

Output-oriented Graded Teaching Model of College English--Taking Xi'an FanYi University as an Example

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Abstract: With the continuous increase of reform in college English teaching in private universities, various teaching forms have emerged one after another. On the basis of the theory of output-oriented approach and the teaching practice and research of graded teaching in our university, this article has analyzed the problems in graded teaching and explored an effective path for graded teaching of college English.

Keywords: Output-oriented approach; Graded teaching; College English

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1. Current Status of POA Research and the Background of Graded Teaching in Our School

There has been significant progress in theoretical and empirical research on graded teaching of college English both domestically and internationally, not only reflected in the number of research papers, but also in the perspective and scope of the research. There is relatively little research on the application of POA theory to college English teaching. The relevant research on applying this theory to graded teaching of college English includes 1 search item for input terms such as "output-oriented method", "graded teaching" and "college English". This paper is still in the theoretical support stage of imagination, without analyzing and researching the problems of graded teaching in college English after implementation.

1.1 Situation of Graded Teaching of College English in Our School

Since September 2020, our school has implemented graded teaching of college English courses for non English major 2020 undergraduate students, which lasts for three semesters. According to the grading standards of students' English scores in the college entrance examination, students are simply divided into two levels: A or B based on a single score, A level with a score above 90 and B level with a score below 90. Such a one-sided grading standard can easily lead to a single grading standard and unsatisfactory grading results, which can cause psychological setbacks for some students assigned to Class B.

1.2 Advantages and Disadvantages of Graded Teaching

Graded teaching enhances students' personality development, their enthusiasm for learning, and teachers' enthusiasm for teaching. After grading, the students' passing rate of CET-4 has significantly improved compared to before grading. However, in our teaching reform, the micro level of graded teaching is not well considered, including the standards for grading, the allocation of graded textbooks, the assessment methods, the content of classroom teaching, the individual feelings and emotions of classroom participants, and the evaluation system for graded teaching. Our school's Class A and Class B used the "New Generation College English Comprehensive Tutorial" from FLTRP for their three semesters of graded teaching, and a unified test paper was used for assessment at the end of the semester. The same teacher leads both Class A and Class B. During the graded teaching process of three semesters, the class level of students remains unchanged. This grading model shows an unreasonable side to a certain extent. For

example,the unity of textbooks,assessment methods,and teacher allocation cannot fundamentally reflect the concept of grading,and there is no unified standard for improving or reducing students'English proficiency.With the implementation of teaching content,some students in Class B have improved their English proficiency.The teaching content in Class B can no longer meet their needs,but they are unable to transfer to Class A.This lack of flexibility leads to little difference in students'academic performance and a decrease in their learning motivation.

2. Obvious Issues in Graded Teaching Process

Based on the current situation of graded teaching in the three semesters of our school calendar,factors such as graded teacher research meetings,student questionnaire survey feedback,and the passing rate of CET-4 and CET-6,a comparison and summary will be conducted to make up for the shortcomings in graded teaching and clarify the teaching problems that our school needs to solve in graded teaching.

2.1 Ambiguous Goals in Graded Teaching

According to the“Teaching Requirements for College English Curriculum”,the goal of carrying out graded teaching in universities is to improve the English learning ability of students at different levels and lay a solid foundation for improving their comprehensive English application ability.On this basis,schools should establish scientific and reasonable teaching objectives based on the requirements of the Ministry of Education,the actual situation of the school,and the learning situation of students,in order to meet the learning and development needs of learners at different levels.

2.2 Lack of Targeted Graded Teaching Content

Learners at different levels should adopt different teaching content.However,in actual teaching,our school's A and B level students still choose the same teaching unit as the main teaching content.The textbook is not highly targeted,and the teaching content lacks hierarchy.

2.3 Inaccurate Graded Teaching Standards

In the context of establishing graded teaching,our school should objectively reflect the true level of students based on their actual situation,and combine the college entrance examination results,admission tests,and professional situation for comprehensive analysis to avoid the single and one-sided judgment criteria based on a single exam.

2.4 Unclear Graded Teaching Principles

Graded teaching should adopt the principle of a rolling system,which means readjusting students'situation after a period of time,rather than determining the final result based on one point of achievement.This is not conducive to mobilizing the learning enthusiasm of Class B's students,and there is no sense of crisis for students in Class A who are not working hard.

