

# Research on English Reading and Writing Teaching for English Majors Based on Outcome-Based Education

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**Abstract:** Outcome-Based Education (OBE) is a pedagogical approach that emphasizes defining specific learning outcome and aligning curriculum, teaching methods, and assessments to achieve these outcome. This thesis explores the implementation of OBE in English reading and writing teaching for English Majors. By examining the application of OBE principles in this context, the research aims to evaluate its effectiveness in improving the quality of English education for future educators. The study involves an in-depth analysis of curriculum design, teaching strategies, assessment practices, and their alignment with OBE principles.

**Keywords:** English Reading and Writing Teaching; English Majors; OBE

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## 1. Introduction

The field of English education is continually evolving, with a growing emphasis on innovative teaching approaches and methodologies. Outcome-Based Education (OBE) has gained prominence as an educational framework that focuses on clearly defined learning outcomes and their alignment with curriculum and assessment practices.

The term “Outcome-Based Education” (shorted as OBE) is firstly propose by Spady and is defined as “ a process of clearly focusing and organizing everything in an educational system around what is essential for all students to be able to do successfully at the end or their learning experiences” (Spady, 1994). As to the word outcome in the term, Willis and Kissane (1995) further elaborated it as “what students can do with what students have known and understand.” generally, there are Four principles of OBE: “clarity of focus, expanded opportunity, high expectations and design down”. (Yang, 2022) This research explores the application of OBE principles to English reading and writing teaching within English majors programs. The primary objectives of this research are to investigate the implementation of OBE in English reading and writing teaching for English majors, to assess the effectiveness of OBE in improving learning outcomes and student engagement and to provide recommendations for optimizing OBE practices in English Majors.

## 2. Challenges for English reading and writing teaching from an OBE perspective

English reading and writing teaching, when viewed from an OBE perspective, focuses on clearly defined learning outcomes and the attainment of specific competencies. When teaching reading and writing to English majors from an OBE perspective, several challenges and issues may arise:

The Alignment of Learning Outcomes should always be the first factor to be considered based on the OBE concept. Ensuring that the learning outcomes of reading and writing reading courses align with the broader program or departmental learning outcomes can be challenging. There must be a clear connection between what students are expected to achieve in the class and the overall goals of their English major. Besides, the assessment of Learning outcomes is always of equal importance. Designing valid and reliable assessments that accurately measure the attainment of the intended learning outcomes can be difficult. OBE emphasizes the importance of meaningful assessment, which may require innovative approaches in the context of intensive reading. as to specific class teaching, it's crucial to communicate the learning outcomes of intensive reading courses clearly to both instructors and students. Ambiguity or misunderstanding of outcomes can lead to misalignment in teaching and assessment. In the process of Implementing OBE in teaching, it may require additional resources for curriculum development, assessment tools, and faculty training. Allocating these resources effectively can be a challenge. From the learners' part, Addressing the needs of students with varying levels of English proficiency and different learning styles within an OBE framework can be complex. Providing appropriate support and differentiation strategies is essential. Feedback and Continuous Improvement is also of great value after teaching. OBE emphasizes the importance of using assessment results to inform teaching and curriculum improvement. This requires a culture of feedback and reflection, which may not be fully ingrained in all

educational practice.

### **3. Strategies to Implement OBE in English Reading and Writing**

Implementing OBE in English reading and writing teaching involves a systematic approach to curriculum design and teaching, assessment, and continuous improvement.

