

Construction and Evaluation of PBL College English Teaching Test Model Based on “Product Oriented” (POA)

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ABSTRACT. “Production-oriented Approach” (POA) is a foreign language teaching theory with Chinese characteristics proposed by Professor Wen Qiufang on the basis of “output-driven hypothesis” and “output-driven-input hypothesis”. For the three major parts: First, Teaching theories based on learning center theory, learning-use integration theory and whole-person education theory; Second, the teaching hypothesis based on output-driven hypothesis, input-promoted hypothesis, and selective learning hypothesis; Second, the teaching process based on driving, facilitating and evaluating. Among them, the teaching process is divided into three levels: driving, facilitating and evaluating. The evaluation of teaching under the perspective of “output-oriented” is not only satisfied with the evaluation of teaching achievements and learning performance, but also needs to play the role of output driving and input promotion. Through the evaluation of the “reaction force”, to promote the formation and development of students' comprehensive English language ability. At the same time, the teaching evaluation from the perspective of “output orientation” also plays a role in promoting the teaching reform. Based on this, this paper studies and discusses the construction of PBL college English teaching test model and its implications for college English teaching from the perspective of “output orientation” with “two forms, three dimensions and four modules” as the basic model.

KEYWORDS: *Output orientation; PBL; College English; Test*

1. Introduction

The full name of PBL is project-based learning, and its Chinese name is “project-based learning”, which is a project-based, student-centered and context-dependent teaching mode. PBL mainly has the following five characteristics: First, to “drive” students to carry out independent learning; Second, take the situation as the “background” to guide the students to study and apply the discipline thought; Third, to promote the communication and cooperation between students

through collaboration as the “foundation”; Fourth, using learning guidance as a “bracket” to promote the improvement of students' learning ability and practical ability; Fifth, take conclusion as “product”, evaluate, display and share students' learning performance and learning results. Based on the connotation of “output oriented” and the characteristics of PBL, combined with the current social development demand for English level and professional level, we try to combine college English teaching and professional knowledge of teaching, constructing a new mode of college English teaching, and on this basis, establish a corresponding test model, and thus a more comprehensive, objective and scientific evaluation of student performance, reflect the training program, and as the breakthrough point, promote the students' English language practical ability and the coordinated development of professional practice skills.

2. Construction of PBL College English Teaching Test Model Based on “Output Orientation”

Based on the “output-oriented” PBL college English teaching test model, it can be summarized as the “two three four six” model, namely: two forms, three dimensions, four modules and six standards:

(1) Two forms

1) Immediate evaluation

Immediate evaluation refers to the evaluation made by students anytime and anywhere in the process of completing practical training projects and producing project results according to their specific performance in terms of language accumulation, language logic, language expression, cultural etiquette, improvisation and other aspects.

2) Delay evaluation

Delay evaluation refers to the evaluation of the project results produced after students' class exercises and extracurricular practice. It mainly refers to the results of language practice carried out in real language situations or internship positions.

(2) Three dimensions

1) Self-assessment of students

In the self-assessment of students, the main role of students in the PBL teaching mode should be given full play, and the evaluation standard should be set by students themselves. Based on the standard, the plan of task completion and the method of task completion should be chosen. On this basis, through the comparison of the evaluation criteria with the actual completion of the task, the efficiency and quality of the task completion are reflected.

2) Students mutual assessment

Students' mutual assessment is usually divided into intra-group and inter-group.

Intra-group mutual assessment refers to the comprehensive assessment of the attitude, ability, role and value of each other in the process of completing tasks among team members. Inter-group mutual assessment is the comprehensive assessment of the efficiency, quality, strategy and means of task completion among different groups.

3) Teacher assessment

The basis of teacher assessment mainly includes students' attitude to participate in activities in the process of completing tasks, the accumulation of basic knowledge, the improvement of language ability, the training of learning methods, and the achievement of completing tasks.

