



Study on the Reform Path of College English Classroom Teaching Based on Outcome Based Education (OBE)

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Abstract

The concept of OBE (Outcome Based Education) takes learning outcomes as the orientation, all students as the center and discipline integration as the educational mode. Teaching design based on OBE concept has certain application value in college English classroom teaching practice. At present, English teaching in colleges and universities is mainly based on traditional teaching methods. Although many colleges and universities actively carry out English education reform and introduce new teaching methods and ideas, there are still problems such as focusing too much on examination and neglecting application, backward teaching concepts and fixed teaching methods, which affect the effect of English teaching. Therefore, it is of great significance to carry out college English classroom teaching reform based on the results-oriented concept. Based on the analysis of the basic connotation and significant characteristics of OBE, this paper puts forward the corresponding reform strategies focusing on the learning effectiveness, teaching quality and curriculum evaluation of college English courses, so as to provide a reference for the sustainable development of college English course teaching mode.

Keywords

OBE education concept, College English, Teaching reform, Learning outcome

Introduction

OBE (Outcome Based Education) is a concept put forward by Spady W.D., an American scholar, in 1981. This concept emphasizes that learners should be the main body, define expected learning outcomes, and reverse design teaching links under their guidance, lead learners to complete learning goals with resources, and comprehensively feedback teaching results through dynamic and procedural evaluation to provide a basis for continuous improvement of teaching (Wu Y, 2021). OBE concept respects individual differences and emphasizes competency-based, which, combined with blended teaching mode, can effectively stimulate students' learning motivation, promote students' deep learning and ability development, and has important practical significance for formulating scientific teaching objectives, improving the whole teaching process and improving the feedback effect of teaching evaluation. At present, the concept of OBE has actively penetrated into the teaching reform of college English courses, and has played an active role (Tang L, 2021). Therefore, based on the actual needs of students, it is necessary to highly integrate many advantageous information elements of the OBE concept, further optimize the English teaching model, and lay a solid foundation for the con-

struction of a diversified English course teaching system, so as to effectively realize the purpose of combining the OBE concept with the reform of college English course teaching methods. This paper focuses on the significant characteristics of OBE concept, explores the innovation strategy of college English course teaching reform, and infuses "innovative ideas" into the sustainable development of college English teaching.

1. Teaching process based on OBE concept

The four implementation steps proposed by Achaya are shown in Figure 1, and combined with the four contents contained in the core literacy of college English subjects, the college English classroom teaching process based on the OBE concept is sorted out.

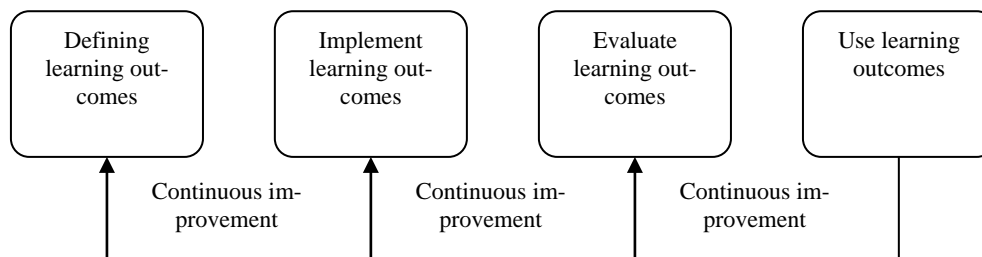


Figure 1. Implementation steps of OBE concept.

1.1 Define learning outcomes

Defining learning outcomes is the first stage of the teaching operation procedure based on the OBE concept, which is both the starting point and the end point of the whole process, and has a guiding effect on the curriculum objectives and teaching objectives. When defining learning outcomes, the outcomes should be detailed as far as possible and realized step by step, and the results of students' English learning courses should be formulated through the analysis of internal and external needs combined with the guidance of English subject construction in colleges and universities. Moreover, competency-based education should be emphasized to develop students' language communication ability (Song C & Sun H, 2020). Meanwhile, teachers should clearly design each lesson. The extent is which the expected effects of each semester's courses contribute to the peak outcome at the end of the course, and the value to the final learning outcome.

