

Measures to Meet “Golden Course” Standards for Integrated Business English Course Based on OBE

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Abstract— Based on OBE theory, the essay outlines the exit outcomes of business majors are to become versatile international business practitioners and the learning outcome of Integrated Business English because are to be able to acquire a global vision to trans-national negotiation and problem-solving. Six measures are proposed to meet the standards for “golden course” based on outcome-based theory.

Keywords— OBE theory; Exit outcomes; Golden course; Business English.

I. INTRODUCTION

In China, 2018 witnessed the holding of the National Education Conference and the National Conference on Undergraduate Education of Institutions of Higher Learning in the New Era. The Ministry of Education issued the National Standards for the Teaching Quality of Foreign Languages and Literature ("National Standard") and "Opinions on Accelerating the Construction of high-level Undergraduate Education and Comprehensively Improving Talent Cultivation Ability" (as "40 Guidelines for Higher Education in the New Era"), aiming at cultivating "six excellence and one top-notch" innovative talents. The educational policies have initiated a learning and teaching revolution where not only "Jin Zhuan" (golden majors) or "first-class majors" should be constructed, but also "Jin curriculum" (golden courses) or "first-class courses" be created in Chinese universities. "golden Class" demonstrates high level, innovation and challenges. This study is to design measures to the standards for “golden course” based on outcome-based theory.

II. OUTCOME-BASED EDUCATION THEORY

Outcome-Based Education (OBE), the term was first coined by Spady, who outlined the definition of OBE and its components in his book *Outcome-based Education: Important Controversies and Answers*. OBE is opposed to the traditional Input-Based Education. The former is a results-determined process, which is designed based on teaching goals. The latter follows the input-determine-output principle and focuses on process. Since its rise in the 1980s, OBE has gradually become the mainstream concept of education reform in the United States, the United Kingdom, Canada and other countries with its advanced nature, science and practicality, and has had a profound impact on the reform of talent training mode in many international universities.

OBE emphasizes that the goal of instructional design and implementation is the learning outcome (output) achieved by students through the educational process, that is, what kind of talents to cultivate is the core source of all educational research work. OBE focuses on the actual needs of the society for talents,

emphasizing the reasonable arrangement of teaching time and the design of key teaching resources around learning output. Its implementation is mainly carried out around four principles: clarity of focus on culminating of significance, expanded opportunity and support for learning success, high Expectation for all to succeed, design down from your ultimate culminating outcomes. Acharya proposed four steps to implement OBE: Defining the learning output (Defining) -- Realizing the learning output (Realizing) -- Assessing the learning output (Assessing) -- Using the learning output. The main advantages of OBE are: (1) the expected output is clear; (2) Flexible teaching methods; (3) Comparable learning outcomes; (4) Participation of all members. As an advanced educational concept, OBE requires teachers to actively promote and practice education and teaching reform in the process of education, and strive to achieve three changes, namely: from discipline-oriented to goal-oriented, from teacher-centered to student-centered, and from quality monitoring to continuous improvement.

III. CURRENT STATE OF INTEGRATED BUSINESS ENGLISH TEACHING

As a branch of Foreign Languages and Literature, Business English major is constructed with an orientation to student-development, taking entrepreneurship and employment as guidance, with an aim at whole-person education to cultivate compound, applied and innovative talents who meet the needs of national and social development in the new era. The exit outcomes of business English majors proposed by National Standard are as follows: Cultivate solid basic English skills, have international and humanistic vision, master relevant basic theories and knowledge of linguistics, economics, management, law (international business law), be familiar with international business rules and conventions, have capability in English application, business practice, cross-cultural communication, thinking and innovation, and independent learning. To be precise, learners are to become versatile international business practitioners.

Wang Lifei proposed (2015, 2016) Business English courses should focus on cultivating the "5+1" capability of

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business English talents, namely, capability in English application, business practice, cross-cultural communication, critical thinking and innovation, independent learning, and interdisciplinary learning. An efficient and reasonable framework needs to be established to ensure the exit outcomes of graduates which will guarantee the sustainable development of Business English major.

As a basic course for the first and second grade of Business English major, Integrated Business English is the core course of the major. It emphasizes the organic integration of language, culture and business knowledge, laying emphasis on consolidating students' basic English skills, and attaching equal importance to business professional and humanistic qualities.

The goal of international business talent training based on ability training puts forward new requirements for business English course teaching. However, the teaching activities carried out in many digital teaching environments still focus on the transmission of knowledge, which reveals the following problems:

- 1) The current teaching process and all teaching arrangements are based on pre-prepared learning plans, ignoring the basic goal of "learning outcomes".
- 2) The teaching content is mostly based on a textbook, mainly knowledge-oriented, with textbooks as the center. Teachers focus on the teaching content, while students focus on the summary and arrangement of acquired knowledge, ignoring and lacking the cultivation of students' comprehensive abilities such as practice and innovation.
- 3) The digital teaching method is single-moded, students completing the learning tasks according to the requirements of teachers, remaining in a passive state of acceptance. The accumulation of information can only achieve the goal of cultivating learners' low-order cognitive ability of "recall, understanding and application".

