

The design strategies of the O-AMAS model for effective teaching of English major courses

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Abstract: The cultivation of English talents has become a central concern among teachers in the instruction of English major courses. The utilization of the O-AMAS model as a pedagogical framework has the potential to enhance the instructional design and courses organization, hence fostering the improvement of academic performance and learning outcomes among students. This article examines the design approach of the O-AMAS model in order to enhance the effectiveness of English major teaching. The purpose of this exploration is to provide a reference for practitioners in the field.

Key words: English major courses; effective teaching; O-AMAS model; design strategies

1 Introduction

In the context of globalization, it is imperative for students majoring in English to acquire a high level of fluency in the English language. Nevertheless, numerous students face a myriad of challenges during their educational journey, including a dearth of enthusiasm towards acquiring knowledge and struggles in comprehending the material presented in the classroom. Hence, the development of efficacious pedagogical approaches aimed at augmenting students' learning efficacy and fostering their motivation has emerged as a pressing concern within the realm of English major education.

2 The overview of O-AMAS model

The O-AMAS model is a highly efficacious instructional design technique that encompasses five fundamental components: goal setting, analysis, method, application, and synthesis. The O-AMAS approach has significantly contributed to the pedagogy of English major courses [1]. Through the process of clarifying goals, analyzing students' needs, selecting appropriate teaching methods, applying acquired knowledge to practical situations, and conducting comprehensive evaluations, educators have the potential to significantly enhance students' English proficiency, subject knowledge, and practical application abilities. The effectiveness of instructional practices will establish a firm groundwork for the future growth and progress of students. Hence, educators have the option to utilize the O-AMAS model as a pedagogical framework for enhancing the instructional efficacy of English major courses [2].

3 The importance of O-AMAS model in the effective teaching of English majors

3.1 Promoting the comprehensive development of students' linguistic proficiency

The O-AMAS approach has the potential to enhance the holistic development of students' language proficiency in English major courses. By establishing explicit objectives and effective information exchange, students may develop a

more comprehensive understanding of the specific language knowledge and abilities they must acquire. Consequently, they can engage in focused learning and training activities tailored to their individual needs [3][4]. The O-AMAS model places significant emphasis on students' operational needs, namely, the application of language knowledge and skills in practical contexts. This approach facilitates the practical application of language in real-life circumstances, hence enhancing students' language competence and communication abilities.

3.2 Cultivating students' problem-solving and innovative abilities

The integration of the O-AMAS model within English major courses has the potential to foster students' problem-solving and innovative capacities. The O-AMAS model necessitates that students analyze the needs of the target audience and the manner in which information is conveyed in order to ascertain suitable action requirements and strategies [5]. This process demands the possession of certain problem-solving and inventive capabilities by the students. Through the ongoing analysis and resolution of real challenges, students have the opportunity to foster critical and creative thinking skills, thereby enhancing their problem-solving and innovation capabilities.

4 The design strategies of the O-AMAS model for effective teaching of English majors

4.1 Goal setting

Goal setting is the foundation of instructional design, which can clarify the direction and the expected results of teaching. When designing English major courses, it is important to establish goals that encompass a comprehensive range of language abilities, including listening, speaking, reading, and writing, as well as knowledge acquisition in relevant subject areas. It is imperative for educators to effectively articulate the objectives of teaching in the domains of hearing, speaking, reading, and writing, encompassing the enhancement of listening comprehension, oral expression, and writing proficiency. It is necessary for these objectives to possess the quality of measurability, wherein the assessment of students' proficiency may be accomplished through the means of examinations, assignments, and oral presentations. Establishing a reading objective has the potential to facilitate students' comprehension of academic texts with specific levels of complexity, which can be evaluated through the assessments of reading comprehension and participatory exchanges within the classroom. In the context of English major courses, it is important for instructors to ascertain the specific domains of knowledge that students must acquire, taking into account both the prescribed course requirements and the individual demands of the subject matter.

4.2 Needs analysis

The present analysis entails a thorough examination of students' needs and backgrounds, with a focus on goal formulation. This encompasses the English language competency, subject-specific requirements, and preferred learning modalities of the intended student demographic. Educators must be aware of the listening, speaking, reading, and writing proficiency levels of their students. They have the ability to gather data on students' English competence by utilizing various methods such as classroom examinations, questionnaire surveys, or individual interviews. This study facilitates the assessment of the difficulty associated with teaching material and procedures, enabling teachers to effectively tailor their instructional approaches and give suitable support and opportunities for intellectual growth. English courses across several disciplines may impose different criteria based on students' professional backgrounds and specific prerequisites. Business English courses sometimes necessitate students to possess proficiency in commercial communication and cross-cultural communication. On the other hand, science and technology English courses typically demand students to acquire expertise in professional language and adhere to traditional writing conventions within the realm of science and technology. Educators has the ability to comprehend the expectations and requirements of students about professional English courses

by means of surveys, classroom discussions, or empirical case studies, which enables them to provide instructional content and assignments that are tailored to meet the specific needs of the students.

