

Research on College English Teaching Reform in the Result-oriented Education Mode

Jing Huang

Yangtze University, School of Foreign Studies; Jingzhou Hubei 434000 China

Abstract: With the rapid economic development in our country and the deepening of globalization, English education has been on the rise in our country. The elders often have attached great importance to the English teaching of their children since the pre-school stage, and English, as a main subject in the junior and senior high schools, is also valued by teachers and students. The course College English is optional for students, and there is a big difference in English teaching methods between the college and the junior or senior high schools. Therefore, this paper focused on the deep research on college English teaching reform in the result-oriented education mode.

Keywords: result orientation, education mode, college English, teaching reform, current situation, principle, application.

1. INTRODUCTION

As an important channel cultivating high-quality talents for the society, the college is an important place for constructing high-end working personnel in our country. With the development of the times, enterprises and institutions pose higher and higher requirements on college students. Because of the development of economic globalization, most of the enterprises are involved in foreign-related businesses, and thereby demand English ability of recruited talents. Therefore, colleges should reform their English teaching. The paper mainly unfolds from four aspects: the current situation of college English teaching, the basic principle of applying result-oriented education mode in college English teaching, the importance of introducing result-oriented education mode into college English teaching, and the implementation of result-oriented education mode in English teaching reform.

2. THE CURRENT SITUATION OF COLLEGE ENGLISH TEACHING

Single teaching method. The learning environment of colleges pursues freedom and innovation, but many teachers often fail to notice this in their teaching process. Some English teachers do not attach enough importance to the teaching of college English and are used to “spoon-feeding”. Most of them simply explain the textbook or use PPT to broadcast the contents of the textbook, without any interaction with the students. Students do not listen in

class and then blindly recite the contents of the textbook before the final exam, making the teaching of English lose its practical significance.

Too much emphasis on the foundation in teaching contents. Even at present, many college English teachers often check the word spelling in the class and also lay too much stress on the textbook in their teaching. Their teaching generally simply follows the textbook step by step, and as a result, many students cannot apply English in their daily life and work even though they have passed CET4. This is because there is a big difference between the English contents listed in the textbook and those used in daily life. A lot of contents are not included in English textbooks, such as many professional nouns, words and sentences that foreigners are accustomed to using in their daily life. The teaching method that the teacher highlights words and grammar according to textbooks leads to the lack of students' ability of English application in work after they graduate.

Not teaching students according to their aptitude in specific circumstance. It is generally known that colleges arrange different courses for students of different majors, and thus students of different department and major need to learn varying English contents. However, it is a fact that an English teacher may undertake related courses in different departments, using the same method to prepare lessons. For science and engineering majors, there are more boys whose English foundation is poor, and they are usually supposed to master a lot of professional English terms. Students in art departments are mainly girls most of which are with good English foundation, and professional terms that they contact in daily study are much less. Therefore, if the teacher uses the same teaching mode in teaching, students will not be able to learn English according to their own situation.

Emphasizing teaching of language knowledge while ignoring the expression function of language. The purpose of learning a language is to communicate with others better. If the learner only knows how to write and how to use the language after he learns it, this kind of language learning does not have much value. The present situation of English teaching in China's colleges is similar to this. Students pay great attention to vocabulary mastery and grammar learning as well as grading tests, but they are very poor in oral English and cannot communicate with foreigners. Although English courses hold an important position in the curriculum of every major, very few students are able to speak English fluently after four-year study. This is because teachers place too much emphasis on the teaching of English knowledge in the actual teaching process while ignoring the training of students' language expression and not giving students the opportunity to practice oral English.

3. THE BASIC PRINCIPLE OF APPLYING RESULT-ORIENTED EDUCATION MODE IN COLLEGE ENGLISH TEACHING

The principle of result design. The key of the principle of result design is to create a goal to encourage students to learn independently and participate together. English teaching in the college is much different from that in the junior and senior high schools. The purpose of English teaching in the junior and senior high schools is mainly to help students enter a good

college, and thus it is utilitarian to some extent. The starting point of college English teaching is quite different, because is to cultivate the overall quality of students, helping them be equipped with comprehensive ability and greater advantages in employment. One principle of results-oriented education is the principle of results design, which is actually the starting point of courses. The establishment of goals is to motivate students to learn independently and participate together. All curriculum reform and teaching innovation in the latter stage need to be based on the principle of result design, so as to ensure the smooth implementation of the college English teaching reform in the results-oriented education.

The principle of two-way influence of the form and outcomes. If colleges only pay close attention the form of reform in teaching reform while neglecting the ultimate impact, teaching reform will become useless. But the reform of teaching forms will suffer adverse influences if too much emphasis is placed on the final impact. In this sense, the reform of college English teaching in the mode of results-oriented education should pay attention to the principle of two-way influence of the form and outcomes. Before the teaching reform, colleges should pay attention to what impacts the teaching reform will bring, which are positive ones and which are negative ones. Influences after the teaching reform should also be highlighted. If the reform generates good influences, the following reform can follow this trend; if the influences are not good, the teaching method should be adjusted in time.

