

Application of Obe Concept in College English Teaching

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Abstract: OBE (Outcome Based Education) concept has been more and more popular in China. It has been regarded as an effective way to develop talents. This paper first summarizes the specific meaning of OBE concept, and then presents its three characteristics. On this basis, the existing problems in college English teaching in China are analyzed. In view of these problems, the paper puts forward the application strategies of OBE in college English teaching from four aspects: teaching objectives, teaching contents, teaching methods and teaching testing.

1. Introduction

With the advent of the third technological revolution, the government has implemented a series of reforms on national education, aiming at achieving a good proportional relationship between educational input and output so as to meet the needs of social development. Under such background, the concept of OBE is developing day by day. The western countries represented by the United States first came up with OBE concept and applied it into education. As time goes on, OBE concept has formed a relatively systematic education mode under the corresponding social and historical conditions. Nowadays, OBE concept has been regarded as an effective way to develop talents. China became a member of the Washington agreement in 2013, and OBE concept is increasingly being applied to China's education reform.

2. Overview of the Connotation of Obe Concept

2.1 The Meaning of Obe Concept

The specific definition of OBE concept is that in the process of teaching, through certain teaching plan and teaching approaches, students can master the educational outcome after the end of the actual teaching process, and have the practical ability to output the outcome. Compared with other educational concepts, OBE values the output of educational outcome. Under the guidance of this concept, teachers' teaching and students' learning are more targeted and efficient.

2.2 Characteristics of Obe Concept

From the perspective of current education practice, OBE concept has the following three characteristics.

First, it is universal. Under the premise of emphasizing the equality of all people, OBE values the equal right of every student to receive education, and respects the characteristics and habits of every student in learning. It denies the existence of good or bad students in learning, and claims that every student has their own learning ability and should not be easily denied. At the same time, it is acknowledged that different students have different ways to reach the "output of outcome", which cannot be generalized. In addition, the concept of OBE believes that the right way of learning can stimulate the interest in learning, so as to realize the positive cycle of learning and finally achieve the teaching goal.

Second, the concept of OBE has the characteristics of teaching students according to their aptitude. In the teaching process, OBE respects the individual differences of each student, carries out personalized teaching evaluation according to students' diversity, and further establishes teaching methods that meet the learning characteristics and level of the student according to the corresponding evaluation results, so as to track the dynamic process of each student at different

learning stages. With the application of OBE concept, teaching develops into a process of immediate adjustment and modification, which plays a very considerable role to improve the effectiveness and gradual progress of the teaching process. And from the students' point of view, the significance of learning is gradually revealed.

Third, OBE concept is characterized by an emphasis on proficiency. OBE is an educational concept that attaches importance to the output of teaching outcome, so in the process of cultivating students, the training of students' skills will be relatively prominent. In addition to knowledge teaching, continuous and repeated training is also conducted to strengthen and consolidate knowledge and skills, and finally to achieve learning outcome. Under the requirement of such proficiency, students' learning can be fully effective.

3. Overview of the Current Situation of College English Teaching

Although many reforms have been made in the teaching mode, education concept, developing ways and curriculum design, there are still many serious problems in college English teaching in China. The concept of OBE has been introduced into the cultivation mode of college students, including college English education. However, how to truly understand OBE concept and make it play its role is still one of the important issues facing the current college English teaching. At present, there are still some problems in college English teaching in China.

3.1 Problems in Curriculum

In the current college education system, English generally exists as a general course or a public course except for English majors. Compared with students' core courses, English has a lower status and less attention from students. In this context, the arrangement of English courses is bound to give way to professional courses. As far as the actual situation is concerned, the teaching hours of college English is generally about 2-4 class hours, and the frequency is about once or twice a week. The main problems existing in college English teaching are fewer class hours and larger intervals. The concept of OBE emphasizes the integrity and continuity of students' curriculum system. In the process of cultivating students' abilities and qualities, the continuity of learning is considered. However, the current college English curriculum system fundamentally makes the systematic body of knowledge unable to form smoothly.

3.2 Problems in Teaching Objectives

The teaching testing object of OBE concept is the matching between students' course completion and teaching objectives. The goal is to grasp the dynamic changes in students' actual learning process, so as to promote better teaching and training in the next stage. Periodical evaluation and feedback in different stages is a key part of OBE concept. However, the periodical evaluation in current situation of college English teaching is almost zero. There is only one final exam at the end of the semester. Students' learning achievements are evaluated by the results of the 100-mark system. This has little effect on improving students' English level. On the contrary, it may promote students' resistance to English learning and hinder students' lifelong learning habits.

3.3 Problems in Teaching Methods

Nowadays, although OBE concept has already been introduced to the university classroom and been applied in the teaching system of various subjects including college English, the specific teaching methods in the university classroom are still dominated by teachers' teaching to a large extent. This problem is particularly prominent in English teaching. The reason is that English is a language course more practical than informative, requiring repeated listening, speaking, reading and writing, rather than simply "attending lectures" to achieve the teaching goal. What students need in class is not only the input of English knowledge, but also a platform for practical communication and training. However, in today's college English class, the establishment of such a platform is far from reaching the standard required by English as a three-dimensional language discipline. Therefore, the English class not only is boring, but also cannot bring students into a good

atmosphere and state of English learning. It is also not good for students' long-term English learning.