1.2 Achieving learning outcomes

The realization of learning outcomes (implementation of learning outcomes) is the key link of OBE teaching mode. Learning outcomes represent a kind of ability structure, and the realization of ability needs to be supported by relevant curriculum content. Teachers should design teaching content, teaching process and teaching evaluation according to the matching relationship between goal setting and knowledge system. The mapping relationship between the two can be clearly reflected by constructing the target knowledge matrix. At the same time, the OBE concept advocates that teachers should complete the series of curriculum knowledge and organize teaching activities modularized. Considering the development stage of college students, the previous single teaching mode should be changed in teaching, and a mixed teaching mode such as unit teaching, case teaching and question teaching can be adopted.

1.3 Evaluate learning outcomes

After the implementation of the teaching process, the practical effect should be checked to determine whether the students have reached the established learning results, to understand the knowledge of students, the training level of ability development, and whether the professional quality of college English has been improved (Han W, Pang H, & Jia X, 2020). Teaching evaluation in OBE focuses on learning outcomes rather than teaching content, learning time or learning methods.

Continuous evaluation and feedback can lead to better teaching benefits. On the one hand, multi-directional and multi-dimensional evaluation of students' learning results can achieve the purpose of "evaluation" to promote "reform", so that teaching design can form a benign closed loop, urge teachers to adjust and improve teaching strategies, and effectively support the curriculum. On the other hand, with the help of the phased evaluation brought by the process assessment, students can stimulate their enthusiasm in learning English and improve their participation in English communication, so as to enhance students' learning efficacy.

1.4 Apply learning results

The general consensus of educational administrators is that teachers should "teach students to fish better than to teach students to fish", so they should allow students to change from passive learning to active learning, actively carry out English practice teaching, and pay attention to the cultivation of students' problem-solving ability. In this process, students' ability to find and solve problems can also be improved. Students will feedback their learning results to daily learning, sum up their shortcomings in learning, and continuously improve learning methods to improve learning efficiency.

2. Current situation and existing problems of college English teaching

2.1 Monotonous teaching methods and boring classroom

Traditional English teaching in colleges and universities is characterized by monotonous teaching methods and boring classes. Influenced by traditional teaching concepts, some teachers still use more traditional irrigation teaching in the actual process of college English teaching. Even if they use multimedia equipment, they only use it to play PPT. Some teachers will use multimedia devices to play simple videos or English movies in college English classes, but they have not made significant changes in the teaching mode, resulting in the application effect of multimedia devices is not obvious, the actual value has not been fully developed in college English classes, and the classroom atmosphere is still boring (Jia H & Jing Y, 2020). Some English teachers put too much emphasis on the explanation of theoretical knowledge and kept explaining grammar content to students while ignoring students' interest points, which led to a dull and negative atmosphere in the whole classroom and students' low enthusiasm for learning in the classroom.

2.2 The teaching concept is backward and students are too passive

College English teachers still have backward teaching concepts in the course of actual classroom development. College education reform emphasizes that classroom education should be carried out with the concept of "people-oriented" teaching. However, some teachers have not realized the importance of implementing the concept of people-oriented teaching and still put students in a passive position in the process of classroom teaching, blindly instilling English knowledge to students while ignoring the cultivation of students' self-learning ability and problem discovery, analysis and solution ability. The emphasis on students' dominant position in class is also a very important content of OBE teaching concept (Wu C & Hawamdeh S, 2022). Highlighting students' dominant position in class can stimulate students' interest in English learning and has a value that cannot be ignored for cultivating students' learning initiative and enthusiasm. Due to the limitation of traditional teaching concepts, teachers do not realize this point. Students are too passive in the classroom and rely on teachers' knowledge indoctrination. They will not actively explore and think about knowledge, which affects the overall development of students' comprehensive quality.