(3) Four modules

1) Test modules in class

In PBL English teaching mode from the perspective of “output orientation”, teachers need to complete the following teaching tasks in classroom teaching:

a. check and accept the content of students' preview before class; b. explain the key and difficult knowledge; c. release and decompose project tasks; d. guide and assign the key and difficult points for the completion of the project; e. acceptance and assessment of project results. For class teaching tasks, the test module includes: (1) examination of students' pre-class preview results; (2) examination of students' class knowledge learning results; (3) students' participation in performance test in class; (4) student project completion result test.

2) Test modules after class

In the PBL English teaching mode from the perspective of “output orientation”, teachers can carry out the following teaching activities after class: (1) promotion and sharing of project research results; (2) Research and practice of training project expansion. For the after-class teaching tasks, the after-class test module includes the following contents: (1) students' learning enthusiasm test; (2) testing students' language learning ability; (3) students' language practice ability test.

3) Online test module

Online teaching is an important auxiliary means of PBL English teaching from the perspective of “output orientation”. Through online teaching, the following teaching objectives can be achieved: (1) release online independent learning tasks to clarify the key points and difficulties of independent learning; (2) organize students to carry out online learning discussion, monitor the progress of students' discussion at any time, and give timely guidance; (3) implement online task achievement display, and organize online achievement sharing and comment. For online teaching tasks, the online test module includes: (1) the test of task results on the online independent learning; (2) online language learning achievement test; (3) performance and results testing of online learning discussion; (4) online task result test.

4) Offline test module

In most cases, offline teaching and in-class teaching are highly overlapping, and the two complement and promote each other to jointly complete the output driven and input output. Offline test module mainly includes the following contents: (1) testing students' language learning performance; (2) testing students' language learning achievements; (3) test of student project output; (4) language learning ability test of students.

(4) Six standards

To ensure the validity of the test, we set six criteria for the test -- reliability, construct validity, authenticity, interactivity, influence degree, and operability -- based on Messick's findings (table 1).

1) The reliability

Reliability refers to the consistency and stability of multiple test results and is a necessary feature of test scores. Among the many factors influencing test reliability, the difficulty of test is the most influential. Therefore, in the PBL college English test from the perspective of "output orientation", teachers should have a precise grasp of the difficulty of the selected purpose. They should not only ensure that the project tasks of each test are not too difficult or too easy, but also ensure that the vertical difficulty of each test is basically flat, so as to ensure the reliability of the test.

2) Construct validity

Construct validity refers to whether the interpretation and application of test scores are reasonable or not. Compared with the traditional college English test of reading and writing test and listening and speaking test, the test under PBL mode is more comprehensive and interrelated. If the teacher cannot reasonably explain the score of the test, it will easily affect the authenticity and objectivity of the test.

3) Authenticity

Authenticity refers to the degree to which the project content used for testing matches the project content used in the real language. Therefore, when selecting test items and designing project procedures, teachers should try to be close to the real English language application situation and professional post work situation, so as to effectively examine students' English language communication ability and professional quality.

4) Interactivity

Interactivity refers to the degree to which students participate in a project. In order to better reflect the interactive characteristics of PBL college English test from the perspective of "output orientation", teachers should reasonably design the project process, ensure that every student has a relatively equal opportunity to participate in the project tasks, and fully display their English language ability and professional post vocational skills.

5) Influence degree

Influence degree refers to the influence of test on students' learning and teachers' teaching. Every successful test is not only the evaluation and summary of students' previous learning achievements, but also the guidance for students' future learning and the inspiration for teachers' future teaching.

6) Operability

Operability refers to the degree of satisfaction of the current manpower, material resources, time, venue and other factors for the test needs. For the college English test in PBL mode, the main thing that teachers need to consider is these factors.

