



Design and Implementation of Online College English Teaching Based on OBE

Jing Guo^(✉)

East University of Heilongjiang, Harbin 150000, Heilongjiang, China
greta200104@163.com

Abstract. English is the second foreign language taught in most schools and one of the most important languages in technical and professional work. In this regard, EFL learners not only need to learn English as a means of communication, but also because they are interested in studying abroad. For these reasons, there is a growing demand for English education, especially among college students. Although many universities offer foreign language general education courses, few universities offer courses designed specifically for our society's EFL learning needs. However, there is no similar study on the effect of EFL teaching. A large number of studies have been conducted to test the effectiveness of teacher centered EFL teaching. But to what extent can this teaching be applied to other environments? To solve this problem, we introduce online college English teaching based on OBE (OCT).

Keywords: College English · OBE · Online teaching

1 Introduction

Online teaching and learning has become an irresistible trend, but Chinese students generally have weak language practice ability and low participation in online learning, which makes online learning or online assisted physical classroom unable to achieve ideal results. In online learning, learners' learning engagement is generally average, which is obviously lower than the performance level of learning engagement in offline traditional classroom, which needs to be further improved.

However, learning input has an important impact on learning gains and learning performance. Learning input has a direct positive impact on learning performance. That is to say, learning input is an important guarantee for achieving good learning results. Without a high degree of learning input, any learning will be difficult to gain. Therefore, learning input has also been included in the key indicators of the quality evaluation of university education [1]. The degree of learning engagement is so important to the learning effect, but the current college students' learning effect is generally poor, and the learning engagement is at a general level. Therefore, how to effectively improve the online learning engagement level of learners has attracted more and more scholars' attention.

OBE (Output Based Education) means an education model based on learning output. It is also called “results oriented education”. In “Internet plus” In the era, classroom teaching has been effectively supplemented through online resources, and students have also achieved a better learning effect. Through the content based screening and refining of knowledge points, the teaching unit with content as a module can be constructed. Through various forms such as micro classes and mu classes, appropriate and reasonable interaction between teachers and students can be designed to improve students’ enthusiasm for learning and enable students to participate in teaching activities. Students participate in online learning and generally choose the learning content for the purpose of solving problems in learning [2]. Therefore, students have a high interest in learning, a clear purpose and a good learning effect. This research will design an online teaching model from the perspective of OBE, and pay more attention to the quality of students’ training through continuous attention to students’ learning effects.

2 Related Work

2.1 Research Status of OBE Concept

The concept of OBE first originated abroad. In 1981, the American scholar Spady W.D. first proposed the concept of OBE in his article. Later, he made a systematic exposition of the concept of OBE, defining OBE as “a clear focus on and architecture of the education system, to ensure that students master the experience of substantive success and control the future life”. In addition, other foreign scholars have also conducted a series of studies on OBE. For example, the Western Australian Education Department defines OBE as “an education and teaching process that helps students achieve specific output through learning” [3]. In 2002, Harden R.M. summarized twelve advantages of OBE compared with traditional education, and introduced the detailed development of OBE from 1981 to 2002. In general, the research results of OBE education concept abroad provide a rich theoretical basis for our research.

The domestic research on OBE concept is relatively late, but domestic scholars attach great importance to the research on OBE and have made some beneficial explorations. Advanced search was carried out on CNKI with the theme of “OBE” or “achievement oriented” [4]. By February 2020, 4820 articles had been retrieved. According to the quantitative visual analysis of CNKI, the trend of the number of articles published was shown in Fig. 1. When OBE was first proposed, there was less research. Only in 2008, the number of articles published reached a small peak, a total of 90 articles. The real research started after China became a signatory to the Washington Agreement in 2013, It broke out in the year of becoming a full member. Since 2014, the number of papers published has gradually increased, especially in recent years. It can be seen that the research on OBE education concept is becoming more and more popular [5].

2.2 Online Open Courses

Online open courses are literally translated from “MOOC”, that is, “large-scale open online courses”. On September 16, 2012, Wikipedia defined MOOC as “a course with

