

## Research on College English Teaching Model Based on Achievements

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**Abstract:** In the 21st century, with the rapid development of globalization, English learning is no longer confined to schools and classrooms. College students have different language foundations and different learning objectives. In order to meet the needs of students and society faster and better, education and teaching reform is imperative. In traditional teaching, the teaching mode with knowledge as the leading factor and teacher as the main body makes students passively accept knowledge instillation and lack a clear understanding of what they have learned. OBE concept, that is, the educational concept based on results orientation, is an important part of modern educational concept, which has positive significance for promoting the reform of college English teaching. The idea of "student-centered" advocated by OBE concept can stimulate students' enthusiasm for learning and make them change from passive acceptance to active learning. Based on the brief introduction of the concept of OBE, this paper discusses the principles and approaches of the reform of College English teaching mode based on the concept of OBE.

### 1. Introduction

Outcome-oriented education (OBE) refers to the final result we hope students will get after the learning experience is over. This means that these learning outcomes are not a summary or average of previous learning experiences, but refer to the actual abilities demonstrated by students after completing their studies [1]. In the traditional teaching, the knowledge-led and teacher-based teaching model makes students passively accept knowledge infusion, and lacks a clear understanding of what they have learned [2]. As one of the compulsory courses in the college education stage, college English involves a wide range and has a great influence. How to set up a curriculum system and classroom content that suits the actual situation of the students according to the levels and needs of different students during college Question [3]. At present, English teaching in many universities still uses the traditional teaching mode, that is, teacher-led teaching and students' passive learning, which can no longer meet the needs of college students' English learning, and teaching reform is imperative [4].

In the 21st century, with the rapid development of globalization, English learning is no longer confined to schools and classrooms, and learners have different aims and motivations. After graduates enter the society, it is the best display of college English learning achievements to cultivate students who love the motherland, build all-round high-quality foreign language talents and cultivate sound personality. "Autonomous learning" and "inquiry learning" advocated by OBE can improve students' autonomous learning ability, while "student-centered" advocated by OBE can stimulate students' learning enthusiasm and make students change from passive acceptance to active knowledge [6]. Results-oriented education advocates a dynamic and process-oriented evaluation, which constantly adjusts students' learning objectives and teachers' teaching objectives, and changes teaching strategies and learning strategies in a timely manner in order to improve students' academic performance and teaching quality more effectively and pertinently [7]. Based on the brief introduction of OBE concept, this paper discusses the principles and ways of college English teaching reform based on OBE concept.

### 2. Guiding Significance of Obe Concept to English Teaching

In my country, the work of college graduates is distributed in all walks of life, and graduates

invest their work positions with the staged learning results of college English during the school. The OBE concept promotes a reverse teaching design model, in which teachers first set teaching goals, then think about teaching methods in reverse, prepare corresponding teaching materials, and then develop an educational model that can help students improve their abilities. During the planning process, students can learn from each other and cooperate with each other according to their own tasks. [8] Teachers should make a comprehensive evaluation of the completion of students' tasks, the degree of participation, the spirit of cooperation, and learning attitudes, so that students can recognize their own problems and make greater progress. In the process of transition to application, in order to achieve the learning goals of different achievement-oriented requirements and adapt to social needs as soon as possible, English teaching can no longer be self-defeating and must be reformed to meet social needs. Achievement-oriented education advocates people-oriented and education based on the needs of students. The purpose is to enable each graduate to achieve the development of ability and achieve the goal of graduation.

The traditional college English classroom only focuses on the transfer of language knowledge and skills, but ignores the practical application of English. In OBE, teachers are from the perspective of students to arrange and design teaching content, students' learning activities have clear goals and specific learning requirements. Through the interaction between teachers and students, students can find their own problems, improve learning methods, and further construct new knowledge. OBE activity is not a general classroom group activity, it requires students to use various network tools to solve the problems that occur in the process of completing tasks [9]. In OBE activities, teachers must determine the theme and teaching objectives of language communication, and design and implement tasks according to the needs of language and learning, including designing the implementation process of task activities and determining the methods and means of detection. Teachers can establish interactive platforms with students on the Internet to communicate with students, and also provide a platform for students to communicate. After completing self-learning tasks, students can obtain different feedback information of other students on the same English task through cooperative English discussion activities with others, thereby improving their cognitive level of English materials.