Table 1

Test Interpretation		Test Use
Evidential basis	Construct validity	Construct validity + relevance/utility
Consequential basis	Value implications	Social consequences

Table 2

project name	Task decomposition	Release link	Release form	Teaching objectives	Test form	Task evaluation criteria	Test scores
"Stolen Identify" Film review	1. Read the text "Stolen Identify"2. Watch the Stolen Identify soundtrack movie	Preview before class	Online/off-class assignments	Cultivate students' independent learning ability to achieve output-driven	Self-evaluation of students	1. Read the text independently and master the general idea of the article (10 points) 2. Watch the movie, understand the main content and story line of the movie (10 points)	20 points
	2. Discuss the experience of watching movies and the writing skills and norms of film reviews in groups	Class teaching	Offline/in-class assignments	Cultivate students' English cooperation and communication skills, and prepare for the input and output	Teacher evaluation /student evaluation	1. Attitude towards participation in the discussion (5 points) 2. Language competence in the process of discussion (5 points) 3. Comprehensive professionalism demonstrated during the discussion (10 points)	20 points
	3. Form a 1000-word film review in the way of group cooperation, and present the content of the film review in the way of film promotion	Class teaching	Offline/in-class assignments	To train students' language communication ability and post practice ability to achieve input and output	Teacher evaluation /student evaluation	1. Learning attitude and enthusiasm (5 points) 2. Value and function (5 points) 3. Information integration ability (10 points) 4. Language competence (10 points) 5. Chinese professional quality (10 points)	40 points
	1. Carry out language practice, choose your own films, independently complete a film review of about 1000 words, and present it in the form of film review recommendation. Upload the presentation results to the class sharing group	After-school assignment	Underclass/online task	To realize language re-output and cultivate language skills and professional qualities	Student self-evaluation/teacher evaluation /student evaluation	1. Film review writing level (10 points) 2. Language expression ability and performance ability (5 points) 3. Innovation awareness and learning ability (5 points)	20 points

(5) Overview of test results

The PBL University English Test is for Chinese majors. The total number of reference students is 62, which is tested in the form of project-driven and group division of labor. The test results are as follows: 6 people with more than 90 points account for 10%; 11 people with 90-80 points, accounting for 18%; 23 people with 80-70 points, accounting for 37%; 17 people with 70-60 points, accounting for 27%; and 5 people with 60 points or less, accounting for 8%.

(6) Analysis of test results

Compared with the previous three test scores, the score of this test did not fluctuate more than 5%, which met the preset reliability and validity criteria. In the examination process, most students are actively involved in the discussion and presentation, and the interaction and authenticity are also ideal. The time, venue, equipment and other conditions in the examination process also meet the test requirements and are operable.

(7) The impact of this test on students' learning and teachers' teaching

1) Impact on students' learning

In task 1, the teacher gave each student a self-assessment form (the self-assessment form was jointly developed by all students through democratic consultation at the beginning of the semester), and asked students to compare the contents of the form and carry out self-assessment. Through self-assessment, students can reflect on their learning results and find their shortcomings in independent preview, so as to improve and make up for them in the future study, which greatly improves students' independent learning ability.

In the task 2 and the task 3, the teacher conducts teacher evaluation and student mutual evaluation from the aspects of participation degree, language ability, professional accomplishment and task achievement, thereby stimulating the enthusiasm and creativity of the students to participate in the group project task, and guiding students combine English language practice with professional post practice to promote "input" and "output" of English language in real situations.

In task 2 and task 3, teachers combine process evaluation with result evaluation to achieve more comprehensive, three-dimensional, real and objective evaluation.

In task 4, students are guided to consolidate and extend what they have learned in class through after-class tasks, so as to achieve internalization and sublimation of English ability and professional quality.

2) Influence on teachers' teaching

Through the paper analysis, we found that the lesser aspects of students include:

(1) In the process of independent film watching, the refinement of the film

theme is not deep enough, and the ability to think independently needs to be improved;

(2) Individual group students are not able to express what they mean in the group discussion session, and they are not skilled enough in the writing skills and norms of film reviews;(3) in the task result display, some students lack the ability to make public speeches and express themselves in language;(4) in the after-class task, some students lack the sense of originality and are easy to follow others.This provides valuable reference opinions for teachers in the future, and inspires teachers to focus on cultivating students' independent learning ability, professional post skills, language application ability and innovative consciousness in applied teaching from the above aspects.