#### **3.1 Curriculum Design and Teaching**

Designing curriculum and syllabi based on OBE involves a structured and student-centered approach that emphasizes the achievement of specific learning outcomes. Defining Program and Course Learning Outcomes is the first step in designing. It starts by clearly defining the overarching program learning outcomes (PLOs) for the entire degree program or major. These should describe the knowledge, skills, and attributes that graduates are expected to possess. Break down the PLOs into specific course learning outcomes (CLOs) that align with each course in the curriculum. CLOs should be achievable within the context of each course and contribute to the attainment of the PLOs. In the process, instructors should always identify the Core Competencies that students really need in the future professional sphere. These competencies should be closely linked to the CLOs and should represent what students will be able to do upon successful completion of the course. Develop a detailed course syllabus that provides essential information to students. Include the course title, instructor information, office hours, contact information, prerequisites, course description, and course objectives. Specify the core competencies that students will develop and the alignment of the course with program-level outcomes. Teaching content and class activity should also be taken into consideration. Design the course content and learning activities that will help students achieve the CLOs and core competencies. This may include lectures, readings, assignments, projects, discussions, and practical exercises. Arrange the course content and learning activities in a logical and progressive sequence. Create a schedule that outlines what will be covered in each class session, including reading assignments, topics, and learning outcomes. While teaching, teachers should always promote active learning: Incorporate active learning strategies and engagement techniques into the syllabus. Encourage students to participate in discussions, group activities, and reflective exercises that align with the CLOs.

#### **3.2 Assessment System**

Constructing an assessment system in English reading and writing based on OBE requires a thoughtful and systematic approach. To align with OBE principles, assessments should be designed to measure the achievement of specific learning outcomes, reflecting the knowledge, skills, and competencies students are expected to acquire. This begins with clearly defined CLOs that guide the assessment criteria. Assessment methods should be carefully chosen to align with these outcomes, such as essays, exams, presentations, and peer evaluations. Additionally, rubrics and criteria should be developed to provide transparent guidelines for evaluating student performance in relation to the CLOs. Continuous monitoring and data collection should take place to assess whether the intended outcomes are being achieved, allowing for timely adjustments to instruction and assessment strategies. An OBE-based assessment system promotes transparency, accountability, and a focus on student learning, ensuring that assessments truly reflect the mastery of essential reading and writing competencies.

#### **3.3 Continuous Improvement in Teaching and Learning**

Continuous improvement in English reading and writing teaching, grounded in OBE hinges on several key strategies. Firstly, the OBE framework demands a rigorous alignment between learning outcomes, curriculum, and assessments. Regularly review and refine learning outcomes to ensure they reflect the evolving needs of students and the program's objectives. The curriculum should be dynamic, responding to the data-driven insights from assessments, allowing for timely adjustments to instructional methods, materials, and content. In the spirit of OBE, assessments should authentically measure the attainment of specific reading and writing skills, aligning with the defined outcomes. Implement a system of continuous formative assessment, providing students with timely and constructive feedback that guides their progress and informs instructional decisions. Additionally, promote a culture of reflective practice among both educators and students. Encourage teachers to regularly assess the effectiveness of their teaching methods and embrace professional development opportunities to enhance their skills. Similarly, empower students to self-assess their reading and writing abilities, fostering a sense of ownership over their learning journey. Collaboration between stakeholders, including teachers, students, administrators, and parents, should be an integral part of the continuous improvement process, allowing for valuable input and collective efforts to enhance English reading and writing education continually. This dynamic approach ensures that English reading and writing teaching remains adaptable, responsive, and aligned with OBE principles, ultimately resulting in more effective learning experiences for students.

## 4. Conclusion

The implementation of OBE principles in English reading and writing teaching offers a systematic and student-centered approach that fosters meaningful learning experiences. By aligning clear learning outcomes with curriculum, assessments, and instructional strategies, OBE empowers both educators and students to work collaboratively toward well-defined goals. Continuous formative assessment, authentic assessment tasks, and a culture of reflection and self-assessment contribute to a dynamic and adaptive teaching environment. The involvement of stakeholders in the educational process, along with professional development opportunities for teachers, ensures ongoing growth and improvement. As we navigate the ever-changing landscape of education, the OBE framework provides a solid foundation for enhancing English reading and writing teaching, promoting the development of essential skills, and preparing students for success in their academic and professional journeys.

## References

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