The Discussion on College English Course Design and Teaching Practice Based on Obe

Wei Zhou

Dalian University of Science and Technology, Dalian, China

Abstract: In the process of deepening the reform of higher education, college English teaching concepts and talent training models must also be changed dynamically. In the past, teacher preaching accounted for a relatively high proportion in college English classroom teaching, and students' learning initiative was not fully reflected. No matter the problems encountered in learning, or some good suggestions and ideas, they could not get timely feedback. Although the students possess some theoretical knowledge, the ability to use English is poor. The education model based on learning output (OBE) puts more emphasis on "learning output", which has a higher degree of agreement with the current concept of college English application ability education. This article first outlines the connotation of the OBE education concept and its impact on the college English teaching model, and then briefly analyzes the course design and teaching practice based on college English.

1. Introduction

With the implementation of major international strategies such as China's "Belt and Road", the demand for application-oriented English talents in Chinese domestic enterprises is also rising. Under the traditional college English education model, college students have poor application skills in speaking and writing, which cannot meet the needs of enterprises. Combining the concept of OBE education with college English teaching, we are committed to cultivating college students' English application level, which is helpful for both in-depth study of other disciplines and their future growth. Although many colleges and universities try to introduce the OBE education concept, due to lack of operating experience, the application effect is not ideal. Under this background, exploring the feasibility strategy of combining OBE education concept with college English application ability teaching has important teaching value [1].

2. The Connotation of Obe Education Concept

OBE (Outcome-based education), also known as results-oriented education, is an education concept oriented on students' learning achievements. It was proposed by American educators such as Spati in the 1980s and is now a mainstream concept of education reform. It is prevalent in developed countries such as the United States, Britain and Canada. To implement this educational concept, it is necessary to clearly determine what is the most important thing that students can do, and then carry out the teaching process to ensure that the expected learning results can be achieved [2]. Learning outcomes are the ideal outcomes that students need to achieve after they have completed their studies. They include three areas: knowledge (students should know or understand); ability (students should be able to do); quality (values and attitudes that students should have, etc.) . The OBE education concept mainly solves the following problems:

2.1 What

Introducing the OBE education concept in university courses, first of all, we must clarify the teaching goal, that is, "what learning results are achieved?" For college English majors, it is necessary to improve the ability to apply English in order to enhance the competitiveness of the job search; even for non-English major students, if they want to learn deeper, more and better in the professional field, they must also have strong English application skills and read professional books [2].

2.2 Why

Based on the OBE education concept, college English applied teaching requires college students to take more initiative, and the learning difficulty is significantly increased compared to the previous passive acceptance of knowledge instillation [1]. College students understand "Why should we achieve such learning results?" can motivate college students to participate more actively in the learning and application of English.

2.3 How

How to help college students effectively master English application ability is an issue that college English teachers must consider when applying OBE education concept.

3. The Transformation of College English Teaching Model Based on the Concept of Obe Education

3.1 Transition from "Passive" Classroom to "Conversational" Classroom

The "passive" teaching mode will gradually form students' thinking and habits of passively accepting knowledge. "Passive" teaching in college English classrooms will have a negative impact on future learning and practical application. Under the concept of OBE education, more attention is paid to the results of learning output, which in turn affects the teaching process and realizes the transformation of the classroom teaching model [3].

3.2 Transition from "Closed" Classroom to "Open" Classroom

If the teaching place is limited to the classroom, students will not be able to get enough practical application opportunities due to the limitation of time and space. Based on the characteristics that college students have relatively sufficient after-school time, using the OBE education concept to develop the "second classroom" can provide college students with more opportunities to participate in the exercise of English application ability outside and outside the school [3].

3.3 Transformation from Learning Knowledge to Cultivating Ability

In college English teaching, learning knowledge is the first stage and the stage to lay the foundation. But in the long run, mastering only theoretical knowledge is not enough. It is also necessary to improve the English application level through the second stage of ability training. The English application abilities that contemporary college students should have include writing, reading, speaking, etc., such as using English to communicate with others without barriers, proficiently writing and reading English emails, etc. College English teaching based on the OBE education concept encourages students to think more, explore more, and communicate more in a relatively relaxed and free classroom atmosphere to improve the level of English application [3].

3.4 Transformation from Single Evaluation Standard to Multiple Evaluation Standard

In the various courses of the university, the assessment method has greatly influenced the teaching mode and learning method. Taking English as an example, in the past, the assessment model was mainly based on paper-based assessment, whether it was the final exam or the CET-4/6 exam, which caused students to devote a lot of time and energy to theoretical study in order to improve the test results. In contrast, the college English teaching model based on the OBE education concept provides a more diverse evaluation standard, including students' language skills practice ability, classroom performance, and self-learning situation on the network platform [4]. Under the diversified evaluation mode, the change from examining what students have learned to what they learned has laid a solid foundation for the improvement of students' English application ability.

4. Obe Education Concept and Its Design Structure

4.1 Reverse Design Rules

Achievement-oriented education is based on the principle of reverse design, with needs (including internal and external needs) as the starting point, then determines the training goals, then determines the graduation requirements, and finally determines the curriculum system [4]. The important final learning result is the starting point and focus of the course design, and the demand is both the starting point and the ending point.