### **3. Approaches to College English Teaching Reform Based on OBE Concept**

#### **3.1. Making Scientific and Reasonable English Teaching Objectives**

Teachers actively improve teaching work in the teaching process, emphasizing the output of teaching process, research-based teaching and personalized teaching. Teachers accurately grasp the students' learning track and grasp everyone's goals, foundations and progress in time. Among the three dimensions of building an effective classroom environment in college English, interpersonal support and situational support interact with each other, and influence the dimension of learning behavior together. According to the requirements of college English teaching, combined with the syllabus of college English grade examination, scientific and reasonable English teaching objectives can be divided into oral English teaching objectives, English listening teaching objectives, English grammar teaching objectives, English writing teaching objectives and so on. The principle of correspondence of teaching structure is that teaching content, curriculum and teaching evaluation should correspond to the expected learning outcomes of the previously set courses. On the contrary, the expected learning outcomes of the curriculum need appropriate teaching content, curriculum setting and teaching evaluation to promote their realization. Students adopt multiple and graded evaluation criteria in the learning process, emphasizing the connotation of achieving learning results and personal learning progress. Results-oriented emphasizes that students can achieve different learning results at different stages, and they can succeed at last after different stages and spending different time.

#### **3.2. Choose Suitable English Teaching Mode**

In the practical process, the examination methods of college English in most colleges and

universities are still mainly written examination, and the examination contents are mostly grammar, vocabulary, reading, etc., and there is no scientific and reasonable evaluation system to test students' language expression ability. This makes students focus on the accumulation of basic knowledge and the acquisition of test-taking skills and strategies, while ignoring the cultivation and improvement of English practical application ability, resulting in students being uninterested in various English practical activities in and out of class. The training goal of applied undergraduate talents must face application, enterprise and future, and the ultimate goal of talent training is to improve students' key abilities. Taking learning achievement as the standard, we should change the previous cramming teaching method focusing on explaining the vocabulary of texts, put people first, emphasize the cultivation of students' comprehensive English application ability and problem-solving ability, and optimize English teaching content. The cultivation of ability needs to rely on suitable teaching activities, which can be realized through a lot of practice and training [10]. However, in many college English classes, teachers still focus on explaining and practicing language knowledge points. In the planning and design of teaching content, we should arrange vocabulary, grammar, reading, writing, speaking and listening reasonably, work out a multi-level and deeply related content framework, provide students with sufficient learning materials and resources, actively guide students to learn independently, and let students form a relatively complete knowledge system.

### **3.3. Improving English Teaching Evaluation**

Throughout the whole process of college English teaching, teachers can adopt the teaching mode of combining classroom teaching with practical exercises to improve teaching efficiency. The effective classroom environment construction of college English and the three dimensions of teaching process reflected by the evaluation scale and the path model with good fitting degree can be established. Classroom teaching evaluation should be guided by developmental teaching concept, aiming at promoting teachers' continuous improvement of teaching level and professional development. In the evaluation of teaching activities, the principle of fully mobilizing the initiative and enthusiasm of both teaching and learning sides is to provide time and space conditions for both teaching and learning sides to show their potential in teaching activities, and to construct corresponding evaluation systems and methods. All the stage effect evaluation must be made clear about the students' ultimate learning goals, and make a comprehensive and reasonable determination with reference to the students' existing level, and set the stage result evaluation in line with the realistic conditions under the condition of ensuring that the goals are achieved [11]. Looking at all aspects of college English teaching, teachers can choose the appropriate teaching mode according to the course contents and objectives in the actual teaching process. Traditional teaching quality management is to monitor the quality of teaching links, while the result orientation emphasizes the process of continuous improvement and establishes an effective mechanism of continuous improvement.

## **4. Conclusions**

College students have different language foundations and different learning goals. Students of different majors need to learn different contents and different levels of the same contents in order to achieve different learning goals. Results-oriented education pays attention to the practical ability that students can "take away" after graduation, and attaches importance to cultivating students' comprehensive ability to adapt to the future and society, which meets the needs of training applied talents. College English teaching based on OBE pays attention to the presentation of learning achievements. Traditional teaching quality management is to monitor the quality of teaching links, while the result orientation emphasizes the process of continuous improvement and establishes an effective mechanism of continuous improvement. Therefore, in teaching, in order to ensure the achievement of students' English learning goals, it is more necessary to pay attention to students' performance in the learning process in real time. As a result-oriented, it is necessary to implement teaching objectives in every teaching task, so that students can know their own learning objectives

clearly and improve their learning motivation. In the planning and design of teaching content, we should arrange the contents of vocabulary, grammar, reading, writing, speaking and listening reasonably, work out a multi-level and deeply related content framework, and actively guide students to learn independently.

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