

Reform of Business English Teaching in Higher Vocational Colleges Based on Obe

Yuan ZHOU

Shandong Vocational University of Foreign Affairs, Weihai, Shandong, China

ABSTRACT. The development of science and technology accelerated the integration of world trade, meanwhile the traditional business English teaching mode already cannot satisfy the social demand for international business talents. This paper, by referring to the OBE concept of engineering major, carries out the reform in the teaching process of business English major, aiming at improving the quality of business English major personnel training and serving the social demand.

KEYWORDS: Obe, Personnel training program, Curriculum system, Teaching evaluation

1. Introduction

With the progress of science and technology, economic globalization is accelerating, and the demand for international business talents is increasing day by day. According to statistics, about 500 vocational colleges and universities in China have set up business English majors, and business English education has been carried out for nearly 40 years. The traditional teaching mode has been increasingly unable to keep pace with the rapid development of social needs, so how to give play to the advantages of higher vocational education and cultivate business English talents with stronger professional ability has become an urgent issue to be studied.

Outcomes - Based Education (OBE) is a basic educational reform that first appeared in the United States and Australia. The American association for the accreditation of engineering education has fully accepted the concept of the OBE and has developed it into an internationally recognized engineering education standard. The training objective of business English major is similar to that of engineering discipline. The emphasis is on cultivating students' practical application ability and the combination of learning and application. The aim of this paper is to reconstruct the educational and teaching mode of business English major in higher vocational education by referring to the OBE concept of engineering educational mode, so as to achieve the purpose of cultivating high-quality international business talents urgently needed by the society.

OBE follows the principle of reverse design. In the design process, it emphasizes the corresponding relationship between internal and external needs and training objectives, between training objectives and graduation requirements, between graduation requirements and curriculum system, and between graduation requirements and teaching contents.

2. Revise the Talent Training Program Based on the Obe

The revision of the talent training program for business English majors in higher vocational colleges needs to integrate the influencing factors of internal and external demands. From the perspective of internal demand, the training goal of higher vocational colleges is to cultivate "advanced technical applied talents in production, construction, management and service". From the perspective of external demand, with the development of information technology, employers emphasize more on the cultivation of comprehensive ability. In addition to basic business English knowledge, the graduates are also required to understand local etiquette, culture and customs, skillfully operate various cross border e-commerce platforms, and have the ability to work in a team. The reverse design will finally summed up business English professional training objectives: develop solid English knowledge and skills, master the basic theories and knowledge of international business, have higher professional quality, be good at cross-cultural communication, be proficient in the use of modern information technology, be able to operate all kinds of business platform and use professional software, have the ability of data statistics and analysis, be able to meet the needs of economic globalization, have international competitiveness.

According to the general standards of engineering education certification, the graduation requirements of business

English are summarized into 12 items:Elementary knowledge(Solid English language foundation and systematic international business management theory knowledge as well as the cultural background, law, finance and accounting involved in business activities); Problem analysis(Able to use all kinds of business English knowledge, analyze all kinds of problems in the business process, search relevant literature, and draw scientific conclusions.); Design/develop solutions(Be able to design business processes in a broad sense, business planning and platform operations that meet specific needs, and due consideration should be given to public health, safety, culture, society and the environment.); Research(Be able to conduct research on generalized issues, search and select relevant data from business cases, norms, databases and literature, summarize research, and draw effective conclusions.); The application of modern tools(Skilled operation of various e-commerce platforms, the use of various data statistical analysis software, completion of all kinds of modern business operations.); Business and society(Ability to understand the social, health, safety, legal and cultural aspects of business activities and their responsibilities.); Environment and sustainable development(Ability to understand and evaluate the sustainability and impact of various business activities in a social and environmental context.); Professional ethics(Be able to abide by ethical standards, understand and comply with the professional ethics, responsibilities and norms in engineering practice, and fulfill responsibilities.); Individuals and teams(Ability to function effectively as an individual, member, or leader in a diverse team.); Communication(Ability to effectively communicate, understand, or give clear instructions to peers and the general public on a broad range of business activities.); Project management(Be able to understand and apply business management principles to work, that is, as a team member and leader, be able to manage projects in a multidisciplinary environment.); Lifelong learning(Ability to recognize the need for independent and lifelong learning in the business world.)

