

## English Teaching in Higher Vocational Education under the Background of Outcomes Based Education

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**Keywords:** Outcomes Based Education; Blended teaching; Vocational education; Reconstruction

**Abstract:** The Outcomes Based Education is the new requirement in teaching methods. The Outcomes Based Education concept has realized the transformation of the education model. Under the Outcomes Based Education model, it is more important that what kinds of abilities students have and whether they can success. The blended teaching model is based on the concept of Outcomes Based Education and follows its reverse design Principles. Through the reconstruction of the design for the teaching process, the teaching content and the teaching activities, teaching goals are tested through the restructuring the design of the teaching evaluation. The article discusses the current situation of reform based on this model in higher vocational colleges, and proposes relevant strategies and suggestions for English teaching.

### 1. The Current Situation of English Teaching Reform in Higher Vocational Colleges.

Judging from the current situation of English teaching in higher vocational education in China, teachers' teaching ability and students' learning interests are different in different classrooms. This difference is not only reflected by students, but also by teachers' teaching ability and teaching methods. At present, the vocational colleges are actively promoting the Outcomes Based Education teaching model<sup>[1]</sup>. In the process, in order to complete the teaching reform as soon as possible, some teachers have adopted the more boring indoctrination teaching method of the traditional teaching model, which has led to not only students' study interest is not high, but also their academic performance is not satisfactory. At the same time, under this educational concept, students are easy to inhibit their learning motivation. Based on the analysis of the Outcomes Based Education model in the English teaching of the higher vocational colleges, it can be seen that the current reforms in higher vocational colleges are not complete and thorough.

### 2. Reconstruction for the Blended Teaching based on Outcomes Based Education.

Outcome-Based Education (OBE) was first proposed by American scholar Spady in 1981<sup>[2]</sup>. It was implemented firstly in the field of engineering education. It is significant that the Outcome-Based Education is applied to the blended teaching to improve the teaching objectives, teaching implementation and teaching evaluation. Reconstruction is in the light of the main line of "defining expected learning outcomes, achieving expected learning outcomes and evaluating student learning outcomes"<sup>[3]</sup>. The whole process follows the principle of "reverse design", focusing on the "learning" of students, and then improves the original teaching design and expected learning outcomes by evaluating student's learning outcomes. The design framework is restructured based on the English blended teaching. Reconstruction of the teaching goal leads the reconstruction of the subsequent teaching process, teaching content, and teaching activities. Finally, the teaching evaluation is used to test the rationality of the teaching goal, and to modify the teaching design to achieve the effect and the goal of the blended teaching.

## **2.1 Restructuring the design of teaching goals**

Whether the design of teaching goals is scientific and reasonable is the key to the effective implementation of the blended teaching model. Firstly, the academic situation analysis must be done before formulating the teaching goals. This will ensure that the difficulty level of the learning goals is highly related to the learners' needs and readiness, which is to enhance learners' self-confidence and achieving the expected learning goals. Secondly, the overall goal of teaching must meet internal and external needs. Our teaching goals must not only support the school's talent training goals and curriculum standards, but also take into account college characteristics and the individual needs of teachers and students. Thirdly, the overall teaching goals must be specifically divided into the medium-term goals of each unit and the short-term goals of each lesson, which are independent and interrelated. According to Bloom's educational goal classification, the teaching goals of each lesson are accurately described from the knowledge dimension and the cognitive process dimension. Fourthly, for the blended teaching model, each lesson must also be designed with online and offline teaching goals. They are related with each other. The online teaching goal focuses on the development of students' low-order thinking goals, while the offline teaching goal focuses on the development of students' high-order thinking goals. The realization of high-order thinking goals must be based on the realization of low-order thinking goals. Finally, the teaching goals must reflect the expected learning outcomes that students need to achieve.

## **2.2 Reconstructing the design of the teaching process.**

In order to achieve the desired learning outcomes, the English blended teaching process is divided into three stages which are pre-class tasks, classroom teaching activities, and after-class consolidation. The pre-class tasks mainly focus on micro-learning of knowledge, evaluation of learning effects and related learning tasks. Micro-class and learning evaluation system can support learners' personalized learning<sup>[4]</sup>. The learning at the pre-class task stage has both the pre-class preview of traditional teaching and some functions of classroom teaching, mainly to develop students' low-order thinking goals. Classroom teaching activities are centered on the generative problems of students' pre-class tasks, which are mainly the consolidation of knowledge points, the practice and the interactive teaching. From the process point of view, it is included that the part of the traditional classroom teaching and the homework. And the main goal is to develop students' higher-order thinking. For the consolidation after the class, the teacher summarizes the problems and new ideas found in the classroom teaching activities. The improved courseware and learning resources are issued on the online platform again to help students consolidate their knowledge<sup>[5]</sup>. At the same time, some challenging tasks and group tasks are designed at different levels to motivate students of different levels to challenge themselves in order to achieve the effects of expansion and elevation.