4.3 Teaching methods

Educators must carefully select appropriate pedagogical approaches and instructional techniques. The answer to the question is contingent upon several circumstances, including but not limited to the specific teaching objectives, individual student requirements, and the overall teaching environment. Various pedagogical approaches commonly employed in educational settings encompass lectures, interactive discussions, collaborative group activities, simulated role-playing exercises, and the examination of real-life cases, among others. In order to enhance students' proficiency in oral expression, educators can employ instructional strategies that foster engagement and competence in this domain. Activities such as conversations and role-playing can serve as effective means to promote students' interest and aptitude in oral expression. Educators have the ability to utilize a wide range of instructional materials in order to improve the effectiveness of their teaching methods. The available resources encompass a variety of mediums, such as textbooks, audio materials, videos, and internet sources. Educators possess the ability to integrate various resources in order to develop teaching exercises, furnish a wide range of educational materials, and assign assignments that cater to the distinct learning requirements and preferences of students. In the context of instructing reading skills, teachers have the opportunity to present various materials, including articles, news reports, and research papers, to facilitate the development of students' professional lexicon and enhance their reading comprehension proficiency. Educators have the ability to create intellectually stimulating and engaging educational tasks that increase student engagement and motivation to learn. Engaging in activities such as project-based learning, practical assignments, and collaboration may facilitate students in exploring pertinent subjects in more depth, while also fostering the development of problem-solving skills and collaborative talents. By engaging in these activities, students are able to actively partake in the process of learning and improve their comprehension and utilization of knowledge.

4.4 Practical application

Within the realm of English major courses, the incorporation of the application stage holds significant value as it serves as a crucial phase in the implementation of chosen methodologies and tactics within the context of classroom instruction. In order to facilitate the application of acquired information to real-world scenarios, teachers should furnish students with practical opportunities and case studies. It may be accomplished by the careful selection of teaching materials, the effective implementation of teaching plans, and the organization of student involvement. Teaching materials should exhibit a strong alignment with instructional goals and student requirements, therefore fostering students' engagement in the learning process and furnishing them with essential information. In the context of business English classes, instructors have the option to select pertinent business communication instances and authentic business texts as illustrative examples of real-life scenarios. This approach facilitates the application of students' acquired knowledge to practical circumstances. Teachers possess the ability to effectively distribute instructional time among various learning activities and tasks, taking into consideration the specific teaching objectives and cycles. Educators have the capacity to foster active engagement and collaboration among students, while also enhancing their linguistic proficiency and practical aptitude through the instruction of novel concepts, group or collaborative learning methodologies, role-playing exercises, and other pedagogical activities.

4.5 Comprehensive evaluation

The comprehensive stage has significant importance in the process of summarizing and assessing students' learning results. Educators must thoroughly assess students' proficiency in language skills and knowledge, appraise the efficacy of

their instructional methods, and adapt their teaching approaches in accordance with students' feedback and academic achievements, and they have the ability to condense students' educational achievements by employing a range of assessment techniques. Assessment methods in academic settings encompass a range of formats, including written examinations, oral presentations, project-based assignments, and active engagement in classroom discussions. They do have the ability to assess students' proficiency in language skills and knowledge by means of predetermined objectives, subsequently documenting their educational advancement and assigning grades accordingly. The assessment of instructional efficacy holds significant importance. Teachers have the ability to gauge students' levels of happiness and the success of their teaching methodologies by employing various methods such as conducting questionnaire surveys, soliciting student feedback, and conducting teacher observations. This evaluation has the potential to assist educators in identifying challenges and enhancing pedagogical approaches to improve the quality of instruction and cater to the diverse learning needs of students.

5 Conclusion

In conclusion, the use of the O-AMAS model enables educators to enhance their ability to monitor, analyze, motivate, guide, and assess students' learning processes, ultimately leading to the improvements in both learning efficacy and student engagement. The model is confronted with several obstacles, including the necessity for instructors to possess a high level of professional knowledge and abilities, as well as the management of individual differences among students. Therefore, teachers have to demonstrate adaptability in implementing this framework and make modifications and improvements in accordance with certain circumstances.

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Conflicts of interest

The author declares no conflicts of interest regarding the publication of this paper.

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