3. Set the Curriculum System in Reverse Based on Obe

Clear requirements for graduation require corresponding courses to achieve. Based on the concept of OBE, we need to establish a new curriculum system for business English majors with clear goals. The following shows the relationship between graduation requirements and the curriculum system:

Integrated English:Elementary knowledge (high effect), Modern tool use (medium effect), Communication (low effect), Lifelong learning (medium effect);

Business English reading: Elementary knowledge (high effect), Problem analysis(L), Design and develop solutions (low effect), Modern tool use (medium effect), Lifelong learning (low effect);

International business English: Elementary knowledge (medium effect), Problem analysis (medium effect), Business and society (medium effect), Professional ethics (medium effect), Communication (medium effect);

English Correspondence on Foreign Trade: Problem analysis(high effect), Design and develop solutions(high effect), Modern tool use(medium effect), Business and society(medium effect), Professional ethics(medium effect), Communication(low effect), Project management(low effect), Lifelong learning(medium effect);

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Substituted post exercitation: Problem analysis(medium effect), Design and develop solutions(medium effect), Modern tool use(medium effect), Business and society(high effect), Environment and sustainable development (low effect), Professional ethics (medium effect), Individuals and teams (medium effect), Project management(L), Lifelong learning(medium effect).

Through sorting out the relationship between curriculum and requirements, the composition of curriculum system is adjusted according to the characteristics of business English majors in higher vocational colleges. According to the need to adjust the teaching focus and teaching content, the strength of the whole teaching will focus on the industry, social needs, so that students learn to use, use to learn.

The course system construction of business English major based on OBE is oriented to graduation requirements.

3.1 Curriculum Provision

According to the requirements of graduation, international business English, international business negotiation, business English translation, foreign trade documents preparation, international trade practice, foreign trade documents preparation and other courses are established as core courses combining work with study, so as to ensure that the practical teaching time accounts for more than 50% of the total teaching time. We should strengthen the cultivation of students' core professional competence and professional quality, integrate quality-oriented education into the curriculum system, what's more, improve students' self-learning ability and sustainable development ability.

3.2 Curriculum Content

In terms of the curriculum content, according to the graduation requirements, the core course content is constructed by integrating the course certificate. The job skill requirements, industry standards and professional norms, vocational qualification skills and vocational quality requirements are integrated into the curriculum content, so as to achieve the integration of vocational skill qualification certificates and curriculum teaching content. Students are required to obtain a certificate of English language competence (such as cet-4 or cet-6) and a certificate of business practice (such as Cambridge business English certificate, vocational English proficiency level certificate, translation professional qualification level certificate, international business documents clerk certificate or foreign secretary certificate, etc.) upon graduation.

4. Improve Curriculum Syllabus Based on Obe

The syllabus is the teaching outline of each course, mainly including the teaching purpose, teaching requirements, teaching content, allocation of teaching, practice, experiment and homework hours etc., which is the guiding document of the course teaching. The traditional teaching syllabus is a mechanical extension of the talent training program, which overemphasizes the learning content but ignores the learning methods; at the same time, the evaluation method of learning effect is simple and inaccurate; It ignores the main role of students in the teaching process, which has not been able to meet the requirements of modern educational environment for teaching work.

The curriculum syllabus based on the concept of OBE pays more attention to students' learning outcomes and how to achieve learning outcomes and how to evaluate learning effects. In the course outline formulation process, the student - centered formulation principle is emphasized. Teaching should ensure the achievement of students' learning objectives. Teaching design and evaluation guarantee are based on students' basic knowledge, ability and quality. The principle of output orientation and sustainable improvement should be adhered to in the course of making syllabus. The formulation of the outline should continue the objectives and requirements of the talent training program and the curriculum system, and should include the evaluation methods of the whole process and multiple links, so as to ensure the sustainable improvement cycle of the curriculum teaching process. Based on the improvement of OBE syllabus, it can be completed in three steps.

