

Analysis of Smart Teaching Model of College English Based on OBE Concept

Xie Di

Henan University of Technology, Zhengzhou, Henan, China

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Abstract: OBE concept has brought about a change in the paradigm of higher education with emphasis on "student-centered" educational concept and more emphasis on students' ability to apply educational outcomes. The scientific integration of OBE concepts into college English teaching provides efficient services for smart teaching models and improves students' English learning outcomes. This paper mainly explores the smart teaching model for college English based on OBE concept.

1. Introduction

With the rapid development of information technology in recent years, higher education has begun to apply information technology into the teaching, which has promoted teaching reform to some extent. However, some teachers pay more attention to new forms and contents of the teaching during the reform, they ignore the final teaching outcomes, which is not conducive to the development of college English education. Integrating the OBE concept into English education can provide a clear outcome based education and facilitate the achievement of good results in English education.

2. Overview of OBE Concept

OBE refers to outcome based education, which can also be called demand based education, goal oriented education, or ability based education. OBE concept emphasizes the prominence of outcome that is regarded as the direction of education and teaching, and scientifically arranges various educational processes based on expected results. OBE concept emphasizes personalized assessment. It is based on the individual differences of each student, develops personalized evaluation levels and conducts timely evaluations to accurately grasp their learning status and make timely corrections to teaching ^[1]. OBE concept emphasizes mastery. Teaching evaluation should be based on the premise that each student is proficient in the content, without distinguishing between students' levels. As long as every student is provided with appropriate learning opportunities, they can achieve learning outcomes. In addition, OBE concept emphasizes that everyone can succeed. All students can achieve success in their studies, but they do not necessarily simultaneously use the same methods. Moreover, success is the mother of success, that is, successful learning promotes more successful learning ^[2].

In recent years, more and more people have begun to pay attention to the OBE concept. The key to OBE concept lies in following details. Firstly, it focuses on students' learning outcomes, which mainly refers to the presentation of the results obtained by students after a certain period of learning.

For example, students have accumulated more knowledge after learning, and their abilities and qualities have been improved. In order to achieve good learning outcomes, students need to correct their attitudes and make efforts towards learning at the beginning. Teachers also need to pay attention to the teaching process and various teaching details, and actively guide and encourage students to complete teaching tasks in order to form students' learning outcomes. Secondly, it emphasizes active learning and practical application. Teachers need to guide students to scientifically apply theoretical knowledge during the teaching process. The fundamental purpose of outcome based English teaching model is to enable students to analyze teaching results, help them complete teaching tasks and improve their knowledge application abilities, and promote further improvement of their practical abilities. When students acquire professional skills and knowledge in a certain field, they not only need to pass relevant knowledge assessments, and teachers also need to guide them to learn and apply their knowledge and skills flexibly. For example, after passing the assessment, students can independently carry out work related to an English major. Thirdly, it pays attention to employ ability. The important goal of college English teaching is to further enhance students' professional abilities and enhance their employ ability. Under the guidance of OBE concept, English education places more emphasis on education related to the workplace and society. Education has a clear employment orientation, which helps students to master employment skills.

3. Principles to be Followed for Smart Teaching of College English Based on OBE Concept

3.1. The Principle of Reverse Inference of Learning Outcomes

The reverse inference of learning outcomes requires to first clarify the overall learning ultimate goals and outcomes of students, and then further refine the learning outcomes into small goals based on the overall learning outcomes. When teaching students, college English teachers can clarify their final learning outcomes by combining teaching requirements and teaching guidelines. Then, teachers can make scientific adjustments to English teaching content and methods based on the teaching principles of school-based courses, hierarchical courses, and personalized courses in specific guidelines, dividing students' overall learning outcomes into specific expected outcomes ^[3].

3.2. The Principle of Corresponding Teaching Structure

The key to the principle of corresponding teaching structure is the teaching content and teaching evaluation which both need to correspond to the estimated learning outcomes set in the early stage. The expected learning outcomes of English course need to be consistent with the requirements of the curriculum, teaching content, and teaching evaluation ^[4]. When conducting teaching activities, teachers need to clarify the teaching knowledge points, scientifically design English teaching activities, and effectively analyze the expected results of English courses to ensure that students can achieve learning outcomes.

