

Research on College English Teaching under the Results Oriented Mode

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Abstract: This Paper Briefly Analyzes the Obstacles of College English Teaching, Points out That the Method of College English Teaching is Boring, the Target is Missing, the Design is Rigid, and it's Difficult to Give Full Play to the Value of College English Teaching. Therefore, the Results-Oriented Teaching Concept is Clarified. on the Basis of Improving the Interest of English Teaching Mode and Constructing the Target of English Teaching, the Scientific Adoption of Hierarchical Teaching Mode and Developing the Flexibility of Teaching Design to Enhance the Teaching Skills of College English Teachers and Promote the Steady Improvement of College Students' English Practice.

1. Introduction

The concept of result-oriented was put forward by American scholars in 1981, which has caused a wide range of effects in the global teaching field. The concept puts forward three key problems: all learners have learning ability and obtain learning results; the rules of the school have a direct impact on students' learning; and the state of successful learning is beneficial to students to continue to learn successfully. The idea emphasizes that the ultimate goal of teaching design and teaching practice is that students obtain learning results at the end of the educational process, and the teaching focus is on the output of students' knowledge.

2. Problems in English Teaching in Colleges and Universities

2.1 Singleness of English Teaching

There is a deep-rooted examination-oriented approach in college English teaching, which takes students' English achievement as the ultimate teaching goal and neglects the teaching value of English subjects. English teachers believe that the popularity of English language is weak and output English learning has no teaching value, but it has become the teaching direction of college English teachers to deal with CET-4 and CET-6 and obtain the stepping stone to find a job. The management of colleges and universities believes that English teaching should be carried out on the basis of students' obtaining CET-4 and CET-6 certificates, and the ultimate teaching goal should be to improve the employment rate of college students in order to improve the popularity of colleges and universities. The singleness of teaching mode seriously affects the output ability of college students' English knowledge.

2.2 Unclear Teaching Objectives

In the process of the development of social market economy, the comprehensive implementation of China's reform and opening up and "One Belt One Road Initiative" strategy has accelerated the frequency of communication between China and the world, a large number of western cultural ideas and values have spread rapidly in China, college English teachers have become the frontier experiencers of western cultural thought, and the western ideas have been passed on to students in practical teaching, resulting in unclear objectives of English classroom teaching in colleges and universities. It is difficult to master the deep values and thinking mode of English, which restricts the learning of college students' English knowledge.

2.3 Lack of Speculation in Teaching Design

The lack of speculation in English teaching design and the emphasis on language learning rather than oral training can easily lead to the lack of oral English ability of college students. In the process of oral English practice, the low-level English learning model, such as substitution type, shallow dialogue type, repetition type and so on, tends to frame imitating sentences, neglects the flexible learning of language and restricts the cognitive ability of college students to English language. The lack of speculative teaching skills of college English teachers has become a key factor affecting college students' English learning.

3. The Optimal Path of College English Teaching under the Result-Oriented Model.

3.1 Innovation of English Teaching Content in Colleges and Universities

Based on the results-oriented model, the theoretical contents of college English teaching are as follows: based on English, establish situational teaching environment, obtain cross-cultural knowledge exchange, explore foreign cultural style, carry out hierarchical and planned teaching, promote students to harvest English knowledge, and transform English knowledge into intercultural communicative competence. Cross-culture refers to the cultural phenomena which are different or conflict with their own culture, and accept and learn with a correct attitude. College English learning must involve western cultural ideas and belong to cross-cultural language disciplines.

College English teaching content is rich in cross-cultural knowledge, such as humanistic life, local customs, historical background, scientific and technological development, economic situation and so on. While students learn cultural knowledge in English-speaking countries, English teaching materials lack reasonable planning of content, teaching system is messy, and it is difficult to give full play to English teaching value. Based on the result-oriented model, taking students' learning English cultural knowledge as the teaching goal and cultivating their English communicative competence as the teaching task, the college English teaching content is innovated and the logical English cultural knowledge system is constructed for it.

The innovative planning of college English teaching content, the integration of the same content of different units, the collation of English knowledge with the same cultural connotation, and the improvement of the teaching system of English cultural knowledge. For example, integrating the knowledge of English countries, promoting students to acquire the systematic connotation of foreign culture, sorting out the examples of cross-cultural knowledge exchange and dissemination to improve students' understanding of English communicative grammar, screening the aesthetic elements in the text and materials of English teaching materials, and focusing on the cultivation of students' aesthetic ability based on foreign culture.

3.2 Define the Objectives of English Teaching in Colleges and Universities

The teaching objectives of College English include: learning English cultural knowledge and mastering English communicative ability. Based on the results oriented model, with the output effect of English knowledge as the main goal, the teaching goal should be inclined to college students' English communicative ability and change the traditional exam oriented education. The content of College English teaching should include the theoretical basis of declarativeness, such as language use habits, cultural development, geographical characteristics, etc.; English communication topics with cross-cultural themes, such as education, environment, employment, festivals, etc. In this way, students can be guided to compare the cultural differences between China and the west, demonstrate the profundity of traditional Chinese culture, and cultivate their inner cultural quality.

