

A Study on College English Teaching Reform under the concept of OBE Education

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Abstract: in recent years, in order to meet the social demand for talents, many universities are actively carrying on the reform of the course “college English”. The rise of OBE teaching has provided a new way of thinking for the reform of college English curriculum. The student-oriented learning results-oriented teaching model has been widely used in Chinese colleges’ curriculum teaching. This paper briefly introduces the connotation and characteristics of the ideas of OBE education, expounds the difficulties existing in the current teaching of “College English”, expounds the application of the ideas of OBE education in the teaching of “College English”, analyzes the problems existing in the implementation of OBE education ideas, and puts forward some suggestions for the improvement.

Key words: OBE concept; “College English” course teaching; results-oriented

Introduction

With the deepening of higher education reform in our country and the change of personnel training in colleges in the new period, the course of “College English” has entered a new development period. The teaching of “College English” should be aimed at improving the overall level of English and helping students to learn specialized courses to a certain extent. In order to get rid of the current situation and promote the teaching reform of “college English”, many scholars and educators at home and abroad are making active explorations. In particular, the teaching idea based on OBE can better meet the needs of students in the new era, improve the teaching of “college English” more effectively, and make “college English” teachers out of the awkward situation.

1. Current situation and dilemma of “College English” teaching

(1) Vague teaching objectives

In the context of exam-oriented education, the target of “College English” course is becoming more and more vague in practical teaching. On the one hand, in order to meet the growing social demand, teachers should comprehensively improve students’ basic English level at all levels. However, at present, when universities implement stratified teaching, there is a lack of diversified examination and evaluation for students at different levels, and it is impossible to determine the curriculum objectives. Although, in the implementation of stratified teaching, each student uses the same textbook, but the curriculum objectives should be constantly changed with the implementation of stratified teaching. In addition, some colleges and universities pay too much attention to the scores of CET-4 and CET-6 when evaluating the teaching objectives, which affects the practical use of English and the ability of cross-cultural communication of students.

(2) Outdated teaching methods

Traditional College English courses overemphasize the study of English vocabulary and sentence patterns, and lay particular stress on the study of grammar and phonetics. Therefore, in English teaching, English teaching is an important research topic. The root cause of this phenomenon is that with the rapid development of information technology, the traditional teaching methods and ways of teaching can no longer meet the requirements and expectations of the modern society for “college English”. Under the new situation, “college English” teachers should strengthen the application of information technology, give full play to the advantages of network resources, use various learning platforms and software, carry out compound teaching, and increase the opportunities for students to participate in and communicate. Let the students play their own role in English teaching, so that the students can play their own role in teaching. Diversified teaching methods can also stimulate students’ interest in learning, fully mobilize their enthusiasm for learning, and cultivate them to form the habit of lifelong learning.

(3) Students’ independent learning ability needs to be improved

The Teaching Requirements for College English Courses issued by the Ministry of Education clearly points out that: “Cultivate students’ individualized learning style and cultivate their autonomy. The new teaching mode should enable students to choose the materials and methods suitable for their own needs, so as to get the guidance on learning strategies and gradually improve their self-learning ability.” Traditional “college English” teaching is teacher-centered. Students often passively accept the knowledge taught by teachers and only focus on memorizing what they have learned in the learning process. Unable to actively set learning objectives or choose learning methods, students can only blindly follow the teacher to study and complete the class and after-class tasks under the teacher’s supervision.

2. The application of OBE concept in “College English” teaching

(1) Clear teaching objectives

In 2016, China formally joined the Washington Agreement, which brings good opportunities for substantial international equivalence of Chinese engineering degrees and for engineering graduates to go abroad to find jobs or join multinational enterprises. The author’s university is a university that focuses on science and engineering. Therefore, when determining the teaching objectives of the university, it can be result-oriented, student-centered and constantly improved as the principle. These three ideas are of great significance for guiding and

promoting the construction of the major, promoting the teaching reform of the major, and improving the quality of engineering education. Combined with the current OBE-based engineering education certification system being implemented in China, it should be based on the graduation requirements of students, and according to the characteristics of students in engineering colleges, targeted to develop teaching objectives in line with the needs of students' employment. Based on the idea of OBE, teachers can "reverse design" the learned knowledge according to each unit, each section, flexibly combine the students' graduation requirements with the teaching objectives and teaching programs, and grasp the learning progress of each student timely and accurately; According to the characteristics of each student, different courses are designed for them, providing them with a variety of learning opportunities.