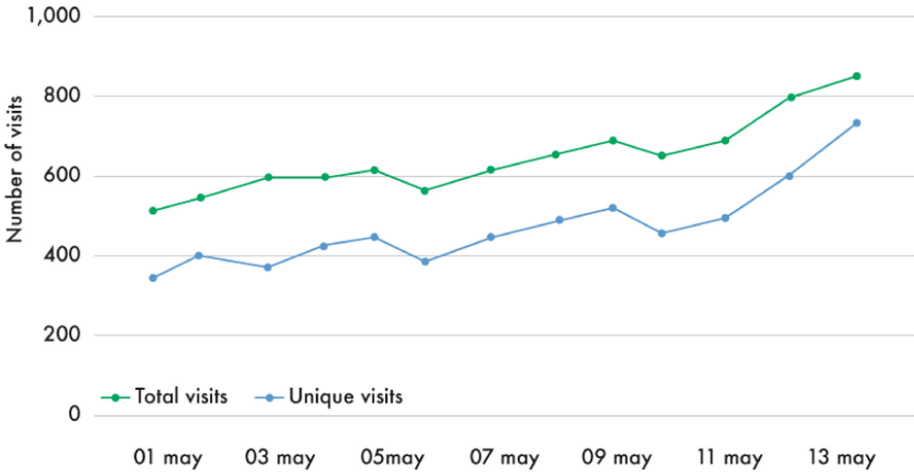


Fig. 1. OBE/result oriented document quantity trend chart

participation distributed in various places and course materials distributed in the network”. On September 20, 2012, the definition evolved into: “MOOC is-MOOC is a new development in the field of distance education, as well as a new development of the open education concept advocated by open education resources.”

Each excellent course is a “technology platform + content resources”, so the online open course is a course that relies on the network platform, realizes the sharing of educational resources, and can be learned anytime and anywhere. With the rapid development of information technology, various MOOC platforms have also emerged, such as “Love Curriculum”, “Superstar Fanya”, “Wisdom Tree”, “School Online”, etc. Building online open courses based on these platforms can have a huge impact on today’s educational reform, which is worth our serious research [6].

OBE is an education model based on results or output orientation, which was initially applied in the basic education reform in the United States, Australia and other countries. Since the 1990s, the member countries of the Washington Agreement, such as the United States, Britain and Canada, have taken the OBE model as the mainstream idea of their educational reform. The OBE education concept emphasizes the students’ learning achievements, pays attention to the output of the teaching process rather than its input, and needs to reverse design teaching activities based on the students’ learning output. Under the background of education informatization, this research has carried out teaching reform practice on information technology curriculum in junior high school based on OBE education concept, combined with the current teaching situation of information technology curriculum in junior high school, and explored how to build an OBE teaching mode suitable for information technology curriculum in junior high school with the help of digital superstar platform [7].

3 Design of Online College English Teaching Based on OBE

The implementation of OBE concept to the curriculum level needs to integrate English online courses from the three dimensions of cognition, ability and emotion, determine the teaching content and teaching strategies from top to bottom, and build an online course teaching design framework that focuses on emotional experience and learning results. It can be implemented in four steps, namely, defining project results, simulating language environment, realizing project results, and applying project results.

(1) Define project outcomes

The online classroom adopts the teaching mode of “outcome oriented”, with the design of “simulation projects” related to each unit as the foothold, taking listening and speaking training, text analysis, reading training, and cultural development as the knowledge and ability reserves for project realization, and finally realizing the ladder like improvement of English comprehensive application ability through the display of project results [8].

(2) Simulation Language Environment

Foreign language learning has high requirements for language environment. Integrated English online course expands single textbook knowledge to rich English online audio-visual resources to create a simulated language learning environment; With the help of strong sensory stimulation and project experience, it can arouse learners’ emotional resonance; Relying on a series of common English learning software such as mobile terminals, course official account, and online apps, we will build a digital language learning environment that everyone can learn, everywhere, and from time to time.

(3) Achieve project results

Realizing project achievements is the practice link of OBE concept implementation. The online comprehensive English course provides learning maps for online classes and guidance on learning methods to enhance independent learning ability; Stimulate the desire for knowledge through task guidance; Train logical thinking through mind mapping; Improve learners’ English pragmatic competence through situational activities; Relying on the “cloud classroom” to achieve learner autonomy in learning, testing, and real-time feedback, so as to meet the personalized learning needs of learners, and achieve “a space for life, with characteristics for life”.

(4) Application project achievements

Through the research on online learning behavior big data and multi-level learning achievements, the online comprehensive English course can form a semi open teaching closed loop and provide application feedback for the following three levels of groups. The first is the learner. According to the mastery of knowledge points reflected in the online test, the system provides learners with personalized assessment of cognitive level and learning suggestions in combination with error frequency, and recommends corresponding expansion courses [9]. The second is the teacher. With reference to the big data related to the online learning process, such as homework submission, attendance, etc., teachers can quickly understand the basic situation of learners and classify them, adjust teaching strategies and priorities for learners of different types and foundations, fully respect learners’ differences in goal setting,

homework design and evaluation content, and put forward grading requirements. The third is the third party of the project. Through the screening and integration of student simulation project results, excellent projects have the opportunity to share with a third party through the “cloud platform” display, and actually apply to foreign language exchanges and other teaching and research activities in real situations.

