and train language while doing, so as to promote the common development of language application ability, autonomous learning ability and communicative ability. In order to make up for the continuous compression of class hours and the relative shortage of teaching practice, we should carry out the second class, create an environment for students to use language, and expand the time and space for students to learn and use. The concept of results oriented education requires teachers to establish that all students can learn and gain, but students have individual differences, learning methods are different, and learning effects are not synchronized. Teachers should teach students according to their aptitude and adapt to their own conditions.

Considering the time and space constraints of traditional teachers, the network platform is easier to meet the individual learning progress and learning needs of students. The network platform constructed under the guidance of achievements should include teaching, school practice, social practice, discipline competition and other links. The proportion of learning time of practice platform and discipline competition should be appropriately greater than that of teaching time. Teachers timely release learning tasks on the teaching platform. Students can select corresponding learning materials according to their ability level and actual situation, set their own learning progress, ensure the total amount of language input, improve the efficiency of language output, and timely train language skills on the practice platform and academic competitions, complete language output tasks, test learning results, and cultivate practical and innovative abilities. Various English subject competitions at all levels, such as English debate, interpretation competition, speech competition, reading and writing competition, not only provide students with opportunities to show their learning achievements and test their language ability, but also promote the integration of theory with practice. Internship, internship and social practice in winter and summer can exercise and cultivate students' English

communicative ability, English practical ability and professional ability. Volunteer activities, such as international conference volunteers and local international exchange volunteers, can enable students to realize the practical value of knowing and understanding English, encourage students to actively compare with social needs, understand their own strengths and weaknesses, promote further targeted improvement of language skills, and help improve students' ability to adapt to and serve the society.

4.3. Build a Diversified Evaluation System and Pay Attention to Ability and Process Evaluation

A scientific and reasonable evaluation system can not only accurately and comprehensively reflect students' learning results, but also help to promote the completion of teaching objectives and guide further teaching. The talent training objectives of Application-oriented Colleges and universities have changed. If we pay attention to students' application ability and output ability, the corresponding evaluation system should also change[7]. The application-oriented evaluation system takes evaluation as the basic principle, and the evaluation highlights the feedback of students' application ability, which can further promote learning and practice. The Application-oriented College English Teaching under the result oriented concept should build a diversified evaluation system, with multi-dimensional evaluation indicators, comprehensive and objective feedback on students' English application ability, and the formative evaluation indicators and proportion should be improved accordingly and run through the whole teaching process.

In terms of evaluation methods, the evaluation under the result oriented concept is no longer limited to the written examination, and the dynamic classroom evaluation is no longer dominated by the summative evaluation. Since the purpose of the evaluation is to feedback students' English application ability, to let students understand the distance between the current level and the grading goal, so as to further guide students' targeted learning and adjust learning strategies, what can not be ignored in particular is that tests that can provide indicators for students' language output ability, such as oral tests, subject competitions, practical teaching evaluation and other methods, can better comprehensively reflect students' English skill level, At the same time, it can stimulate students' enthusiasm for learning. As for the evaluation subject, the evaluation under the result oriented concept is jointly participated by students and teachers. In practical teaching, social practice group cooperation competition and other links, students have a better understanding of their classmates' participation and communication ability, and it is easier to dynamically record and evaluate students' performance. Therefore, students are no longer the object of evaluation, but also the subject of evaluation. They not only self evaluate their own learning, but also mutually evaluate the learning of classmates or group members. The mutual evaluation index can adopt the ten point system or the hundred point system, and the unified scoring standard can be used to score each other. It can also only provide objective records, opinions and suggestions. Teachers can evaluate each other uniformly according to the records. However, no matter which index, it should be fed back in time so that students can find out and fill in gaps. In terms of evaluation content, it is necessary to carry out an all-round and multi-dimensional evaluation of students' learning effectiveness. Horizontally, the evaluation is required to involve different dimensions, including listening, speaking, reading, writing and translation. Vertically, the evaluation is required to continuously follow up the whole learning process of students, from the beginning of the semester to each class hour and then to the end of the term, from before class, in class to after class, including students' autonomous learning ability, emotion, cognition, values and outlook on life.

5. Summary

Application-oriented colleges and Universities under the concept of results oriented attach importance to students' practical ability. College English teaching pays attention to students' practical ability in English, and requires the combination of academic ability and professional ability, so that students can better adapt to the society and serve the society after graduation, and cultivate application-oriented talents who conform to social reality and the current situation of international exchanges. Based on the current situation and teaching needs of College English teaching, application-oriented colleges and universities should design a goal oriented and task driven education and teaching system, pay attention to the combination of academic and professional ability in the teaching process, promote the consistency of learning and application, build a diversified evaluation system, pay attention to ability and process evaluation, so as to improve students' practical English ability, enhance students' competitiveness in workplace employment and work ability, and finally improve the compound Training quality of applied talents.

Acknowledgments

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