

On the Improvement Path of College English Teaching Evaluation Based on OBE Education Concept

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Abstract: Reasonable teaching evaluation can better detect the problems existing in English teaching and enable students to correctly understand their own shortcomings in English learning. The construction of English teaching evaluation model based on OBE education concept should follow the principles of subjectivity, process, initiative and motivation, and should determine the evaluation content from many aspects, enrich the teaching evaluation methods, and comprehensively use formative evaluation and self-evaluation, so as to correct the wrong teaching situation and promote students' English professional ability.

Keywords: OBE educational concept; College English: teaching evaluation model; Construction strategy

OBE education concept was put forward by Spad in 1981, also known as results-oriented education. This concept holds that students' learning process should be a process of cooperation and development rather than a process of competition, and emphasizes that every student can succeed. Therefore, the concept of OBE is to set teaching objectives and organize teaching activities according to students' abilities, and pay more attention to what students have learned and what progress they have made: the teaching process has changed from teacher-centered to student-centered, focusing on personalized teaching. Under this concept, English teaching evaluation should also attach importance to process evaluation. In the dynamic process evaluation, teachers' teaching strategies and students' learning methods should be adjusted in time, so as to improve the quality of English teaching and gradually improve students' English professional skills.

1. Enlightenment of OBE education concept on college English teaching evaluation

The traditional college English teaching evaluation model relies too much on summative evaluation, and summative evaluation takes written test scores as the main evaluation method. This static evaluation model is difficult to comprehensively evaluate students, and it will also make some students who have worked hard but failed to get good grades suffer a blow and their learning enthusiasm gradually decrease, which is not conducive to the sustainable development of students' English learning and the improvement of their English ability. OBE education philosophy is student-oriented, which advocates teachers to design teaching in reverse according to teaching results and choose corresponding teaching methods according to teaching objectives to help students improve their professional ability. Under the concept of OBE education, the evaluation process of college English teaching should evaluate students' learning effect from many aspects and angles, and pay attention to the diversified development of students' ability, so that the process of teaching and learning can be truly combined. According to students' professional skills, students' learning achievements should be embodied, and students' learning situation should be evaluated through various contents and diversified methods.

2. Principles of the construction of college English teaching evaluation model

2.1 The principle of subjectivity

The basic idea of teaching evaluation is to promote the change of students' learning style from the needs of their all-round development. The evaluation results are the basis for reflection on teaching activities and the signal for adjustment of teaching methods. Therefore, the evaluation process of college English teaching should take students as the main body and evaluate students' English learning effectiveness in many aspects, so that teachers can make targeted rectification of teaching and teach students in accordance with their aptitude. It is necessary to change the traditional evaluation model to focus on certain specific standards and avoid evaluating students' learning effects alone. To give full play to students' subjectivity, students are required to evaluate themselves and each other,

because students know their own learning best and know their own shortcomings in the process of English learning, and the set learning goals will be more in line with their own reality, which can make the evaluation results more practical and objective.

2.2 The principle of process and development

Most of the traditional English teaching evaluation only pays attention to the result evaluation, taking students' test scores as the only criterion to evaluate students' learning effect and teachers' teaching quality, while paying little attention to students' learning process and teachers' teaching methods. This "just look at what it is, don't ask why" evaluation method ignores students' thinking process and performance in English learning, and it is difficult to truly evaluate students comprehensively. Procedural evaluation focuses on students' English learning process, their learning attitude and experience, their ability to ask, discuss and solve problems, and more on whether they have learned, how they have learned and what effects they have received. Look not only at the results of their English learning, but also at their learning process. This evaluation method can fully reflect students' English learning. The principle of development means that English teaching evaluation should attach importance to students' development. Teaching evaluation of any subject should aim at improving students' comprehensive quality, and college English is no exception. It is necessary to promote students' progress and development through scientific English teaching evaluation. Compare students' English professional knowledge and vocational skills with the abilities needed by social development, and make a comprehensive evaluation of students' English knowledge and vocational skills learning, so as to promote each student to get a good development on their own basis. Therefore, the developmental evaluation of English teaching is a dynamic and flexible evaluation, which should pay attention to the progress of students' learning process, even if it is a small progress, it is also a dynamic and positive development of students' English learning process.