2.3 Lack of classroom interaction and insufficient teaching effectiveness

At present, the communication and interaction between teachers and students in the course of classroom development in most universities in China is very scarce. Under the influence of traditional teaching concepts, students think that the distance between teachers and students is very obvious, and they will not take the initiative to ask teachers questions in class. Some students even avoid teachers' questions, which affects the good classroom interaction between teachers and students. Classroom interaction is an important process for teachers to understand students' learning situation and answer students' questions in time. Lack of classroom interaction will make students' problems in the learning process unable to be solved, which will have a very bad impact on students' learning effect. Lack of classroom interaction will also make teachers unable to understand students' learning status, unable to fully implement individualized teaching and unable to respect students' individual differences in reasonable teaching, resulting in insufficient effectiveness of college English teaching.

3. The overall thinking of the reform of college English course teaching mode from the perspective of OBE concept

3.1 Accurately define the teaching objectives of college English courses

The innovative definition of OBE concept is proposed to adhere to the basic principle of results-oriented education and effectively integrate into the teaching practice of English courses to ensure the coordinated development of relevant advantageous resources and students' achievements, which directly shows the importance of OBE concept on students'

expected outcomes. Secondly, as a derivative of the reform of the modern education system, the teaching mode of college English courses lays more emphasis on the realization of students' knowledge goals, curriculum goals, ability goals and quality goals through the establishment of a mixed teaching mode that integrates vision, listening, speaking and writing, thus building a systematic talent training mechanism. It lays a solid foundation for comprehensively improving students' ability to use English professional knowledge and master relevant professional terms, and ensures the two-way development of teaching mode reform and student value orientation, so as to meet the internal needs of high-quality development of higher education mode.

3.2 Design teaching methods with reverse thinking

The core purpose of the OBE philosophy is to address the following questions: What are the outcomes of English teaching achieved by students? What kind of goals to achieve results? How to improve students' professional quality and practical ability through the integration mechanism of multiple measures? In view of the above problems, it is obvious that the results-oriented system formed by the organic integration of OBE concept and college English teaching mode mainly adopts reverse thinking to design teaching methods, including target organization, implementation process, curriculum evaluation and achievement of results, and focuses on the core idea of "reverse thinking design and positive implementation reform". In short, through the way of "advance prediction", the reverse reasoning of college English course teaching reform is carried out, so as to achieve the coordination and unification of English course teaching mode, content design, teaching method and evaluation system.

4. Reform of college English teaching methods from the perspective of OBE concept

Under the scientific guidance of OBE concept, English curriculum adopts the core idea of "reverse thinking design, positive organization and implementation" to reform teaching methods according to the "overall reform idea" proposed above. At the same time, it is constructed from the three perspectives of students' knowledge acquisition, ability cultivation and quality improvement, and according to the basic connotation and application principles of OBE concept, it effectively ensures the accurate positioning of learning effectiveness, achieving learning effectiveness, evaluating learning effectiveness and practicing learning effectiveness (Xue-Qian Z, 2022). On this basis, the traditional English teaching mode is further optimized and adjusted, including talent training mechanism, curriculum design, teaching presentation form and teaching evaluation feedback mechanism, and finally a systematic reform system is formed.

4.1 Reverse thinking design to achieve the expected learning outcomes

As we all know, the core value of OBE concept is "results-oriented" as the core, emphasizing the expected goal of learning effectiveness and output. The value is reflected in the goals to be achieved by college students when they participate in English teaching practice activities, such as theoretical knowledge absorption, transformation and output of English knowledge achievements. Therefore, based on the research results of relevant scholars, the reform of college English curriculum teaching methods mainly adopts the principle of "reverse thinking design", relies on modern information technology to enrich resources, focuses on the construction of English curriculum knowledge system, and carries out reverse thinking design and positive implementation according to many factors such as students' own advantages, characteristics, career orientation and market demand (Chen Y, 2021). And then achieve the expected goal of learning effectiveness output. Secondly, based on the teaching characteristics and syllabus of college English courses, scientific expected goals are formulated, the logical relationship between "knowledge system, ability cultivation and quality improvement" is further clarified, the expected goals are refined, and the information elements of OBE concept are continuously integrated into specific unit courses in a point-by-point manner. At the same time, modularization and project-based teaching reform of college English courses is also the key to the integration of OBE concept innovation, which makes the teaching content of college English courses more effective, targeted and effective.