(2) Optimize the teaching model

In recent years, "College English" courses in many universities have been faced with the dilemma of reducing credit hours, but teachers can optimize teaching according to the principles of OBE and make use of various online and offline resources in the information age. In the "College English" class, the teacher is the dominant player in the class, and students can only passively accept the teacher's instruction in class, but cannot carry out active "learning". However, the concept of OBE emphasizes the ability of students as the standard. The goal of teaching is to cultivate students' ability to adapt to the future, so that students can realize themselves in learning and accept challenges. With the continuous progress of the Internet and information technology, teachers can make full use of various teaching platforms, especially SPOC, to promote the reform of "college English" classroom teaching. Before class, teachers should first master the key points and difficulties in the class, and carefully design the classroom links and content. After that, these key points and difficulties will be sent to the SPOC platform in advance by PPT, video, audio and other means for students to read. At the same time, it can also guide students to think independently and transform the key points and difficulties into specific output activities, so that students can finish the output content independently after finishing the learning of this class. In the implementation stage of the class, the teacher will carry out the whole discussion and group discussion for the students. At the same time, the teacher will use the online and offline teaching mode to stimulate the students' thinking in a deeper level, and organically combine the theory and practice. Give full play to students' enthusiasm for learning. The student-centered teaching mode can also promote students' sense of cooperation, so that students' ability to analyze, solve problems and cross-cultural communication can be improved to the greatest extent. The part after class is also very important, which is for students to revise by themselves or each other. Through the SPOC platform, statistics and sampling of students' learning are carried out, and excellent students and representative students are selected for class demonstration and analysis. After class, the teacher will lead students to review the important and difficult points in this unit, sort out the knowledge context, and conduct online questions and answers at any time in the platform to consolidate the knowledge students already have. At the same time, students will also share what they have learned with their classmates, so that students can be consolidated and improved in the practice.

(3) Improve students' independent learning ability

Under the guidance of OBE, "College English" teaching has gradually shifted to a student-oriented teaching mode, which requires teachers to not only take the role of knowledge imparts, but also take the responsibility of teaching design, organization and implementation in the process of teaching design, organization and implementation. The assistant and guidance of evaluation. In the teaching process, teachers should fully respect students' subjectivity and actively guide them to realize their own independent learning in their own exploration and practice. At present, although the class hours of "College English" course are few, the network learning platform of information technology provides students with a variety of learning methods. Teachers can effectively use the platform, so that students can carry out teacher-student discussion and student-student discussion in an equal environment, so that students can take the initiative to enter the classroom and conduct independent exploration. In the process of teaching, teachers should tailor a set of individualized learning plans for each student based on their basis and characteristics, so that they can have enough space for independent thinking and learning freedom. The use of online teaching platform, at any time to monitor the learning progress of students, and put forward reasonable suggestions, and encourage students to online group discussion, to help them complete the content of learning; Cultivate students' sense of teamwork.

(4) Scientific and reasonable evaluation system

A good curriculum construction depends on a scientific and reasonable evaluation system. The traditional "college English" course is based on the final result, which is a relatively old evaluation method, can not meet the needs of the society and the talent market in the new era. The evaluation system of "College English" courses, centered on "OBE", runs through the whole teaching process, fully respects students' individual differences and individual needs, and pays attention to the balance between process and results. With the help of the SPOC teaching platform, teachers expand the evaluation methods of students, organically combine the formative evaluation and the final evaluation, and constantly improve the teaching activities and evaluation to ensure that it is consistent with the graduation requirements. Obe-based teaching evaluation is highly scientific and rational. By optimizing the evaluation indicators, both teachers and students can find out the problems in time, and students can solve the problems themselves with the help of teachers. In the classroom teaching, teachers' evaluation of students' teaching is dominated by teachers. Teachers play a very important role in the teaching process of students. Student evaluation enables students to observe and learn from each other, so as to stimulate their interest in learning. While consolidating their language skills, it also exercises their logical thinking ability and critical thinking ability.

Concluding Remarks

According to the talent cultivation plan formulated by the country and the school, the individualized education of English, the diversified examination of students, the self-learning and self-education of them have greatly helped their cross-cultural communication

ability, their cooperation ability and their ability to solve problems independently. Although there are still many problems in the implementation process, we believe that the teaching mode of “College English” based on OBE will continue to be improved with the development of The Times, and ultimately can better serve the teaching of “College English”.

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