

Research on Comprehensive English Teaching Model of English Majors from the Perspective of “Outcome-based Education”

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Abstract: With the development of the times, the national education system has gradually changed. Especially in recent years, the international economy has developed rapidly. English is an indispensable functional language in national exchanges and communication, and it has been highly concerned by educators. This paper expounds the problems of the “Outcome-based Education” (OBE) and the application conditions, analyzes the problems existing in the comprehensive teaching of English majors under the vision of OBE, and finally explores relevant countermeasures for reference.

1. Introduction

At present, with the continuous deepening of English teaching in the education system of universities, the reform of comprehensive English teaching forms has become an inevitable trend. It is the core of the exploration of English teachers and research staff in higher education that how to fundamentally improve the inefficiency and time consuming defects of the traditional English teaching model, and how to take efficiency and practicability as the center of constructing efficient English education. The idea of “outcome-based education” has an important impact on the implementation of comprehensive English education model for English majors in China, and plays a positive role in the improvement of English education in the universities. This paper will mainly discuss the definition and conditions of OBE, and then find the problems of comprehensive English teaching as well as the reforms on English teaching in comprehensive English class based on the concept of OBE.

2. Definition and Conditions of OBE

2.1 Definition of OBE

The “Outcome-based education” (OBE) was first proposed by the American education scholar Spady. It means that the instructional design and implementation goals should be the learning outcomes that students produce through a series of teaching phases. The OBE education model was widely used in basic education in the United States, Australia and other countries in the 1980s and early 1990s. The OBE concept is to reverse the design of the teaching process and evaluation system by analyzing the learning output. It emphasizes the practicality of education, and takes the post needs of the real industry as the goal of education, highlighting the practicality of education.

2.2 Conditions of OBE

On the one hand, the use of the concept of outcome-based education puts new high demands on the comprehensive quality of English teachers. According to relevant research, the outcome-based education is a more scientific approach which requires a higher level of teacher competence. Teachers need to implement their traditional education model while strengthening their comprehensive literacy and ability in a timely manner. Teachers should pay attention to role of students, give them more chances to speak and try to change the traditional teacher-centered method. On the other hand, teachers should pay attention to the development of students’ self-learning ability in practical English teaching. With the implement of the outcome based education, the

psychological needs of the current college students are integrated, the students' self-study consciousness is mobilized to the maximum extent, and the students' self-learning ability is cultivated, so that the students can be changed from the passive understanding of knowledge, to active exploration of knowledge. Students can deeply understand the value of English learning for their own development, and ultimately achieve the goals of improving students' English learning abilities.

3. The Problems of English Teaching in the Comprehensive English Class

3.1 The Goal of Comprehensive English Teaching is not Clear

At this stage, the comprehensive English course has changed from traditional monotonous English listening and speaking courses to integrated listening, speaking, reading and writing courses. Under this premise, it is optimized, and the online platform is integrated to carry out classroom education and obtain certain results. The internal effect is more significant. However, from a long-term perspective, this education system has a significant lack of follow-up development power, and classroom education still has some problems in cultivating students' output ability. Teachers often use textbooks as the ultimate goal of classroom teaching. They do not focus on function of expressing their own thoughts and emotions and transmitting information, which leads to the separation between learning and teaching. At the level of talent literacy training, English comprehensive education ignores the humanistic goals of students' English learning. In the English class, teachers did not adopt effective measures for cultivating the critical thinking, self-learning ability and cultural literacy of the student group, and the establishment of teaching objectives was not clear.

3.2 English Teaching Concepts are Lagging Behind

The concept of traditional comprehensive English education model is relatively lagging behind, and there is a relatively significant problem of disconnection with the real life. For example, English as a functional and applied language discipline, its cultivation goal is to promote students to better develop and live in society, and to work more smoothly. However, as far as the traditional application-oriented English teaching mode is applied, the exam-oriented education gradually replaces the original English education goal and becomes the leading direction of comprehensive English teaching. The emergence of this status quo makes it difficult for students to skillfully use the English knowledge they have learned and mastered in college, and thus present the dilemma of the curriculum.

3.3 English Teaching Content is Updated Slowly

In traditional comprehensive English teaching, teachers did not take effective measures to guide students to learn selectively. For example, teachers usually focus on learning the structure, language or grammar that the articles focus on. Students' English learning content usually lacks social authenticity. Some contents and topics in the textbook are out of touch with the actual life of the students. Students have insufficient interest in learning English knowledge. At the same time, part of the teaching content is separated from the fast-developing information age. Teachers do not update the teaching content according to the physical and mental characteristics and hobbies of the current college students. They do not guide students to integrate foreign cultural, political, scientific and economic issues to strengthen language expression and language cognition. The ability does not really help students to construct an accurate value system, enhance students' cross-cultural communication ability or extend the international perspective.