4. Strategies for Applying Smart Teaching Model of College English Based on OBE Concept

4.1. To Effectively Optimize Micro Course Design through the OBE Concept

Micro courses are commonly used in smart teaching of college English, which has become a popular video teaching method in recent years. Micro course teaching has the characteristics of being directly related to the theme with shortness and conciseness ^[5]. Under the guidance of OBE concept, teachers need to closely monitor the actual teaching effectiveness of micro courses and timely optimize micro course design. For example, when designing micro course content, teachers can

conduct interesting research on students, gather social cases, online news, and life phenomena that students are interested in, and conduct comprehensive analysis on these contents. By reasonably linking educational and interesting resources, the teaching content of micro courses can be continuously enriched and students' learning attention can be focused. At the same time, teachers can also conduct "multi subject discussions" on the structure of micro courses. They create a platform for students and counselors to freely discuss, where they can express their opinions, explore the shortcomings of the micro course structure and optimization formula. With the help of collective efforts, the micro course structure can become more scientific and clear, micro courses can clearly show the English knowledge system, and students are able to use micro courses for effective learning [6].

4.2. To Effectively Improve the Multimedia Teaching System based on OBE Theory

In the new era, the multimedia teaching system of college English needs to be continuously improved. Under the guidance of OBE theory, teachers need to improve the quality of multimedia courseware. Every step of teachers' teaching requires the assistance of multimedia courseware, so the design of multimedia courseware will have an impact on both teachers' classroom teaching content and students' classroom learning experience. Schools can organize teachers to participate in multimedia courseware production training, guiding teachers to produce better multimedia teaching courseware from the perspective of connotation and technology, so that teachers' multimedia teaching can achieve hierarchical and effective teaching. And schools also need to be equipped with relevant equipment, because teaching achievements need to be supported by equipment^[7]. Therefore, the school can enhance investment in multimedia equipment through procurement and maintenance processes. Schools need to increase the procurement budget for multimedia equipment appropriately, regularly purchase new equipment, so that modern new technologies and functions can be applied in English teaching, and promote the improvement of multimedia teaching level in college English. Schools also need to appropriately expand the maintenance and inspection funds for multimedia equipment, so that equipment maintenance can be more detailed. For example, schools can regularly invite professional personnel to inspect the operation of various multimedia equipment to avoid the affect caused by problems such as system lag and aging of circuits on college English teaching.

4.3. To Apply OBE Concept in the Pre-class Introduction Process

Teachers can comprehensively analyze students' homework grades through the smart teaching platform, grasp the actual learning situation of each student in the class, and then combine the students' learning situation to clarify the teaching objectives and content of this lesson, and accurately predict the teaching results after class. Teachers can provide students with courseware, images, and micro course resources for classroom preview by combining teaching objectives. They can effectively detect students' preview content, conduct comprehensive analysis of teaching objectives and content based on specific learning situations, and further improve English teaching design plans to create a better experience for students' smart English learning^[8]. And students can preview English learning content based on the content pushed by the teacher, and submit their own preview results to the teacher. During the preview process, students can record the problems they encounter, and then discuss with the teacher to ultimately solve the problems.

4.4. To Apply OBE Concept in the Implementation Phase of the Class

Teachers can choose a method that is more easily accepted by students to introduce new courses. Based on the expected testing content reported by students, teachers summarize the knowledge

preview situation of students in the class, receive true feedback from students on the teaching, and appropriately enhance students' assessment exercises. Teachers can use methods such as creating scenarios to introduce English knowledge points, or explains encountered problems during the preview process to students in the classroom. The teacher randomly organizes students to conduct classroom testing to ensure that each student can accurately receive the information sent by the teacher on the terminal device. Students need to engage in real-time interaction with English teachers, where they can present their self-learning achievements in front of the teachers and share their personal beliefs during the learning process. In addition, students can also carry out group cooperative learning to achieve better learning results through cooperation, so that students' English development ability can be further improved.

4.5. To Optimize English Teaching Evaluation Methods Based on OBE Concept

Guided by the OBE concept, teachers need to attach importance to students' learning outcomes and make appropriate adjustments to evaluation methods based on their learning outcomes. In the past, college English teaching placed more emphasis on students' summative evaluation, which was based on their comprehensive final exam scores and regular test scores. Such evaluation method was relatively monotonous and difficult to provide a reasonable evaluation of the overall situation of students. Therefore, teachers can innovate evaluation methods to appropriately increase the proportion of process evaluation. The evaluation content includes students' academic performance, autonomous learning progress, classroom performance, attendance, activity performance, homework completion, etc. The evaluation methods include self-evaluation, teacher evaluation, student mutual evaluation, etc. Teachers scientifically apply this diversified evaluation method, and then comprehensively review students' English learning achievements based on their online self-learning feedback and paper exams, which helps adjust teaching strategies based on students' shortcomings.

5. Conclusion

In summary, college English teachers can effectively optimize the design of micro courses and improve the multimedia teaching system under the guidance of the OBE concept. In addition, the OBE concept can be applied in the pre-class introduction stage, during the class implementation stage, and in the teaching evaluation stage to effectively present students' English learning achievements, which is conducive to adjusting English teaching objectives and content, and further improving students' English learning ability.

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