

# Research on High Quality Development Strategies and Teaching Evaluation of College English in Local Colleges and Universities Based on OBE Theory

Shiying Yuan, Pengcheng Qiu

Changchun University of Architecture and Civil Engineering, Changchun, Jilin, 130607, China

---

**Abstract:** With the increase of China's international influence and the continuous innovation of the education system, local colleges and universities are playing an increasingly important role in training students with international perspective and English linguistic performance. However, in the face of the diversity of different regions and cultures, how to achieve high-quality development of college English in these colleges and universities has become an urgent problem to be solved. The theory of Outcome-Based Education (OBE) provides a useful theoretical framework for solving this problem because of its characteristics of emphasis on the students' actual learning outcomes. The purpose of this study is to explore the application of OBE theory in college English in local colleges and universities, and to propose corresponding high-quality development strategies and effective teaching evaluation methods.

**Keywords:** College English; Local colleges and universities; High quality development; Teaching evaluation

---

## Fund Project:

This paper is a scientific research item of the Education Department of Jilin Province in 2024, "Phased Results of Research on High-quality New Development Path of College English in Local Colleges and Universities in Jilin Province" (Item number: JJKH20241671SK).

## Introduction

Based on the theory of Outcome-Based Education (OBE), this paper discusses the high-quality development strategies and teaching evaluation of college English in local colleges and universities. By analyzing the application of OBE theory in higher education, this study aims to propose development strategies for college English courses in local colleges and universities and explore the practical application of OBE theory in teaching evaluation. Through empirical research, we attempt to verify the effectiveness of these strategies in improving student academic performance and overall quality.

## 1. The Overview of Outcome-Based Education Theory

The theory of outcome-based Education (OBE) is an educational concept whose core idea is to shift students' learning focus from the traditional teaching process to the actual learning Outcome. OBE emphasizes identifying learning goals and evaluating whether students are meeting these goals to ensure that education is more targeted and effective. Under the framework of OBE, the primary task of education is to clarify the desired learning outcomes. These learning outcomes are often based on competencies, skills and knowledge and highlight the practical competencies students should have in a particular area. Compared to the traditional teaching approach that focuses on courses and teaching processes, OBE emphasizes the core competencies that students should master after learning the course by clearly defining learning objectives, in order to achieve more clear educational goals.

Evaluation is a crucial part in the implementation of OBE. Evaluation is no longer just a test of subject knowledge, but is more concerned with whether students can apply knowledge to solve practical problems, demonstrate critical thinking and teamwork skills. Through the evaluation of students' achievement of learning goals, educators can understand the teaching effect more accurately, and

provide scientific basis for the adjustment and improvement of teaching. The application of OBE theory can bring about a series of positive effects on college English education in local colleges and universities. By clarifying the learning outcomes of language skills, cultural understanding and cross-cultural communication that students should possess in English courses, we can better meet the needs of local societies for English talents. At the same time, by setting clear learning goals and implementing effective evaluation mechanisms, we can improve the transparency and quality of education and promote the high-quality development of college English in local colleges and universities.

## **2. Current Situation and Challenges of College English in Local Colleges and Universities**

Local colleges and universities are facing unique current situation and challenges in the field of college English education. Compared with some famous universities, local colleges and universities usually face the special situation of relatively limited resources and diverse student groups, which makes college English education in these schools more challenging. College English education in local colleges and universities faces the challenge of the diversity of students' backgrounds. Students' English level, subject interest and academic preparation are quite different, which puts forward higher requirements for the design of appropriate educational programs. How to effectively meet the learning needs of different students is an urgent problem to be solved for college English education in local colleges and universities.

Limited resources are a major challenge for college English education in local colleges and universities. Compared with some high-level universities, local colleges and universities have relatively less investment in teachers, teaching materials, technical equipment and so on, which may lead to uneven distribution of educational resources, and affects teaching quality and innovation ability. How to provide high quality college English education with limited resources is an urgent problem to be solved for local colleges and universities. The demand for foreign language talents in society is also constantly evolving<sup>[1]</sup>. College English education in local colleges and universities needs to be more closely connected with social needs to ensure the training of talents with English application ability to adapt to the complex environment of modern society. How to adjust the teaching content and methods to make it more close to the social reality is another key issue that the local college English education needs to think about. Under the current situation and challenge, the introduction of the Outcome-Based Education theory will provide useful ideas and strategies for college English education in local colleges and universities. By paying attention to students' actual learning outcomes, we can better cope with the challenges of student diversity, limited resources and social needs, and promote the development of college English education in local colleges and universities towards a more scientific and effective path.