4.2 Optimize teaching design and fully realize learning outcomes

From the perspective of OBE concept, the goal of college English teaching reform is to cultivate comprehensive applied talents and meet the internal needs of various industries to the maximum extent. In practice teaching, while ensuring that students have professional knowledge and practical skills, more attention should be paid to their ability to use English knowledge and quickly solve complex and diverse professional problems. In other words, optimizing teaching design and fully realizing learning results and outputs is a very challenging task, which cannot be accomplished overnight in a short period of time. We must start from the perspective of accurate formulation of college English curricu-

lum teaching objectives. Actively carry out innovation and reform in various aspects, such as the predictability of curriculum objectives, the diversity of teaching methods, the scientific content of teaching, the richness of teaching resources, and the rationality of evaluation and feedback mechanism, so as to further exert students' subjective initiative and comprehensively improve their comprehensive quality and value behavior. Secondly, the traditional college English course teaching mode pays more attention to the teaching of basic theoretical knowledge, such as listening, writing and other aspects of training. With the increasingly diversified global economy, it puts forward a higher level of demand for English majors. Under this background, the phenomenon of ineffective connection between teaching methods and OBE concept has become increasingly prominent. In view of this, under the scientific guidance of OBE concept, combined with the reform characteristics and future development direction of college English curriculum teaching methods, the expected goal of English curriculum is effectively achieved through learning situation analysis, market research, expert demonstration, group discussion and other diversified innovation measures, with "OBE concept-professional knowledge-comprehensive quality" as the main line. Further highlight the advantages of college English course teaching mode reform under the background of the new era.

4.3 Take multiple measures at the same time and evaluate the learning results in multiple directions

The concept of OBE emphasizes the results-oriented role. Therefore, the coordinated development of English curriculum system, curriculum teaching content and curriculum evaluation mechanism is an important guarantee for multi-directional evaluation of learning effectiveness and output, and also an important value embodiment of the construction of college English curriculum talent training system. Secondly, in practice reform, objective laws must be followed, and on the basis of ensuring the display of students' knowledge literacy and ability, a "difference" evaluation method should be adopted, that is, the application of OBE concept is to realize the personalized evaluation of students' self-value, and at the same time, the main advantage resources of OBE concept should be highly integrated and personal learning results should be displayed (Zhang J & Feng H, 2021).

4.4 Actively use learning results to further stimulate students' learning motivation

In the teaching of college English courses, the application of OBE education concept needs to be result-oriented, carry out accurate teaching design, and realize the improvement of students' learning motivation. The development of teaching work needs to combine the professional characteristics of students, pay attention to the personalized development needs, after the completion of common teaching tasks, provide students with some personalized teaching tasks, so that students can freely choose the extra points in the assessment, enhance students' interest in learning, and improve the quality of teaching. In addition, it is necessary to carry out the evaluation of students' learning results from multiple dimensions, give full play to the advantages of teacher evaluation, student self-evaluation, student mutual evaluation, etc., to provide students with fair and just assessment results, and truly and accurately present students' learning results. In addition, it is necessary to carry out the interaction mode between teachers and students, adopt the means of trinity, three-combination and three-record to comprehensively evaluate the situation of students in and out of class, and use MOOCs and other means to allow students to interact with teachers with the help of apps to enhance the interest of teaching.

5. Conclusion

In summary, in college English blended teaching under the guidance of OBE theory, teachers are not only curriculum developers and method guides, but also teaching activity design organizers and learning activity evaluation supervisors. Playing multiple roles, more requirements are put forward for English teachers, and they must devote more energy to make full use of the network teaching platform to realize the integrated teaching of online and offline. Finally achieve the expected teaching objectives. The guidance of OBE concept helps teachers to systematically design mixed teaching mode, so that the expected goal of each unit of English teaching is clear, the teaching process is targeted, and students can gain a sense of accomplishment and satisfaction through learning output, and then achieve better learning results. It is worth noting that teachers need to constantly adjust the output target according to the achievement of teaching objectives and the feedback of teaching evaluation, and continuously optimize the implementation of teaching, so as to promote the steady improvement of the effectiveness of college English teaching.

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