

# College English Curriculum Design and Teaching Model Based on OBE Education Concept

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**Keywords:** OBE Education; College English; Curriculum Design; Teaching Innovation

**Abstract:** Outcome-based Education is an educational model that is organized, implemented, and evaluated based on expected learning outcomes. In the current era, how to achieve innovation in the design and teaching of college English courses through the OBE education concept is important. This paper mainly studies how to effectively combine students' actual needs and cultivate students' innovative spirit in the current college English curriculum design process.

## 1. Introduction

Outcome-based Education is an educational model that is organized, implemented, and evaluated based on expected learning outcomes [1]. The author believes that educators under the OBE concept must have a clear vision of the abilities and levels they should achieve when they graduate, and then seek to design appropriate educational structures to ensure that students achieve these desired goals [2]. However, most of the current college English teaching is generally based on the teaching objectives and occupy the core position. From the OBE education concept, not only the teaching objectives should exist before the teaching content, but also the curriculum resources development [3]. Activities such as student management and counseling should be carried out around the established goals. Teachers should arrange some project-based long-term tasks in combination with reality or students' professional orientation to guide students to use the content they have learned [4]. Therefore, the application of OBE education concept in college English teaching is regarded as the reform of college English education model, which is in line with the trend of international college teaching reform and the new concept of talent cultivation [5].

## 2. Methodology

### 2.1. Problems in the current college English teaching model

The author has combed more than ten years of implementation of inquiry-based English teaching, summed up the three levels of problems encountered by schools and teachers in inquiry-based teaching attempts:

The first is the technical level. Teachers have limited ability to construct teaching, and it is difficult to evaluate inquiry learning. It is difficult to organize groups to explore activities, and the transformation of teachers' roles is challenging.

The second is the institutional level. On-the-job training is limited, parents are boycotted, teachers have different opinions on inquiry-based teaching, lack of teaching resources, and it is difficult to achieve fairness in performance evaluation.

The third is the cultural level. Inquiring teaching conflicts with traditional teaching concepts in terms of textbook writing and evaluation models.

From the experience of the implementation of inquiry-based English teaching, the author believes that the application and promotion of traditional college English inquiry teaching methods in Chinese universities is not easy, and it is even more difficult to promote in English classes in different universities in China.

First of all, the academic qualifications of college English teachers are uneven, teachers have a heavy burden of teaching and research, and the workload is large. ;

Secondly, the teaching resources are not enough, unlike the professional courses, the English class is common.

Finally, the college English curriculum model and teaching model are the same, many colleges and universities have not fully considered their professional positioning and talent training objectives, making the practice and promotion of inquiry-based teaching models constrained.

## 2.2. College English teaching model based on obe education concept and its connotation

In the 1970s and 1980s, the National Science Foundation of the United States funded a series of investigations and studies to comprehensively analyze the effectiveness of inquiry-based teaching in schools [6]. The survey shows that although school teachers generally support inquiry-based teaching, the enthusiasm for using inquiry-based teaching in teaching is not high.

In 2000, Malan. B systematically summarized the movements and ideas related to the origin of OBE, including Taylor's principle, Broome's mastery of learning theory, competency-based vocational education, and standard reference learning. Based on this educational concept, each learner can gain a sense of learning interest and a sense of accomplishment in the process of learning, effectively improve the efficiency of learning and promote the effect of classroom teaching, so it is favored by the education community [7]. In the OBE-based inquiry teaching mode, before the teacher teaches the learner, the learner uses the teaching material as the basic inquiry content, and through a large amount of reading, independent learning and cooperative discussion, a self-research and exploration method is discovered.

The college English teaching model based on the OBE education concept is developed on the basis of constructivist learning theory, humanistic psychology theory, Piaget's educational theory and Bruner's discovery teaching theory [8]. Constructivist mathematics learning theory believes that teachers should be the promoters of student learning and are committed to mobilizing the subjective initiative of students. They are the designers, organizers, participants, instructors and evaluators of teaching activities, not just the pursuit of accuracy. Humanistic psychology also emphasizes that teaching should be student-centered and strive to cultivate true learners, creative scientists, scholars, and practitioners.

