

Teaching of College English Courses in Applied Universities Based on the Idea of Effectiveness

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ABSTRACT.The theory of effect oriented education began to rise and gradually implemented in the United States, Britain, Canada, Australia, New Zealand and other places in the 1990s. It has achieved great success in recent years. In Hong Kong, Taiwan and other regions of China, higher education has also introduced the concept and made remarkable achievements. There are relatively few researches on this theory in the mainland. Based on the above background, the purpose of this study is to explore the Application-oriented College English curriculum teaching. Based on this educational theory and taking English course as an example, this paper explores the teaching mode of this course, including teaching arrangement and evaluation means, in order to improve the quality of the course and the level of students' English speech. This study focuses on the basic characteristics of the effect oriented teaching concept, analyzes the effect oriented teaching design, evaluation standards and teaching methods of College English courses in the application-oriented universities, and holds that the application of the effect oriented concept in the practice of College English Teaching in the application-oriented universities can promote the reform of College English Course teaching, improve the students' English application ability and innovation ability, Improve the quality of personnel training.

KEYWORDS: Effectiveness oriented, Applied colleges, College english, Teaching mode

1. Introduction

At present, in China outside Hong Kong, some colleges and universities are also actively introducing the effect oriented Teaching concept [1]. In today's society, efficiency and quality are extremely important. From the perspective of theory and practice, the effect oriented teaching concept can better guarantee the teaching efficiency and quality [2-3].

Application type is an important direction of University Transformation in China, and it is a new decision after repositioning some unreasonable elements of traditional universities [4]. The 13th five year plan outline for national economic and social development clearly proposes to promote the transformation of qualified universities to application-oriented universities. The implementation plan of national vocational education reform further proposes the development goal of "a large number of ordinary undergraduate colleges and universities to transform into application-oriented ones" [5-6]. It can be seen that the Application-oriented Undergraduate Colleges and universities are to meet the diversified and practical needs of talents in modern society, emphasizing the cultivation of modern talents with practical application ability and theoretical knowledge [7-8]. In this kind of colleges and universities, the teaching of College English course is also constantly trying to change. The researchers and teachers of College English course are trying to explore the reform of course teaching, aiming to cultivate the students' practical ability to use English [9-10].

This teaching concept focuses on output, result and effect, which is highly consistent with the purpose of Application-oriented Colleges and universities. Therefore, applying the effect oriented teaching concept to the College English Teaching of application-oriented universities can better achieve the goal of running a school and cultivate high-quality talents with solid English application ability.

2. Method

2.1 Effectiveness Oriented Education

There are two key points: first, to determine a series of clear learning effects, and to design the various elements of the whole teaching system as the center; second, to create all conditions and opportunities within the system, so that it can motivate students to achieve the established learning effects. There are three main differences between theory and traditional education

1) OBE theory bases everything on the definite output. Curriculum, teaching and evaluation need flexible operation to achieve clearly defined learning results. On the contrary, the traditional education regards the pre-set curriculum structure and evaluation system as the teaching result or purpose, which are usually not built around the effect that students should achieve.

2) In the OBE system, time is a variable resource, its use depends on the actual needs of teachers and students. Under reasonable conditions, time is adjusted to meet the best interests of all students. On the contrary of traditional education, for teachers and students, time can not be a flexible condition. The arrangement of class hours and school calendar directly affect students' learning and success.

3) OBE clearly sets the standard and unifies the standard for all students, that is to say, all students have the potential to complete tasks, get full marks and meet the standard, and there is no distribution proportion or limit to meet the standard. The implementation of traditional education system is relatively competitive standard, because of the proportion of success rate set in advance, there are differences in the requirements of students.

3. Experiment

Step 1: Create a positive learning environment. Positive learning environment has a positive role in promoting the growth of students, and has been recognized by the majority of teachers. Although teachers and students in Open University have time and space distance, and there is no substantial physical learning environment, teachers should strive to create a positive environment for online learning. First of all, teachers should take the initiative to strengthen communication with students, narrow the psychological distance between teachers and students, enhance students' recognition of teachers, and provide a good foundation for teaching; second, teachers should create conditions for strengthening communication between primary and secondary school students, help students to establish a good relationship of mutual assistance and cooperation, and strive to create a harmonious and fresh learning atmosphere.

Step 2: Teaching students in accordance with their aptitude. Compared with ordinary universities, the differences between open university students are more important. The differences are shown in gender, age, region, personality, learning needs, learning style, learning ability, working background, background knowledge, etc. Therefore, open university professors should solve this difference and teach according to their skills. In the early stage of teaching, teachers should determine the expected learning results and the evaluation criteria according to the results of their plans, and accurately convey the curriculum and the actual situation of students to students. In the process of teaching, teachers should adopt different guidance strategies to guide students' active learning, such as providing different support materials and adjusting different courses. At the end of the course, teachers should evaluate students' learning results according to different expected results and evaluation criteria to form evaluation results, and evaluate students' actual situation.

Step 3: Provide all-round learning support services. Learning support service is an important part of Open University. Students expect that without comprehensive learning support services, learning outcomes cannot be achieved. Open universities should be able to access them anytime, anywhere, regardless of the type of problem and the quick help of the students in need.

4. Discussion

4.1 Analysis of the Characteristics of College English Courses in Applied Universities

The results based assessment standard should be calibrated on three levels, and the assessment standard of College English curriculum should be based on it. The core abilities that students should have are summarized as follows. As shown in Table 1.

