Exploration of College English Teaching Model Guided by CSE

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Abstract: CSE provides a scientific standard assessment system for English learners in China. The teaching mode of college English can be reformed based on CSE. To better play its theoretical guidance role, this article explores English teaching mode from the aspects of adjusting teaching objectives, curriculum design, teaching methods, and improving assessment standards. CSE helps optimize the teaching effect of college English and helps cultivate international talents with English application ability.

Keywords: CSE; College English Teaching; Application Ability

Introduction

There is a common situation in English learning in China at present, that is, a serious imbalance in the development of listening, speaking, reading and writing abilities, especially poor oral ability. Improving comprehensive English ability of college students is the main problem in current English teaching. China Standards of English (CSE) is proposed to strengthen the construction of the "foreign language proficiency assessment system". CSE can not only provide important reference standards for China's English curriculum outline and English teaching, but also provide English exam standard sand regulate various large-scale English exams. It is bound to bring a series of significant impacts on English learning and teaching in China.

1. Overview of CSE

CSE is oriented by language applications and divides learners' English proficiency into three stages from low to high: basic, improvement, and proficiency. It consists of nine levels and provides a comprehensive, clear, and detailed description of the ability characteristics of each level. The competency matrix includes a language proficiency matrix, as well as various competency matrices such as listening comprehension, reading comprehension, oral expression, written expression, structural ability, pragmatic ability, interpretation ability, and translation ability.

CSE aims to guide English teaching and testing to strengthen the cultivation of students' practical language proficiency, cultural awareness, and cross-cultural communication skills. This will help solve the problems of different English exam standards, separation of English teaching and testing objectives, and inconsistent learning objectives in China[1].

2. The Relationship between CSE and English Teaching

The use of CSE has a significant guiding role in cultivating the comprehensive English abilities of students learning English. CSE can help college English teachers determine the specific level of students' English proficiency, and thus develop effective and targeted teaching methods to produce better teaching outcomes. CSE has a good inspiring effect on college students' English learning. For example, based on the classification of CSE levels and the description of each level, teachers can conduct effective assessments for students, so that students have a more objective and authentic understanding of their own English level, learn from each other's

strengths and weaknesses, and improve their overall English ability.

CSE is developed based on actual situations, so the specific teaching content of cultivating comprehensive English abilities in universities also needs to focus on specific language activities. It can enable students to learn language skills through rich activities, thereby achieving the goal of cultivating students' comprehensive English abilities. In terms of English teaching methods, CSE advocates implementing English teaching within the framework of formative assessment. Under this teaching philosophy, the specific teaching methods should also be changed accordingly. Students should be the center and the main body of teaching activities. Finally, CSE emphasizes the comprehensive skills for English learners as well as the cultivation of English pragmatic abilities. In most current English exams, the proportion of reading and writing is relatively high, which is also an important factor leading to poor practical application ability of college students[2].

3. Adjustment of College English Teaching Model under the Guidance of CSE

Under the CSE framework, college English teaching should be adjusted in the following aspects：

3.1 Adjustment of Teaching Objectives

CSE covers various aspects of listening, speaking, reading, writing, and translation, with a greater emphasis on language application. All scales are described as "able to do...", focusing on the role of language in communication and guiding language learners to apply what they have learned. Therefore, future teaching should not simply emphasize basic grammar, vocabulary, syntactic knowledge, cultural knowledge, etc., but should focus more on cultivating language proficiency, allowing them to have the opportunity to use English and practice in classroom teaching, breaking the current situation of students learning English in order to pass the CET-4 and CET-6 exams.

According to CSE, students need to reach level 4 in high school. At the same time, English major students should reach level 7. If students are required to directly reach Level 7 in their English listening ability from Level 4, with a large span, this situation will undermine their learning motivation and confidence. In particular, the training of English listening and speaking skills is a gradual process, and the teaching purpose of English courses should be in a step-by-step manner.