The principle of result orientation and individual differences. In fact, this principle requires colleges to pay attention to individual differences in the teaching reform and teach students according to their aptitude. There are generally students of many majors in a college and different majors keep different requirements to their students. For example, students majoring in International Economics and Trade are supposed to have good English ability, in both English vocabulary and oral English. However, for some majors like Chinese Language and Literature, there is lower demand for English vocabulary and application ability. There are always some students with good English foundation and some ones with poor English foundation in a class. Therefore, teachers should pay attention to the individual differences of students during the teaching reform. Students' reaction should be taken into account in teaching innovation and application and the reform of teaching methods should be based on students' learning results.

4. THE IMPORTANCE OF INTRODUCING RESULT-ORIENTED EDUCATION MODE INTO COLLEGE ENGLISH TEACHING

Stimulating students' enthusiasm for learning. A boring learning environment is not conducive to the cultivation of student interest in learning. Students like pursuing freedom and innovation, and therefore the single teaching style will only make them feel disgusted. University students attach great importance to employment. Thus, the reform of college English teaching in the mode of results-oriented education will be achieved by carrying out curriculum reform according to the students' future employment direction and employment needs. And it will be based on students and student-centered curriculum. English courses after the reform will pay

special attention to student response and learning outcomes. Students can learn the knowledge they are interested in the English class under the teacher's reform, and can also develop their own English language skills. This will be a very rare learning opportunity for them to greatly enhance their learning enthusiasm. They will no longer regard English as a task, but learn with interest.

Developing students' self-learning ability by clear goals. The results-oriented education mode changes the evaluation model continuously according to teaching results. Education always revolves around how to learn to achieve better results, whether such outcomes can promote the cultivation of students' ability and if the educational achievements are in line with expectations, and so on. The implementation of all teaching reform and teaching contents will follow clear goals, so as to prevent the inconformity of the actual reform and teaching. With clear outcome goals, students will have a clear goal of learning and try their best to achieve the goal. They can develop their autonomous learning ability by this way, rather than always need teachers' urging. In this teaching mode, teachers and students can exchange viewpoint and opinions through the reform of curriculum.

Cultivating students' innovative ability. In the past English teaching, students always studied following the teacher's explanation and only put what teachers had said in their memory, which sapped student's sense of innovation. However, in the reform of college English teaching in the mode of results-oriented education, students have the absolutely right to decide course contents and they can fully communicate with the teacher according to their own preference for courses and requirements for contents. Innovative teaching methods and teaching contents greatly enhance students' innovation ability.

5. THE IMPLEMENTATION OF RESULT-ORIENTED EDUCATION MODE IN ENGLISH TEACHING REFORM

Applying “results-oriented” education mode in English class. Teachers may experience influences from various aspects when they carry out classroom teaching, such as the performance appraisal from the school and the pressure from the rating, and all influences of such kind will affect the teacher's teaching reform thinking. At present, the reason why many teachers use old-fashioned teaching methods is to maintain stability. Although old-fashioned teaching methods lack creativity, no problem took place in the teaching over the years. They cannot promote students to develop outstanding ability but can help them pass all kinds of tests. Therefore, teachers are not willing to carry on the teaching reform. However, with the development of society, students' thoughts have undergone tremendous changes, and the traditional teaching methods have failed to maintain the students' achievements. As a consequence, the reform must be enforced. Therefore, the teacher should firmly adhere to the ideology of applying the “result-oriented” education mode in English class and unswervingly follow the course of reform.

Giving full play to the result-oriented education mode to cultivate students' innovation consciousness. The most important point of the results-oriented education mode is that teachers

must pay attention to cultivating students' consciousness of innovation in the teaching process, which requires them to carry out the reform simultaneously in course contents and teaching methods. In terms of teaching contents, teachers tend to teaching based on the contents of the textbook. However, although the contents of the textbook are very rich and rigorous, they are not neoteric after having been used for so many years. Moreover, the textbook for different majors is tend to be the same and thus it is generally with little reference to specialized knowledge. Teachers therefore should pay attention to adding contents to the textbook when they play the result-oriented education mode, and the big database and English resource platforms can be adopted to supplement specialized knowledge. As for teaching methods, teachers should lay stress on the cultivation of students' autonomous learning ability. It is feasible to help students find out the contents they are interested in and take the initiative to learn by a variety of means, such as group learning, group publishing, and so on.

Changing the assessment criteria for students and teachers timely. Colleges advocate free learning atmosphere, but they do not give students and teachers enough space for innovation in the education mode and teaching contents. The reason why teachers and students do not dare to innovate creatively is mainly schools' evaluation system which takes students' academic record as the teachers' teaching achievements and the students' learning performance. Students do not dare to learn knowledge beyond the textbook and do not want to spend time supplementing extra knowledge. At the same time, teachers also do not dare to reform the teaching methods and teaching contents. All these require the school to form a set of scientific and effective evaluation criteria. The students' innovative ability and application ability should be used as the main reference standard to evaluate students' performance and teachers' teaching achievements, so that all of them can learn innovatively with no worries.

6. CONCLUSION

The college is a free and innovative environment, and also an important place to cultivate high-level talents. English ability can be a good advantage for the future employment of students, and thereby it deserves considerable attention of teachers and students. It is urgent to reform English teaching in result-oriented education mode. The reform of college English teaching in the mode of results-oriented education must adhere to the ideology of “result-oriented” education mode in the English classroom, give play to the training function of the “result-oriented” education mode on students' innovative awareness and change the evaluation criteria of students and teachers duly.

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