4. Application of Obe in College English Teaching

Based on the above-mentioned problems existing in college English teaching, the traditional thinking mode of English teaching should be changed as soon as possible. Under the guidance of OBE concept, student-centered and outcome-based college English teaching reform should be conducted from the aspects such as curriculum, teaching goal and teaching method. The following are some suggestions on the application strategies of OBE concept in college English teaching.

4.1 Reform of Teaching Objectives

In the traditional English teaching, knowledge infusion is the main form, and the teaching goal is to obtain ideal scores in various examinations. In order to change the present situation of college English teaching, it is necessary to grasp the correct teaching objectives from the source and turn the traditional exam-oriented objectives into the training of students' comprehensive English abilities. According to the existing English learning background and learning characteristics of college students, and in combination with the overall English syllabus, teachers should formulate targeted and effective teaching objectives. At the same time, attention should be paid to the difference between English as a language subject and general subjects. The output of teaching outcome is reflected not only in the display of listening, speaking, reading and writing abilities, but also in the understanding and absorption of the connotation of relevant cultural background. This requires universities to lay emphasis on the training of students' language ability as well as the cultivation of students' intercultural and cross-context communication ability in order to build their full and broad global vision.

4.2 Reform of Teaching Contents

The concept of OBE emphasizes the output of teaching outcome and pursues practical teaching effect. Therefore, under the guidance of OBE concept, it is necessary to break through the traditional boring teaching of words and grammars, and turn to the setting of problem-oriented course contents, so as to improve students' interest in learning, change students' performance in class, and carry out the reform of teaching contents. According to the characteristics of English and students' learning habits, it is of great significance to optimize the corresponding teaching contents to improve students' English learning effect. It can be implemented in specific teaching, such as setting some practical scenes to strengthen the use of language, so that students can grasp the essence of knowledge in the application of on-site listening and reading. It is also possible to combine the training of language skills with the corresponding courses of international cultural etiquette, so that students can acquire more knowledge in a new class.

The application of OBE concept is a topic worthy of in-depth exploration. Only by truly infiltrating the spirit of OBE concept into the process of college English teaching can the current situation of college English education in China be pushed to a new stage. Under the correct teaching objectives, teaching contents should be developed in accordance with the learning situation, so that students can obtain the opportunity to use it independently at each stage. Only in this way can students improve their interest and ability in English learning in the process of gaining a sense of achievement, and finally achieve good results in vocabulary, grammar, listening, speaking, reading and writing, as well as cultural background and other aspects.

4.3 Reform of Teaching Methods

Compared with the relatively immature high school students, college students have the corresponding self-study ability and have their own views on learning and own understanding of learning necessity. However, there are differences in students' English proficiency and learning methods. Therefore, under the guidance of OBE concept, teachers should take into account the differences between students, pay attention to students' independent learning ability, and leave more

time for students to control. At the same time, in order to change the previous teaching situation of “speaking in class and forgetting after class”, universities can adopt the teaching mode of combining classroom teaching with after-class practice in the course setting.

With the further development and popularization of network communication technology, modern education technology is also facing a brand-new reform, which is an opportunity not to be missed for the reform of college English teaching methods. Because of the curiosity of contemporary college students to social network, it will be a new trend to use modern multimedia technology and various mobile apps to connect teaching contents and teaching objects in a new form. The use of network technology to assist teaching conforms to the characteristics of contemporary college students and can enhance the vividness and diversity of teaching. It can make the interaction between teaching and learning more rapid and timely. For some shy students, this is also a good opportunity for them to participate actively in the class.

4.4 Reform of Teaching Testing

The traditional final examination cannot accurately reflect students’ real learning results. At present, in the universities, there is a general phenomenon of cramming before the final examination. In this case, there must be serious error and unfairness in a single test. OBE concept emphasizes the process testing and the actual result testing, so it is necessary to transform the monotonous testing into a diversified and three-dimensional teaching testing. On the one hand, it can better evaluate students’ actual learning achievements and problems in various stages, and on the other hand, it can also form a good English learning atmosphere at the campus. Teaching testing should break through the traditional testing method and decompose the single method into multiple forms such as student self-evaluation, student mutual evaluation and teacher evaluation, so as to improve the participation of each student in class. Only in this way can the development process of students’ knowledge and the formation process of knowledge system be truly reflected, and student outcomes can be tracked under the guidance of OBE concept.

How to carry out the reform of college English teaching under the guidance of OBE concept is one of the common problems faced by colleges and universities. Although the concept of OBE has been introduced into the teaching process of universities for a long time, the role of OBE concept has not been fully played due to different understanding and application. Therefore, it is necessary to optimize and reform college English teaching objectives, teaching contents, teaching methods, teaching testing so as to truly achieve a new breakthrough in college English teaching, and train students into talents with real ability to use English.

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