3.2 Adjustment of Course Settings

CSE introduces the action oriented concept of CEFR into foreign language education in China, and regards language use as a descriptive direction based on the principle of application. It mainly describes typical language behaviors of language learners and users with different proficiency levels (Liu Jianda, 2017)[3]. This English learning centered on comprehensive application ability is bound to cause significant changes in curriculum design and student learning attitudes.

Teachers can have a clearer understanding of learning objectives of cultivating students' ability to apply knowledge. Appropriate and different levels of tasks or activities can be selected based on the typical activities in CSE. Not only can graded teaching be implemented, but learning tasks of different difficulty levels can also be designed within the same level, or tasks of different difficulty levels can be selected within the same class. Multiple teaching methods can be flexibly used to enable students to learn gradually and systematically in a planned manner. Various online courses can be classified according to CSE levels, and the suitable target learners can be identified. The designed course content and activities should be matched with them. If the integration of various exams and CSE is completed, students can directly assess their learning, with clear learning goals and timely feedback, and learning efficiency will definitely be greatly improved. In addition, to achieve the goal of cultivating students' pragmatic abilities, it is necessary to appropriately increase learning hours of college English to ensure that teachers have sufficient time to train students' comprehensive English abilities.

3.3 Adjustments in Classroom Teaching

Guided by CSE, college English classroom teaching should make appropriate adjustments from the aspects of teaching content, teaching methods, and teacher roles.

In terms of teaching content, new teaching content should highlight the cultivation of language application ability. In the past, college English classroom teaching mainly focused on grammar knowledge in textbooks, lacking the cultivation of pragmatic abilities, while CSE focused more on the cultivation of students' comprehensive abilities. Teachers can conduct activities that are easily accepted by students, such as role-playing, multimedia teaching, and scenario creation, to allow students to fully immerse themselves in the environment of English expression. Teachers need to divide students into small groups and provide opportunities for each student to express themselves, while creating a favorable and effective learning environment for students.

In terms of teaching methods, a popular blended learning approach that integrates "online and offline" teaching resources can be adopted, which can improve students' learning experience. Teachers can utilize high-quality resources online to adopt a flipped

classroom teaching model. The mastery of such knowledge can be efficiently achieved by accessing online resources, listening to online audio, watching videos, and reading English e-books. More time is spent on case teaching training, allowing students to showcase learning outcomes and conduct competitions, creating an efficient and interactive classroom.

In terms of teacher roles, traditional college English teaching still relies mainly on teachers' explanations, with students passively listening and cooperating with teachers to complete teaching tasks. In the new environment, the teaching content and methods have undergone significant changes, forcing teachers to change their roles, acting as guides and helpers to aid students to complete learning tasks.

3.4　Adjustment of Assessment Standards

Assessment standards refer to a systematic set of standards and guidelines that can standardize and test the entire testing process (Cheng Mengmeng, 2015)[4]. CSE provides a comprehensive description at each level and teachers can use it to measure students' English proficiency, making it more authoritative.

Many universities are actively reforming their English teaching. If the selection of test tasks, difficulty calibration, and question design are based on CSE, the assessment system can be designed with a unified standard. Therefore, different universities can compare their grades to provide a basis for recognizing different learning outcomes, and teaching methods and models can also be widely learned and referenced. In addition, students can have a clearer understanding of the language standards they should meet. CSE provides teachers with a scientific and fixed assessment standard, which will inevitably improve the effectiveness of assessment. However, there will be high requirements for the assessment literacy of teachers, and it is necessary to provide systematic training on CSE for teachers.

4.　Conclusion

CSE brings an authoritative, coherent and unified assessment system to English teaching, which can more scientifically and specifically measure various aspects of students' English proficiency. Combining assessment with CSE not only enables students to understand their current abilities and enhance their awareness of self-directed learning, but also helps teachers clarify teaching objectives, optimize teaching design, and provide scientific and reliable support for improving teaching. The use of CSE for self-assessment is beneficial for learners to clarify their ability positioning, identify strengths and shortcomings. Teachers can make reasonable application of CSE to guide students in self-assessment, conduct analysis and feedback, further understand students' English abilities, and carry out targeted teaching, which can effectively promote the reform of college English teaching.

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