4.2 Constructive Alignment Theory

Teaching methods and evaluation methods need to be aligned with ideal learning outcomes. In the design of each link of the teaching content, fully consider the needs of students, and cultivate students' abilities in memory, understanding, expression or innovation. If the content of the formal level is expanded into four different links, it is input, practice, internalization, and sharing [4]. Formally speaking, effective instructional design requires enhanced student participation. Achievement-oriented education focuses on what students learn and emphasizes the output of the teaching process rather than the simple input of the teacher. At the same time, teachers are required to accurately grasp the learning trajectory of individual students, in order to achieve teaching according to their aptitudes and develop personalized teaching plans [4]. Teaching evaluation is measured by students' "how to learn" rather than "how to teach". It does not encourage comparison between students, but emphasizes the connotation of their own learning achievements and individual learning progress for targeted evaluation.

4.3 Information-Based Instructional Design with Cognition-Based Logic

It is necessary to design information-based teaching based on cognitive logic. The step 1: clarify the chapter objectives and focus on the theme. The step 2: Activate students' old knowledge about the subject. It is necessary to take advantage of activities and socialized learning. The step 3: to demonstrate new knowledge is to present new knowledge. To take advantage of resources. The step 4: applying new knowledge is to let students practice. It is necessary to take advantage of resources and activities. The step 5: integration and integration, is to allow students to reflect and summarize. It is necessary to take advantage of activities and socialized learning [5].

5. The Course Design of College English under the Concept of Obe

5.1 Construct a "Double Path" Curriculum Design Based on the Obe Concept

Combining the OBE education concept with college English teaching is an innovation and transformation of the traditional college English teaching model. In order to ensure the smooth implementation of the education concept and achieve the expected teaching goals, it is necessary to formulate a perfect teaching plan in accordance with the characteristics of students. For example, in different teaching stages, different training goals are set, and the "basic ability goals" are formulated in the first year, mainly to help students adapt to the rhythm of college English teaching, and lay a solid foundation; the sophomore stage develops "expanding ability goals" in English on the basis of it, students should start listening training, writing training, and oral training [5]. At the same time, they should distinguish between ordinary, stylistic and art students, and provide two development paths for students to gradually improve the comprehensive ability of college students.

5.2 Construct a Curriculum Education Featuring Practical Application

Increasing the proportion of practical courses to provide students with more practical opportunities is an effective measure to improve college students' ability to use English. In addition to paying attention to the English syllabus, college English practice teaching based on the OBE education concept should also focus on the employment of college students. Understand the requirements of recruiting units on college students' English skills in the current situation, and then take employment

as a guide, change teaching ideas, adjust talent training models, and form a talent training model featuring "cultivating students' English innovation ability, application ability, and independent learning ability". In the new model, students are encouraged to improve their English vertically [6].

5.3 Formation of Research and Innovative Teaching Teams

Along with the innovation of the teaching model, the supporting curriculum system and teaching resources must also be synchronized. The college English group needs to establish a special innovative or research-based teaching team, combining the specific circumstances of the college, teaching and research department, and curriculum group to carry out curriculum resources and courses [6].

5.4 Introduce a Dynamic Teaching Quality Monitoring System

Observation found that in some colleges and universities based on the OBE concept of applied curriculum teaching, due to lack of teacher experience or not adapted to the new teaching model, the initial teaching effect is not ideal, and many English teachers later abandoned the OBE education concept and re-used the traditional indoctrination teaching mode. To this end, the school also needs to introduce a teaching quality monitoring system, urge and guide English teachers, implement the OBE education concept, and truly treat students' English application ability as an important teaching task [7]. Taking the teaching and research department or the team leader as the core, select several key teachers to set up a monitoring group, and use mobile listening to monitor the quality of the way to ensure that the OBE education concept truly guides the development of English-based teaching.

6. Teaching Practice of College English Courses Based on Obe Philosophy

After the discussion of educational concepts, the OBE education concept was promoted and applied. The majority of English teachers gradually understood and mastered the skills and methods of cultivating students' English application ability through the OBE education concept through concentrated learning, teaching observation, special teaching and research activities, and independent exploration [1].

6.1 Continuous Improvement of Teaching Quality Monitoring

First of all, from the school to the college, the quality control of the teaching process and teaching evaluation has been improved. The quality control of the teaching process is divided into three stages: beginning, middle and end. The college also perfected the teachers' personal teaching evaluation rules, and encouraged teachers to eliminate water courses and create gold courses. Through the three-level teaching observation class, the organization of young teachers to carry out various levels of teaching skills competitions and other activities throughout the semester, forming a set of standardized selection system and quality monitoring system [5]. At the same time, reform the assessment methods, standardize the usual score records, increase the proportion of formative evaluation, and encourage teachers to record students' audio/video, English reading/reciting competitions, classroom group activities, making presentations, evaluation, mutual evaluation within the group, and teacher-student co-evaluation and other forms of recording the usual scores have mobilized the enthusiasm of students to participate in extracurricular activities [7].

6.2 English Practical Application Ability Enhancement

The concept of "learning output education" emphasizes the results of students' learning output. As an extended study of the second classroom, our school insists on organizing the "Foreign Language and Culture Festival" activities, "National College Students English Competition" and other language sub-skills competitions, and assisting in the English examination sharing session [7]. It also actively organized students to participate in various English skills competitions in Henan Province and the country, all of which achieved excellent results, and strengthened the concept of students' usefulness and practicality.

7. Summary

The implementation of the talent learning model oriented on the concept of "learning output education" has obvious effects. It combines the training of language skills, the absorption of language and cultural knowledge and the cultivation of language practice ability. In the future, college English teaching in our university should start with changing ideas and strengthening understanding. English teachers should master the coincidence of OBE education concepts and college English teaching objectives. The comprehensive English application ability, improve students' comprehensive cultural literacy, and cultivate students' cross-cultural communication quality" as the goal, solidly promote the reform of college English teaching.

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