4.1 To Construct the Relationship between Curriculum Objectives and Graduation Requirements

The determination of course objectives of the syllabus should fully reflect the requirements of graduation and the cultivation of students' various abilities.

4.2 To Construct the Relationship between Curriculum Teaching and Curriculum Objectives

The teaching content of the syllabus should fully reflect the course objectives and the teaching methods should be conducive to the realization of the course objectives.

4.3 To Establish the Relationship between Curriculum Assessment and Curriculum Objectives

The assessment method in the syllabus should match the course objectives, and the assessment content should be designed around the course objectives to fully reflect the results of students' knowledge and ability.

5. Teaching Evaluation Based on Obe

The traditional teaching evaluation index is too single, which does not consider the student's difference; The evaluation process is single and not continuous; The feedback of the evaluation is not timely and effective. Teaching evaluation based on OBE is divided into two parts: internal evaluation and external evaluation. It emphasizes that the evaluation results should be used for continuous professional improvement. The internal evaluation refers to the establishment of a teaching process quality control mechanism, monitoring the quality of the main teaching links, regular development of curriculum system and curriculum quality evaluation; Establish an evaluation mechanism for the achievement of graduation requirements, and carry out regular evaluation on the achievement of graduation requirements. External evaluation refers to the establishment of a graduate tracking feedback mechanism and a social evaluation mechanism such as enterprises and analysis institutions to conduct regular analysis on the achievement of training objectives. The teaching evaluation based on OBE is student-oriented and emphasizes the achievement of students' learning results and the progress of individual learning. It adopts diversified evaluation methods and

emphasizes the continuous improvement of the teaching process based on the evaluation results.

The teaching evaluation of business English major based on OBE is student-centered. The final result of the evaluation is whether students' learning results meet the needs of social business English work. In the implementation of the evaluation, the content of the evaluation is divided into teacher's teaching and student's learning.

The evaluation of teachers' teaching is carried out from four aspects: teaching attitude, teaching content, teaching method and teaching effect. The main observation point of teaching attitude is whether the teacher can do moral cultivation, pay attention to teaching and educating people. The main observation point of the teaching content is the standard teaching content, which conforms to the course requirements; The teaching key points and difficulties are prominent, and the social needs should be combined with theory and practice. The main observation points of teaching methods are the variety of teaching methods and forms and the mastery of teaching rhythm. Stimulate students' interest in learning, inspire students to think; Focus on the cultivation of students' ability to discover, analyze and solve problems. The main observation points of teaching effect are the good interaction between teachers and students and the good learning atmosphere of students. Students should have a firm grasp of knowledge.

For the evaluation of students, a diversified evaluation scheme is adopted. According to the characteristics of business English majors, the teaching process is divided into four stages. The first stage is the cultivation of professional basic ability, which is mainly the cultivation of English pronunciation, English speaking, English reading, English listening and other basic English language ability. The second stage is the cultivation of core competence, mainly the cultivation of English language application ability, English-Chinese translation ability and business English application ability. The third stage is the vocational ability training, mainly in the campus training and off-campus practice. In this stage, students are exposed to various business activities or scenarios to cultivate their practical application ability. The main task of the fourth stage is to obtain vocational qualification certificates or skills certificates. According to the characteristics of the students, different weights are used in the evaluation process of the four stages to truly embody the principle of teaching according to the characteristics of the students.

6. Brief Summary

The teaching construction of business English major based on OBE is a systematic project. We hope to form an OBE teaching model with business English characteristics in a certain period of time through reference, absorption and development. Although it draws lessons from the mature ideas of engineering education, it still needs continuous research and practice in the application process combined with the practice of business English major.

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