## **2.3 Reconstructing the design of the teaching content.**

The realization of teaching objectives should be based on teaching content. Reconstruction of teaching content includes both reprocessing and designing content based on the teaching text-book and redesigning the content. In the blended teaching model, we must process and design the content based on the textbook. At the beginning of the class, the teacher lists all the knowledge points according to the teaching content and teaching objectives of each unit. Then the teacher analyzes which knowledge points belong to the core learning content, and ensures that the core content points to achieve the core learning goals. According to the core content, the teacher designs and records the corresponding micro-lecture, and condenses the teaching content into the micro-lecture video. In the classroom teaching, the teacher will explain the key points and difficult points, and arrange appropriate teaching activities based on the feedback of the students' micro-learning and arrange appropriate teaching activities to integrate the teaching content into the teaching activities to achieve a full understanding of the core teaching content and the consolidation and effective application.

During the period of after-class, the teacher integrates the teaching content and supplements the

subject-related and the expanded learning contents. The Expanding content should ensure a certain relevance to the core content and have different levels which can meet the learning needs of learners at different levels, and students can learn according to their own needs. For the design of content, it should be fully based on the ARCS model, and stimulates students' learning motivation through design incentives<sup>[6]</sup>. The re-characterization design of the teaching content is mainly presented in the form of micro-learning. The content of the group discussion can be explained by means of mobile phone and the instant messaging software, especially for the study offline.

#### **2.4. Reconstructing the design of the teaching activities.**

The reconstruction of teaching activities is the concrete guarantee for the implementation of student-centered education and teaching concepts. For the blended-type teaching, the redesign of teaching activities mainly refers to the redesign of classroom teaching activities. Based on the online "micro-class and learning system, students can realize the individualized and independent learning of knowledge points and achieve knowledge goals. Based on the achievement of knowledge goals, teachers promote the development of students' thinking, ability, emotional attitudes and values through effective classroom teaching activities, and then achieve high-level cognitive goals. The design of the teaching activities is guided by the ARCS model, and the course is designed under the principle of the question-oriented and the task-driven. First of all, teachers should condense the common problems existing in students' online learning before class as a guide. Then, teachers use appropriate teaching strategies as the support to motivate and stimulate the interaction between teacher and the interaction between student and student, and guide students to interact in groups as a unit, and achieve peer teaching. The teacher must guide the students to display the results of the discussion and communication, and the specific display methods can be flexible. Finally, teachers must arrange corresponding practical tasks to guide students to apply knowledge, thinking style and problem-solving abilities to solve practical problems and realize the application of knowledge transfer.

#### **2.5 Reconstructing the design of the teaching evaluation.**

Reconstruction of teaching evaluation is important to ensure the effective implementation of the blended teaching<sup>[7]</sup>. Adopting the combination of process evaluation and result evaluation, the teacher can have the comprehensive considerations for students from aspects of knowledge, ability and quality. The specific method of process evaluation is often matched with the arrangement of curriculum learning tasks. During the pre-class task phase, students carry out the self-evaluate and peer-evaluate on the knowledge points through online testing, online assignments, communication and reflection. The classroom teaching is mainly for the comprehensive evaluation of the learning results and classroom performance. The evaluation index points of the results display include the quality of the results, the degree of students' participation and cooperation, and the display of communication skills<sup>[8]</sup>. Each student's performance is scored within the group, between the groups, and the teacher's score, ensuring the objective and fair evaluation. Class performance is mainly based on peer evaluation, and teacher evaluation according to students' speech, the number of lectures, the number and quality of discussions, and attendance. For the expansion after class, the teacher evaluates differently based on the individual differences of each student, so that each student can develop continuously in terms of knowledge, ability and quality. In addition, process evaluation also involves offline testing and offline coursework. In addition to the final exam, the final evaluation must also consider the development of student's ability in group cooperation activities and expansion projects of team collaboration, and give students final feedback at the end of the term. In addition, the teacher can know about the emotional factors such as attitudes, values, and interests of students in the process of knowledge and ability through questionnaires and interviews.

### **3. Summary**

In summary, the Outcomes Based Education has stood out from many teaching models after the

education reform, and has been recognized and applied by various teaching subjects. In the process of reform based on the Outcomes Based Education, English teaching in higher vocational colleges needs to pay attention to its reform goals and teaching purposes, so as to optimize teaching design, teaching content and teaching process, which brings more efficient English teaching.

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