Such teaching reform only stays in the form of "performance" of teaching, changing classroom teaching from "human irrigation" to "electric irrigation", and the created digital learning environment is difficult for learners to achieve the goal of "analysis, evaluation and creation" and other high-level cognitive ability, unable to achieve the goal of critical thinking and innovation ability training.

IV. MEASURES TO MEET "GOLDEN COURSE" STANDARDS BASED ON OBE

Enabling outcomes, the essential elements of exit outcomes are building blocks for the construction of "5+1" capability of business English talents. The outcome of the course of Integrated Business English is defined as learners will be able to acquire a global vision to trans-national negotiation and problem-solving. The "golden Course" of Integrated Business English applies clarity of focus, expanded opportunity and high expectations principles to design what should be included and excluded in the instruction.

A new model of intelligent class, blending online and offline teaching is designed to explore and implement exit outcomes. The instruction applies modern network teaching platforms of "Rain Class", "Learning Access" and "China

MOOC University" to design intelligent teaching, which is student-centered and oriented by student learning output.

The following measures are included with both ideological and emotional competence into consideration for the performance demonstration in real business communication situation.

(1) Ideological and political guidance

The course of Integrated Business English mainly discusses the current articles of European and American economic and political newspapers, involving western trends of thought and value, which in some way differ from Chinese culture and ideology background. As college students are shaping their knowledge system, thinking mode and value concept, "golden course" should straighten out their bewildering thoughts, establish the right core values, help them correctly understand various phenomena, viewpoints and trends of thought in reality. Doing a good job in the ideological and value guidance of classroom teaching plays a critical role in "golden course" instruction.

(2) Performance orientation

From the perspective of OBE theory, the goal of training professionals with a global vision, proficiency in foreign languages, an understanding of international rules and proficiency in international negotiations determines that the golden course of Integrated Business English should organically integrate the training of language skill performance into business practice, cross-cultural communication and critical thinking. Such performance-oriented instruction enables students to solve problems across disciplines with a global vision, integrating language and culture from both Chinese and foreign countries.

(3) Creative thinking

Creative thinking is the key for insight and real problem solving. "golden Course" teaching integrates innovation into the whole teaching process. To expand opportunities for all learners, the "formalized pseudo task" of entertainment, superficial and hollowing, will all be eliminated from the original instructional planning. Explanation of textbooks focuses on confusing points to replace "pseudo-teaching" along with the content of the textbook. In class, students are guided to think about real problems, explore real application of cultural understanding and master real communication skills. Teachers actively seek changes, constantly improve their ability of thinking and innovation, thinking in teaching, doing and researching.

(4) Knowledge integration

Integrated Business English courses integrate both language and business. The training goal of compound and applied talents requires gradually training students to form a compound knowledge structure and knowledge system, to build up a multidisciplinary knowledge system such as language knowledge, business knowledge, cross-cultural knowledge, humanistic and social science knowledge and interdisciplinary knowledge. Learners are to experience culture in language, learn language in culture, and understand cross-cultural communication in business. "golden Lesson" teaching should always follow the characteristics of knowledge crossing and culture fusion.

(5) Blended online and offline smart classroom

The "golden Course" of Integrated Business English applies modern network teaching platforms such as "Rain Class", "Learning Access" and "China MOOC University" to design the teaching content of related links in the teaching process according to students' course learning outcomes and needs based on the concept of OBE. Teachers use wisdom to stimulate students' motivation, so that students can "start" before, during and after class to form a symbiotic classroom. Students actively participate in teaching activities in the classroom, not only using the brain, but also using hands, fully mobilizing the brain, eyes, ears and hands, integrating vision, hearing, touch, listening, reading and writing, so that the original teacher's classroom is converted into the classroom of students, as learners become classroom practitioners. Through the release of pre-class tasks, the flipped teaching content, the teacher's explanation is no longer the content of the textbook, but students' understanding of the content of the textbook. The starting point of teachers' teaching is no longer the knowledge points in textbooks, but students' understanding of the knowledge points, so that classroom teaching becomes the dialogue and communication between teachers and students on a certain topic or idea, and thus the class becomes a dynamic class in which students take the initiative to inquire, active in accomplishing tasks instead of simply passively listening to the teacher's explanation.

(6) Comprehensive and multidimensional evaluation

Under the guidance of the concept of OBE, the assessment method of "golden Course" of Integrated Business English pays more attention to process assessment and formative evaluation, implementing comprehensive and multidimensional evaluation methods including student self-evaluation, intra-group evaluation, inter-group evaluation and teacher evaluation, incorporating students' learning process in task-guided

learning, flipped classroom and online-offline blended smart classroom into the assessment process. It encourages students to change from passive acceptance of knowledge to active absorption of knowledge, improve their self-learning ability, logical thinking ability and teamwork ability, and truly cultivate students' comprehensive ability and quality. At the same time, teaching evaluation is not the end point. Teaching evaluation and the degree of achievement will be fed back into the process of teaching designing, in order to achieve continuous improvement and improve teaching quality.

Based on OBE theory, the essay outlines the exit outcomes of business majors as learners are to become versatile international business practitioners and the learning outcome of Integrated Business English as learners are to be able to acquire a global vision to trans-national negotiation and problem-solving. Six measures are proposed to meet the standards for "golden course" based on outcome-based theory.

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