## **3. High Quality Development Strategy**

### **3.1 Course design based on OBE**

Course design based on the Outcome-Based Education (OBE) theory is the key link of college English education in local colleges and universities. The purpose of this design is to define the learning objectives that students should achieve and to ensure that the course content and teaching methods strongly support the achievement of these objectives. Under the guidance of OBE, course design should first identify the core competencies and skills that students should possess in college English courses, which may include language expression, listening, speaking, reading and writing skills, cross-cultural communication and critical thinking, etc. By clearly defining these learning objectives, course designers can better understand the specific content that students need to learn and provide students with a more targeted education.

Course design needs to build specific teaching content and methods around these learning objectives, which may involve the selection of teaching materials, the design of course structure and the arrangement of teaching activities. The teaching content needs to directly serve the process of students achieving learning goals, and the teaching method should take into account the diversity of students and practical application scenarios, so as to promote students to better apply the knowledge into practice. In the whole course design process, considering the characteristics of local colleges and universities, course content can be enriched through rational use of existing resources, learning from advanced experience and cooperating with enterprises and social organizations, so as to better meet the actual needs of local areas<sup>[2]</sup>. In addition, the introduction of project-based learning, practical tasks and other elements can better cultivate students' practical application ability. Course design based on OBE requires educators to pay more attention to the actual learning outcomes of students, make the courses closer to the actual needs, and improve the comprehensive quality of students. This design concept will provide more scientific and practical guidance for college English education in local colleges and universities, and promote the high-quality development of courses.

### **3.2 Evaluation criteria for learning outcomes**

In college English education based on Outcome-Based Education (OBE), the evaluation of learning outcomes is a key link

in ensuring the achievement of educational goals. By establishing clear evaluation criteria, educators can accurately measure students' actual performance in language skills, cultural understanding, critical thinking, etc., so as to better reflect the effect of teaching. The establishment of evaluation criteria needs to correspond directly to learning objectives, which clearly define the level of competence that students are expected to achieve in a particular area. For example, in terms of language skills, criteria can include requirements for grammatical correctness, vocabulary use, and oral fluency. This direct correspondence ensures the accuracy and validity of the evaluation. The evaluation criteria should be measurable, which means that educators need to design evaluation indicators that can be measured objectively to ensure the objectivity and impartiality of the evaluation. By using clear scoring criteria, exam questions and practical tasks, we can better ensure that the performance of students at different levels can be accurately evaluated.

The establishment of evaluation criteria also needs to take into account the diversity of students. Since the background and level of local undergraduate students may be quite different, the evaluation criteria should have some flexibility to adapt to the learning needs of different students. It can be achieved by setting up different levels of evaluation standards and providing personalized evaluation feedback. The establishment of evaluation criteria should be consistent with the actual teaching content and methods. The evaluation should be closely integrated with the course design to ensure that the abilities demonstrated by students during the evaluation process are consistent with the course objectives. It can be achieved by integrating evaluation into teaching activities, project tasks and other links, so as to make evaluation more practical and instructive. By establishing clear, measurable, flexible and evaluation standards consistent with teaching, college English education under OBE theory can better achieve accurate assessment of students' learning outcomes, thus providing a solid foundation for the improvement of education quality<sup>[3]</sup>. In terms of the evaluation of learning outcomes, clear, measurable and flexible evaluation criteria have been developed to ensure an accurate assessment of students' abilities. By being consistent with the actual teaching content, this evaluation system provides students with clear learning objectives and encourages students to focus more on the improvement of practical skills and abilities.

## Conclusion

In general, by combining OBE theory with college English education in local colleges and universities, this study puts forward a set of scientific, operational and high-quality development strategies and teaching evaluation methods. This study provides useful ideas and practical experience for the reform of college English education in local colleges and universities, and is expected to promote the development of college English education in local colleges and universities towards a more scientific and effective development track. In the future education practice, these strategies and methods are expected to provide strong support for improving the quality of education and cultivating more excellent English talents.

## References:

- [1] Hairong Zheng. "A Study on Experiential Classroom Teaching Model of College English in Application-oriented Institutes Based on OBE Theory"[J]. *Campus English*, 40(2018):2.
- [2] Hongxiang Zhang. An Analysis on the Cultivation of Autonomous Learning Ability in College English Teaching Based on OBE Theory: An Analysis on the Cultivation Strategies of English Translation Ability of Students in Non-English Open Class[J]. *Journal of Guizhou University of Engineering Science*, 2022, 40(1):131-135.
- [3] Changhai Liu. Strategies for Improving practical Teaching Quality in Local Colleges and Universities[J]. *Journal of Yan'an Vocational and Technical College*, 2021, 35(1):3.