3. Construction of College English Teaching Evaluation Model under OBE Education Concept

3.1 Comprehensive use of formative evaluation and self-evaluation

Formative evaluation is to provide feedback information for the ongoing teaching activities through scientific diagnosis of English teaching activities, so that the English teaching process has been developing healthily. Formative evaluation is the evaluation of teaching mode by teachers and students, which can reflect the problems existing in English teaching process, and pay more attention to the comparison of teaching methods, while self-evaluation is the evaluation of students' learning results according to their English level and actual learning situation. Students' self-evaluation is based on their own learning ability and expected learning results, and can be objective and comprehensive in self-evaluation. Therefore, the focus of students' self-evaluation is the evaluation of each student's self-learning, from which the factors affecting English learning results can be found and the solutions can be found. At the same time, self-evaluation can also enable students to check their own learning status and effect. If they make progress, they can meet their needs for success and have more enthusiasm for learning, so that they can really be good at learning and enjoy learning, which is much stronger than passive learning and can make students more likely to gain a sense of learning accomplishment. Combining formative assessment with students' self-evaluation can better find out the problems existing in English teaching and learning and solve them accordingly. The comprehensive application of the two should be synchronized with the English teaching process, run through the whole English teaching process, and be refined to each teaching unit and even each class hour, so as to make the teaching method more scientific and suitable, and to promote learning by teaching and discuss teaching by learning. At the same time, OBE educational philosophy emphasizes that everyone can succeed. Therefore, it is not appropriate to adopt uniform standards for students' evaluation, including whether the evaluation method is standardized or not, and it should not be overemphasized. As long as students can understand their English professional abilities in listening, oral expression, reading and writing through their performance in the learning process, they can explore more suitable ways for students to learn and promote their English professional skills? .

3.2 Enrich teaching evaluation methods

The methods of teaching evaluation should be diversified as far as possible, and teachers should rely on observation in classroom teaching, extracurricular communication with students and stage tests to evaluate students. Classroom observation requires teachers to pay more attention to students' performance in class, such as recording students' attendance and answering questions from the beginning of the semester. Through long-term observation, teachers can have a basic understanding of students' learning attitude and learning style, and extracurricular communication can well narrow the distance between teachers and students. Teachers can also learn more about students' personal learning and their needs for English learning, which can not only guide them according to their learning situation, but also improve their teaching methods and make pertinence according to the problems reflected by students. In the process

of communication, we should give priority to encouragement, especially for students with poor English level. For students with poor English foundation, we should guide them to make self-comparison. As long as this stage performs better than the previous stage, it means progress and should be praised, which will give students a sense of achievement in learning. Stage test is an effective way to test students' learning situation, mainly to examine students' mastery of English knowledge. " Combined with teaching practice, on the basis of the final test, we can increase the content of unit test, group work and self-reflection in mid-term study to improve students' cooperation ability and reflection ability. Let English learning become a long-term and continuous process, let students steadily improve their English professional knowledge and skills, and let students realize that the improvement of English scores is the result of hard work at ordinary times.

4. Problems needing attention when evaluating English teaching

First, the evaluation process should be objective and fair. English teachers should be strict in the process of evaluating students, and can't evaluate students at will according to their own feelings. According to the content of evaluation, combined with the usual teaching process, students should be objectively evaluated. Some evaluation contents need to comprehensively consider the results of students' self-evaluation and mutual evaluation, because different evaluation subjects may get different scores for the same evaluation content. Teachers should compare the results of students' evaluation with their own evaluation results to see if there is any difference in the scores of the same evaluation content, whether the difference is big or small. If the difference is small, it means that the evaluation process is objective. If the difference is large, it is necessary to communicate with students. See how the evaluation subject understands some evaluation contents, whether there is any understanding deviation, whether it is evaluated seriously, and try to make the evaluation results more convincing. In addition, it should be noted that the teaching evaluation based on OBE educational philosophy emphasizes the students' dominant position, and students' self-evaluation and mutual evaluation are also important parts in teaching evaluation. However, if some students make untrue self-evaluation in order to get better grades, it will lose the significance of evaluation. Therefore, English teachers should devote energy and time, observe students more at ordinary times, have a basic understanding of students' learning situation, and prevent students from making false self-evaluation.

Second, treat the evaluation results correctly. The quality of college English learning rescue is most affected by many factors, and the evaluation content only takes the main influencing factors into account, so it is difficult to fully reflect all the problems in the process of English learning rescue. In addition, the evaluation process will be more or less influenced by the subjective factors of teachers or students, so the evaluation results are not completely objective and comprehensive. In this case, if the evaluation results of different students are similar, it does not necessarily mean that there are differences between students. Therefore, the evaluation results should be used reasonably, and students should not be artificially divided into excellent, good, medium and poor grades according to the evaluation results, but should pay attention to the horizontal comparison of students' self. However, if the scores of students' evaluation results are relatively low for several times in a row, it means that there are problems in their learning process, and teachers should help students find out the shortcomings in time, find out the solutions to the problems and help students make progress. This is also a positive expression of the feedback function of teaching evaluation in English teaching.

5. Concluding remarks:

The evaluation model of college English teaching based on OBE education concept takes into account students' learning achievements and learning process, and the evaluation is more humanized. In the specific implementation process, teachers should combine the characteristics of English courses and students' actual learning situation, take the guidance of English subjects as the core, use multiple evaluation methods, and combine students' self-evaluation and mutual evaluation to comprehensively evaluate students, so as to obtain more valuable evaluation results, feed back the problems in English teaching and learning, and promote the improvement of teaching quality.

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