Table 1 Core Competencies Students Should Possess

Improve students' speaking ability	Ability to write lectures
	Oral ability
	The ability to listen to information
Improve students' thinking ability	Intercultural communication ability

	Critical thinking ability
	Improvisation
Improve students' research ability	Ability to investigate and analyze
	Teamwork ability
	Ability to summarize

First of all, we should set up evaluation standards at the school level. All application-oriented universities should have clear requirements for college students' English learning, reflect and reflect the characteristics of College Students' English, and make overall plans for college students' English ability from the top-level design level. Specifically speaking, College English curriculum evaluation standards at the school level should include the following two aspects: first, the provisions of the implementation cycle. Generally speaking, the implementation cycle should be at least one year from the beginning of learning English to the end of graduation, so as to investigate students' learning performance and adjust the existing assessment standards in time. Second, reflect the characteristics of the school. The application-oriented university takes the application-oriented as its feature and emphasizes the students' application ability, which should be reflected in the students' College English curriculum. Therefore, it is necessary to establish the criteria of application-oriented consideration in line with the characteristics of school training. As shown in Figure 1, all aspects of the Application-oriented College English curriculum teaching support rate for the concept of effectiveness.

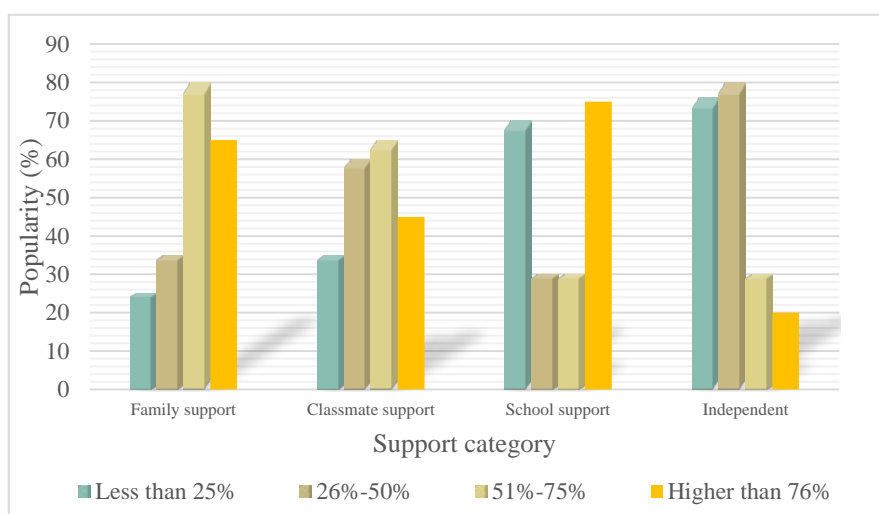


Fig.1 All Parties Face the Support Rate of College English Courses in Colleges and Universities

Secondly, the standard of professional learning evaluation is established. Each major of the applied university should reflect its own practicality and innovation, which is an important difference from the professional training objectives of the research university. As an important compulsory course for non-English majors, College English curriculum should gradually change the traditional learning mode of emphasizing theory rather than practice in the professional setting of application-oriented universities. It should be a trend in the major setting of College English course to combine college English course with each specific major so that students can apply what they have learned to their work and life in the future.

Thirdly, curriculum evaluation standard. This is the most direct and specific evaluation level based on effectiveness. In College English class, curriculum evaluation should be carried out in a practical way to clearly reflect the effectiveness of teaching. Curriculum evaluation should be carried out in a very detailed way, strictly corresponding to the teaching objectives, that is, the results based learning.

4.2 Evaluation Criteria of College English Curriculum Based on the Concept of Effectiveness

The evaluation standard of College English curriculum based on the concept of effectiveness should be based on these three standards, carefully define the knowledge points covered by each goal from the six levels of cognition, and formulate specific evaluation methods and standards, which is the most direct and important material to reflect learning effectiveness. In addition, the College English curriculum evaluation standard of application-oriented universities should also consider the social demand for talents. The satisfaction of college students is shown in Figure 2.

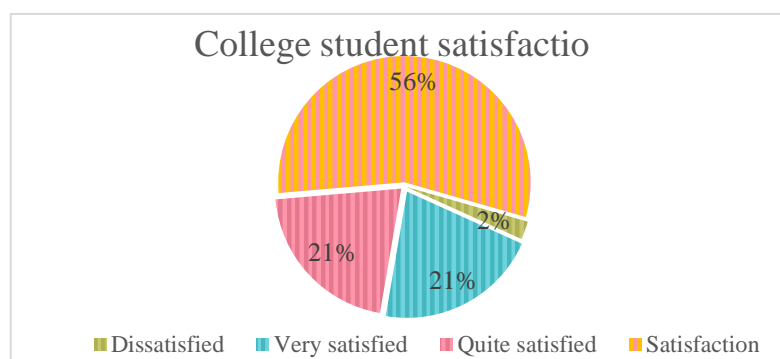


Fig.2 Fan Chart of College Students' Satisfaction

In the specific evaluation process, teachers and students should strictly abide by the standards, that is, evaluation by points. As the leading role of teaching, teachers should guide students to make clear the learning objectives of College English courses and the evaluation criteria of learning objectives at all levels, implement the evaluation to every knowledge point, and formulate remedial strategies for students who fail to meet the requirements in advance. Students are the main body of learning and the ultimate embodiment of the success of the idea of effectiveness oriented in College English class. Students should change the traditional passive learning method, and realize that the learning of College English course is not only to meet the requirements of examination and credit, but also an important course closely combined with the major, closely related to the future occupation and training practical skills.

5. Conclusion

One of the important differences between effect oriented teaching and traditional teaching is that learning objectives, learning process and evaluation process are deduced from learning results. The advantage of this concept is that it enables colleges, universities and curriculum teachers to make clear the training standards of students. This kind of education idea can also meet the needs of the society for talents in Colleges and universities, so that college education can adapt to social development. As an important practical course, College English course can try to improve students' English application ability and innovation ability under the guidance of this concept.

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