Based on the results-oriented theory, it is necessary to study in-depth study of the domestic culture, and to use the touch-type bypass of the language to help the students better understand the grammatical knowledge of the English subject. In the planning of teaching goal, we should increase the study of Chinese cultural content, and guide the students to study the Chinese and western cultures in a multi-cultural perspective, and to enhance their cultural self-confidence. For example,

in the college English listening course, the English film viewing project is added. In the film and television works starring Jackie Chan, there is a rich connotation of Chinese culture and a large number of short English dialogues. On the one hand, it is beneficial to enhance the self-confidence of Chinese culture and promote the inclusiveness and strength of Chinese traditional culture; on the other hand, it is beneficial to the tree Students should deal with English language learning as a strong person, and reduce the difficulty of English learning ideologically, so that English learning can get twice the result with half the effort [1].

3.3 Scientific Planning College English Course

3.3.1 Experiential Teaching

Based on the result-oriented theory, it is necessary to carry out situational teaching to design an English communicative experience environment for students, so that students can increase their fun in English communication and promote their communicative competence in autonomous training of English language in the real perceptual environment. The experiential design of college English teaching is based on the cultivation of students' English knowledge output ability, the cultivation of students' English communicative competence, the enhancement of their English cultural knowledge, the gradual establishment of their foreign cultural speculative ability, and the establishment of their cultural consciousness and tolerance consciousness. The functions of college English teaching are as follows: English communication training, the development of foreign cultural vision, the improvement of cross-cultural quality and so on.

Experiential teaching design includes role-playing, English debate, keynote speech and so on. Using the rich English situational model, we can carry out fun language teaching for students and stimulate students' interest in English communication. Through situational simulation in experiential teaching, students can use vision to feel English communication environment, use hearing to cultivate English communication feeling, gradually develop their inner English communication habits, and promote college students to have good English communication skills.

3.3.2 Multiple Evaluation Methods of Teaching Process

Based on the result-oriented teaching concept, the multi-evaluation method is adopted to obtain the students' English knowledge learning results. The evaluation of English achievements should be carried out in the following two ways. First, scientific evaluation. College English teachers should stand from the perspective of learning situation analysis and use the evaluation criteria of diversified dimensions to comprehensively measure students' English learning results. For example, students' cross-cultural learning knowledge mastery level, communicative competence level and so on. According to the results of the evaluation, teachers should sum up the shortcomings in the process of college English teaching and the teaching points that need to be improved. Second, personalized evaluation. Teachers based on students' personal ability, development space and other factors, comprehensive reference science Student's individual elements, such as the student's study diary, the stage summary, the record of achievement, the performance of the class, etc., to evaluate the results of the students' English learning with the view of dynamic development. Based on the result-oriented teaching idea, the students' English communication ability is comprehensively evaluated, so as to adjust and optimize the English teaching content and gradually build a logical English teaching[3].

3.3.3 Classification Teaching

Hierarchical teaching is a typical result-oriented teaching design. Based on the factors such as students' English achievement and English communicative competence, targeted English teaching is adopted to develop an English classroom with teaching value. The following is a brief introduction to the design process of hierarchical teaching.

First, determine the English learning results of each student. Based on the students' interest in English learning, the space for improving their learning ability, the level of professional skills and the demand for employment, the data of students' English ability are collected. For example,

English learning interest, adopt psychological question and answer model, determine their learning interest level according to students' options, learning ability improvement space, refer to their learning interest level and past English achievement trend map, comprehensively determine their English ability improvement space [4].

Second, to construct a hierarchical teaching system. Through the data collection of students' English ability and demand, the students' English learning grade is divided scientifically, and the targeted English teaching is adopted. For example, the students with good academic performance and good interest in English learning are divided into competitive promotion group, the students who take CET-4 and CET-6 as the learning goal, the students with actual career planning after graduation are divided into English communication group, and the students with poor English foundation, poor interest in English learning and losing confidence in CET-4 and CET-6 are divided into English promotion group. The setting of hierarchical name should be based on the result-oriented theory to avoid the obvious influence of grade. Students' mentality of learning English [5].

Third, according to the teaching tasks of different groups, targeted and feasible English teaching is adopted.

4. Conclusion

In summary, college students have the characteristics of different English foundation and diversified learning goals, so they should adopt targeted English teaching. Based on the theory of results-oriented teaching, using students' English learning situation, planning logical and speculative English teaching, improving their English communicative competence, adopting diversified teaching methods, situational simulation, grading system, etc., to understand students' English level, clarify their career planning, carry out feasible English teaching, and promote the stable improvement of college students' English communicative competence.

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