3.4 Evaluation System of English Teaching is Backward

Based on the student-centered concept in English teaching, the teacher's dominant role in the classroom is absent, and the students' independent learning and subjective role are increased. The teacher gives discussion topics to the students, provides practical opportunities for the students, and requires students to participate in class discussions and English exercises. Under this teaching mode,

the teacher acts as a “judge” in the classroom to judge the classroom performance of the students during the study and discussion, and the students do not receive timely and effective evaluations given by the teachers after completing the corresponding tasks. English teachers have not played a guiding role in this educational activity, and students have not achieved the greatest development and progress in this education. In addition, the evaluation methods and standards of comprehensive English education are relatively simple. Although some interactive undergraduate schools adopt interactive online learning to carry forward certain evaluation functions, they cannot accurately monitor and evaluate students’ self-study process in English, and improve the comprehensive ability of students.

4 Reform on English Teaching in the Comprehensive English Class Based on the Concept of “Outcome-based Education”

4.1 Clarify the Goal of Comprehensive English Teaching

In the traditional English listening class, the teacher took the listening task as the goal. The purpose is to concentrate students’ attention on the relevant English questions, so as to improve students’ ability of listening. From this perspective, the listening class is a tool for listening tasks, rather than mobilizing students’ desire for learning. Different from the original education model, the Comprehensive English teaching based on the concept of OBE aims to cultivate students with high abilities and high level, who should not only have a strong knowledge of language, but also have outstanding ability of translating, writing, and speaking. Not only can you be proficient in cross-cultural communication, but also have a broad knowledge and strong ability to innovate and think. At the same time, with strong English knowledge and learning stamina, students can maintain the same goal in the English learning process.

4.2 Convert English Education Concept

Comprehensive English teaching in college should present their vitality and characteristics. OBE is a new idea and new opportunity for the reform of comprehensive English teaching and learning for English majors in applied undergraduate schools in China. Comprehensive English education based on OBE can effectively integrate the input and output of English language. The output of language is the goal of comprehensive English learning, and the language input should be transformed into the knowledge output. After the practical teaching activities, the existing inert knowledge of students is continuously mobilized to promote the progress and development of students’ English output ability, which would strengthen students’ comprehensive abilities of English.

4.3 Choose Selected Content of Comprehensive English

The comprehensive teaching of English majors in applied undergraduate schools should cultivate students’ language ability from the perspective of language practicality, and the educational content should be suitable for the actual life of student. Based on the needs of students in the future work and the actual situation of life, teachers should choose different contents: workplaces, daily life, job hunting and tourism life. Also teachers can design special language output activities, set specific learning tasks. English teachers should provide students with understandable English language input. Students first obtain information through reading, listening and communicating and then use the oral and written English to perform task results in report. While students complete their tasks, they will develop students’ multi-level language skills, especially the cultivation of output skills.

4.4 Design Teaching Evaluation Based on OBE

At this stage, applied undergraduate colleges still use the scores of TEM4 and TEM8 to evaluate students’ English proficiency. However, professional exams are mostly aimed at English knowledge rather than English proficiency. If the goal and content of comprehensive English education in colleges and universities are based on cultivating students’ language output ability, we should innovate the evaluation system and method to concentrate on output capacity. On the one hand, the

content of the evaluation should have diversified characteristics. In addition to language ability, students should also be evaluated for their level of thinking and learning ability. On the other hand, the evaluation subject is diversified. The evaluation subject should cover individual students, teachers and classmates. For example, in the actual teaching of English, teachers can carry out English reading activities, guide students to read related articles in the classroom, and conduct self-evaluation after reading, and then the teacher specifies the students to objectively evaluate their reading results. Finally, the teacher evaluates the parts of the student's reading which need improvement. By building a dynamic and procedural evaluation system, we will continue to explore the potential of students and encourage students to continuously learn knowledge. The evaluation of language output ability fully integrates TEM4 and TEM8, which can effectively improve the comprehensive quality of student and promote the all-round development of students' abilities.

5. Conclusion

In summary, in the teaching of comprehensive English, the implementation of the concept of OBE not only helps to break through the shortcomings of the traditional teaching model, but also greatly improves the learning outcomes of students. At the same time, it also promotes the efficient improvement of the quality of comprehensive English education. The application of the output-based education can not only meet the objectives of today's English teaching in colleges and universities, but also optimize the traditional English education model from multiple objectives such as teaching objectives, teaching concepts and teaching models, which can be regarded as the second revolution and innovation of English teaching and learning.

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