4 Comprehensive English Online Course Practice Based on OBE Concept

(1) Course introduction and learning analysis

Comprehensive English is a professional basic course in the curriculum system of English majors in higher vocational colleges. It is a main compulsory course that presents English language knowledge, comprehensively trains language skills such as listening, speaking, reading and writing, increases students’ knowledge and life experience, and cultivates students’ comprehensive English ability. The textbook is “Practical English (Comprehensive Course)” (second edition) published by Foreign Language Teaching and Research Press. The textbook adopts the idea of task oriented activity design, but the language materials are not new enough and the visual online resources are insufficient. The teaching objects are sophomores majoring in English education. The main characteristics of the students are: 100% of them have the hardware conditions for remote online classes, and they are skilled in using the hybrid teaching network platform [10]. Their English foundation and language expression ability are uneven, and they are eager to express freely in English, but their vocabulary is limited and their expression is not smooth; I like interesting and intuitive online learning, and I am curious about the online teaching mode of this course during the epidemic.

(2) Online teaching platform and unit learning map configuration

The integrated English online interactive learning platform mainly includes Brainstorm WeChat group, campus official account, Superstar Learning Link and Pigai intelligent assessment system for exercises.

Before class, learners log in to the app official account (iChat Comprehensive English Microschool) via mobile phones or computers to receive the unit simulation project and online learning index designed by this course group, as shown in Fig. 2. First of all, learners memorize words through root and affix memory methods and complete online independent tests. The system automatically marks and gives statistical feedback. Secondly, after obtaining the online reading guide of the background information required by the unit simulation project, the learners use English to carry out the relevant topic “cloud discussion”, and strengthen the memory and application of the important and difficult English words of the text in a relaxed and pleasant brainstorming.

In the class, learners completed the knowledge and skills reserve of simulation project reporting through video listening and speaking training, reading comprehension, key points refining, reading training, question answering exercises, etc., and met the needs of personalized learning with the help of “cloud classroom” intelligent knowledge point recognition technology to carry out independent reading and vocabulary expansion. Teachers online focus on helping learners to overcome the

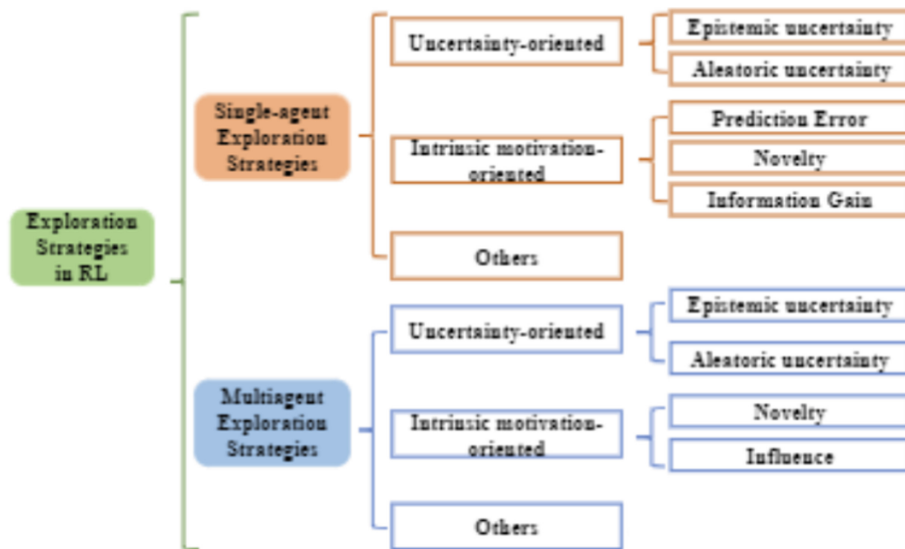


Fig. 2. Comprehensive English online learning index

obstacles of long and difficult sentences and text understanding, and expand the depth and breadth of thinking.

After class, learners can follow the text independently with the help of intelligent voice evaluation software, and constantly break through the pronunciation difficulties according to the system prompts. The project script is submitted online through pigai's intelligent assessment system for exercises, and is modified repeatedly. The oral practice and unit simulation project are completed and uploaded to the "Cloud Classroom". Teachers and students select the best works from various assignments and display them on the campus official account. At the same time, teachers selected high-quality Mocc resources of Love Course in combination with unit learning content, and distributed relevant learning tasks in real time through the online interactive platform.

5 Conclusion

The online teaching design based on the OBE perspective monitors the quality of the whole teaching process and evaluates the teaching, which is convenient to understand the learners' learning status and online learning effects, and depends on how to choose and apply the learning objectives and teaching strategies. The establishment of learning objectives should be based on graduation requirements. The selection and achievement of learning objectives determine the differentiation of teaching strategies. The evaluation of learning output belongs to the whole process evaluation, which focuses on the process evaluation. At the same time, it combines with the summative evaluation and pays attention to the effect of the summative evaluation, forming a multi-level, multi angle, multi subject online learning evaluation method, which is reflected in the evaluation

process. By evaluating the degree of achievement of teaching objectives of learning achievements, we will adjust the training objectives, teaching methods, content design and other aspects in the next round of teaching, so as to achieve better learning outcomes.

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