The college English teaching model based on the OBE education concept pays more attention to the generation of wisdom, rather than the reserve and memory of knowledge - it is the explorer who creates intelligence, not the learned [9]. Discovering the way to explore knowledge is the ability of students to learn, live, work and even scientific research in the future. From this point of view, traditional classroom teaching does not really provide students with more opportunities.

In addition, the author believes that the college English teaching model based on the OBE education concept and its connotation are shown in Figure 1. Students should explore or discover in the inspiration of teachers or use materials or teacher-related materials to achieve cognition and understanding according to their own observations and thoughts, so as to draw conclusions or knowledge on their own, thus developing their ability to discover and learn [10].

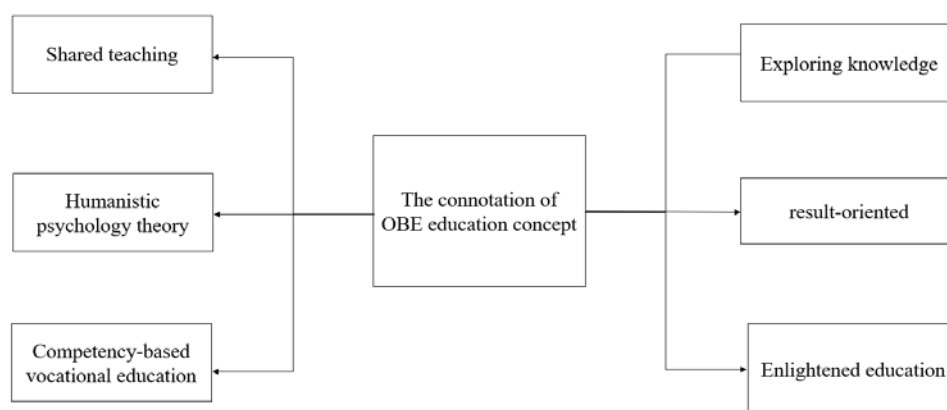


Fig.1. College English teaching model based on obe education concept and its connotation

### 3. Result Analyses and Discussion

#### 3.1. Application principles of college English curriculum design based on obe teaching concept in colleges and universities

The author believes that the OBE teaching concept is guided by the teaching results. Therefore, in the implementation process of teaching, we should formulate reasonable and effective teaching plans and evaluation systems according to different objects and needs. Only in this way can we ensure the improvement of teaching quality. It has more practical value and meaning. Through the one-year teaching practice and application in the university English class of Chinese-foreign cooperative universities, the author summarizes the following principles in the application of OBE English teaching mode, as shown in Figure 2:

First, combined with the talent training objectives of Chinese-foreign cooperatively-run colleges and universities, from the actual English level of the students and the foreign requirements, formulate the expected “learning output” in line with the professional development level and curriculum level, and design appropriate teaching strategies.

Second, based on the information environment, design integrated curriculum, improve curriculum and training standards.

Third, do a good job of assessing the actual “learning output” at the professional level and the curriculum level.

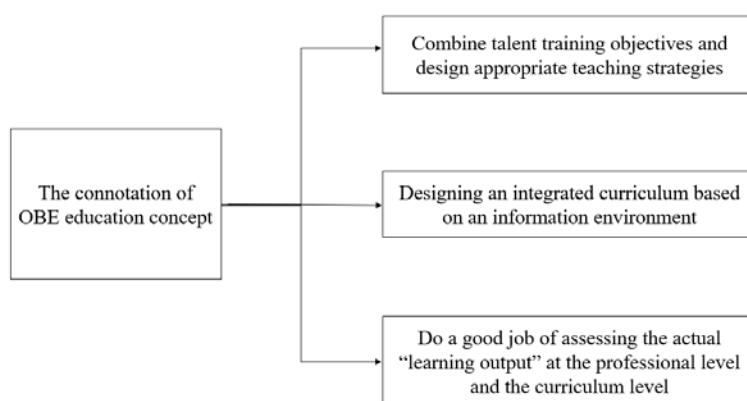


Fig.2. Application principles of college English curriculum design based on obe teaching concept in colleges and universities