2.5 Unscientific Graded Teaching Methods

The teaching methods for students of A and B after grading are roughly the same,with only slight differences in teaching pace,which is essentially like changing the soup but not the medicine,nominally divided but not actually divided.The teaching methods of college English should be effectively adjusted according to the actual needs of students in the learning process,and different teaching methods should be selected for different levels of students to adapt to their development,so that the ultimate goal of graded teaching can be achieved while meeting the needs of students'individual development.

2.6 Neglected Psychological Needs of Students

Since the students in Class B are not much different from those in Class A when they enter the school,they will inevitably have an unbalanced mentality when they are assigned to Class B.Some students may even develop a broken mentality.Therefore,teachers and counselors should pay attention to this aspect,strengthen the communication between teachers and students,help and enlighten students in time,give them positive and positive encouragement and hints,enhance their self-esteem and self-confidence,and make them motivated to study.

3. Implementation Process of Graded Teaching

3.1 “Driving”Process

3.1.1 The“driving”process uses the graded instructional objectives as the overall driver and CET-4 and CET-6 as the external driver to develop instructional objectives that meet the needs of different levels.

Graded teaching should not only cater to students with lower starting points in English,but also provide room for development for students with better foundations.For application-oriented undergraduate universities,whether they can pass the CET-4 and CET-6 is an important indicator to measure the teaching effectiveness of teachers and the learning effectiveness of students.Using CET-4 and

CET-6 as the driving force for graded teaching of college English can effectively improve students' output as an external driving force.

3.1.2 Under the “driving” process, the introduction tasks are reasonably designed, and different teaching contents are selected at different levels. The teaching materials are the core, supplemented by teaching resources other than the teaching materials.

Under the premise of clear teaching objectives, teachers guide students to complete the output of learning resources. The teaching material used in our school's graded teaching is the “New Generation College English Comprehensive Tutorial”. Teachers should further refine and integrate lesson plan materials, PPTs, and extracurricular expansion materials to summarize output oriented teaching content. The output-oriented method does not oppose the use of textbooks, and in actual teaching, teachers still use textbooks as input resources. However, it is necessary to adjust the difficult and easy parts of the textbook based on the differences in learners' English proficiency, and provide differentiated output tasks, thereby fully unleashing the potential of learners.

3.2 “Promotion” Process

This process is the specific implementation stage of the output-oriented approach in college English graded teaching.

3.2.1 Promotion of discourse ability

Teachers should fully leverage the mediating bridge role between material input and student output. Based on the input materials, students need to be clear about their learning tasks and prepare for completing the final output tasks. Teachers can develop corresponding teaching strategies based on students' familiarity and mastery of input materials to drive their development.

3.2.2 Promotion of language ability

Teachers should guide students in completing output tasks. In the specific operation process, teachers can rely on input materials, adopt various forms of classroom activities, and guide students to choose output practices based on their English proficiency through the use of CET-4 and CET-6 test questions, thereby helping students efficiently complete output tasks.

3.2.3 Promotion of development ability

Teachers should conduct two-way mutual evaluation between group and teacher evaluations based on students' output results, and assign new input tasks, namely ability development.

3.3 Evaluation Process

The graded teaching of college English guided by the output-oriented method divides immediate evaluation and delayed evaluation into a combination of “teacher-student evaluation”, “process evaluation”, and “formative evaluation”.

3.3.1 Process evaluation

In the process of graded teaching, teachers should provide feedback based on students' output results to promote students' correction of errors and thereby improve their own output ability. Teachers can flexibly choose procedural evaluation methods based on the output results and test types. In graded teaching, the organic combination of two evaluation methods can effectively stimulate students to attach importance to every process of the output-oriented method, providing guarantees for the closed-loop development of the “driving” process, “promotion” process, and “evaluation” process.

3.3.2 Mutual evaluation between teachers and students

In the evaluation mechanism of output oriented theory, teachers should actively guide students to participate in the evaluation while fully exerting their evaluation role. On the contrary, students also need to evaluate the teaching methods and processes of teachers in graded teaching, in order to promote the effectiveness of graded teaching and improve teachers' output-oriented teaching practice ability.

Conclusions:

This study focuses on POA, and in response to the problems existing in the implementation of graded teaching of college English in our school, based on the goals and requirements proposed in the “English Teaching Guidelines” and “College English Curriculum Teaching Requirements” for college English, and on the premise of the effectiveness of the output-oriented method theory confirmed by a large number of practical teaching in English teaching, studies the construction details of optimizing the course, aiming to improving the teaching effectiveness of teachers and the learning efficiency of students.

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