(8) Thinking about this test

This test has the following advantages and disadvantages:

1) Advantages

a. Embodies the concept of “learning center theory”

This test highlights the student's dominant position in English learning and embodies the concept of “learning center theory”, enabling students to acquire knowledge and exercise skills through independent learning, independent thinking and collaborative inquiry.

b. The output driver is implemented

The setting of the group discussion session “forces” the students to realize the language output, so as to use the test as a breakthrough to train the students' English language ability.

c. Achieved input facilitation

In the group discussion and after-class tasks, the integration of English language input and output drive is realized, and English language practice is combined with professional post practice to promote the achievement of application-oriented talent training goals.

2) Disadvantages

a. The “100%” participation cannot be achieved and the “guided” goal cannot be fully achieved

In the group discussion, there were still some students who could not actively participate in the project tasks for various reasons. For this part of students, they failed to realize the output drive and input promotion in the test.

b. Process tracking is not comprehensive and detailed enough, and the objectivity of evaluation is impaired

In task 2 and task 3, due to the large number of participants and groups in the test, the teacher could not track, observe and evaluate each member of each group in the whole process. Therefore, it is inevitable to be biased in the teacher

evaluation. Although there is student mutual evaluation as a remedy, in order to ensure the fairness and authority of the test, we still hope that teachers can come up with better solutions to improve the validity and authenticity of teacher evaluation.

3. Teaching reflection

The construction of the “production-oriented” PBL college English teaching test model has the following implications for our teaching evaluation:

(1) To achieve procedural evaluation

The process of students completing one practical training project after another is a process of continuous improvement of language ability and professional quality. Teachers should pay attention to not only the learning results of each student, but also the learning process of each student, find out the progress and deficiencies of students in language learning, and guide and supervise them.

(2) To realize diversified evaluation

The completion of each project is not the contribution of a student, but the result of teamwork. Therefore, teachers should establish diversified evaluation standards to realize all-round and three-dimensional comprehensive evaluation of students from the perspectives of self-evaluation of students, mutual evaluation of students, evaluation of teachers and even evaluation of practical trainers, evaluation of enterprise customers and evaluation of parents.

(3) To achieve personalized evaluation

PBL English teaching from the perspective of “production-oriented” should adhere to the principle of “learning-centered, student-centered”, carry out personalized evaluation according to different project tasks and student characteristics, so as to meet the teaching needs of different teaching tasks and learning needs of different learning subjects.

(4) Development evaluation should be implemented

PBL based on “output oriented” college English teaching, should implement the teaching evaluation from knowledge to ability, from the results to the process, from the evaluation of learning outcomes to the transition, to promote the development of the future from the students' ability of language development and career future demand, to ensure that the teaching evaluation of prospective and inspiring, realize the developmental evaluation for students.

4. Conclusion

To sum up, based on the profound understanding “output oriented” teaching theoretical connotation and the essence of PBL learning mode, aiming at “based on the output direction of PBL teaching test model building and evaluation” study and

exploration, and inspired in the teaching evaluation reform, to reflect on the current English teaching activities, think of PBL from the “output oriented” college English teaching should insist on “student-centered” teaching philosophy, give full play to the dominant position of students in English learning, and combine English teaching and professional teaching, with project as the carrier, with ability as the goal. Through independent learning, cooperative inquiry and heuristic teaching, opportunities and platforms are created for students' language input and output, so as to promote students' language competence and professional quality in the process of English language practice. It is hoped that through the discussion of this paper, the reform of teaching evaluation can be implemented as a starting point to promote the “double development” of English teaching reform and students' language learning.

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