#### 3.2. Practice strategy of college English teaching model based on obe teaching concept

Teaching in accordance with the apt, the process is open. The process of inquiry-based college English teaching under the guidance of OBE concept is open. Combining information education technology, through the combination of online and offline flipping classrooms, teachers can assign tasks to students before class and provide effective guidance. Students can learn independently according to their own interests and gain a unique experience. Based on the advantages of small-class English teaching in Chinese-foreign cooperatively-run colleges and universities, teachers can classify students' English proficiency, learning ability, interest, and personality differences before class, so that students can come and claim in small groups. Together, this is difficult to achieve in the large class teaching of traditional college English.

Interactive cooperation and encourage innovation. Different from the traditional form of college English classroom activities, the English classroom activities of Chinese-foreign cooperatively-run colleges under the guidance of OBE concept are multi-directional and interactive. The college English teaching mode based on the OBE teaching concept pays more attention to the exchange and cooperation between teachers, students and students. The interaction between teachers and students can activate the atmosphere and improve the teaching effect; the interactive learning between students helps them to discover problems autonomously, form hypotheses and verify them, so as to explore the problem more deeply. Because this model is expensive in designing course problems, it

stimulates students' interest in inquiry, thus questioning and dispelling doubts. In addition, in this mode, teachers can use a large amount of time to design key questions before class, design effective classroom activities, and promote effective inquiry after class, and cultivate students' innovative thinking ability.

Flexible and diverse, teachers and students are harmonious. Different from ordinary college English classroom teaching, the well-designed classroom activities and problems are scientific, effective and flexible. Flexibility is not only reflected in the students' design of their own exploration programs, flexible processing of the progress of the inquiry, and the way to explore according to their own abilities and strengths, but also in the flexible selection of activities and content, to achieve the teaching objectives. In addition, teachers are the guides for students' learning, and they are also common explorers, discoverers, and collaborators. Under this kind of teaching mode, it reflects the style of cooperation, communication and harmony, which makes the exchange of teachers, students and students' emotions pay attention to them. The interest in learning is strong, the atmosphere is harmonious, and the teaching effect is remarkable.

The specific strategy is shown in Figure 3.

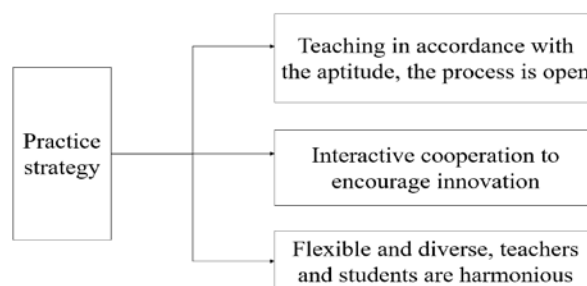


Fig.3. Practice strategy of college English teaching model based on obe teaching concept

#### 4. Conclusion

Following the OBE concept, the main purpose of problem solving is to take students as the center of all activities, so as to achieve the goal of internalization of knowledge in the class and enhance students' self-learning ability. In line with the development strategy of cultivating high-level international talents, we attach importance to teaching culture and implement the “annual salary system” to fundamentally enhance the enthusiasm of teachers to participate in teaching reform. Through the implementation of the comprehensive reform of college English teaching based on the OBE teaching concept, the enthusiasm and creativity of all aspects of education reform are mobilized to ensure the continuity of teaching reform. Through the one-year OBE-style English teaching model and reflection on teaching, the author finds that under the information environment, the online teaching under the OBE concept of inquiry-based English teaching mode has cultivated students' strong interest in learning and maximized. It has exerted the students' independent innovation ability, pointed out a clear road for the English teaching reform and talent training goals of colleges and universities, and better serves its talent training goals. It is a scientific and effective teaching mode, which is worthy of recognition. Imitate.

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