

# Research on Teaching Reform for College English Writing under the Guidance of OBE Theory

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**Abstract:** OBE is the unique foreign language teaching theory, emphasizing the main body status of students, encouraging students to arrange flexible time to study, in order to achieve efficient results and output goals. OBE theory provides new perspective for the design and implementation of college English writing teaching, which helps to stimulate students' interest and enthusiasm and improve the efficiency of writing teaching. Aiming at the problems in college English writing teaching, based on the OBE theory, we propose to lead college English writing teaching reform measures: use micro-classes as tool to carry out college English writing teaching, adopt flipped classroom-based college English writing teaching model, and develop English writing ability-related multiple training, diversified evaluations based on process evaluation, and construct college English writing teaching corpus suitable for OBE.

## 1. Introduction

As a form of written expression, English writing is the comprehensive manifestation of the ability to use English language and the practical reflection of the level of English learning. English writing teaching starts with the analysis of the characteristics of English words, sentences, paragraphs and articles, so that students can master the characteristics of words, sentence structure, paragraphs and chapters; students can systematically master the basic knowledge and basics of English writing through model reading and writing practice. Skills, proficiency in writing a variety of English practical articles, improve written expression skills, and strive to use accurate words, correct grammar, and expression in line with English habits. English writing teaching emphasizes the training of students' writing skills, requires mastering of writing skills, clarification of the meaning of the article, preparation of sufficient reasonable argumentation, and ensuring the integrity of the text structure and smooth language expression. Through learning writing, students can improve their language organization ability, build systematic English knowledge system, improve the accuracy of using English, expand English vocabulary, improve logical thinking and problem-analyzing ability. At the same time, they can improve their reading, listening, speaking and translation skills. All aspects have promoting effect.

OBE (Outcome-based Education) is the unique foreign language teaching theory, which aims to solve the disadvantages of "emphasis on learning and lighten use, separate learning and use" in foreign language teaching. It has become the mainstream concept of education reform in the United States, Britain and Canada. OBE emphasizes both the output process and the output result. Teaching must achieve the teaching goal and promote the occurrence of effective learning. It advocates the close integration of input learning and output application. Since the theory was put forward, it has received extensive attention from the academic community. Many scholars have used the theory in teaching practice, indicating that OBE step-by-step language design can have positive effect on students. OBE theory emphasizes the student's dominant position and encourages students to arrange their own flexible time for learning in order to achieve the goal of efficient results. Apply comprehensive evaluation methods to effectively feedback learning output and further promote teaching. Under the guidance of OBE theory, the reasonable development of college English writing teaching will help stimulate students' interest and enthusiasm, improve the

efficiency of writing teaching, solidify students' basic skills in written expression in English, and lay the foundation for the cultivation of compound foreign language talents.

## **2. The Theoretical Framework of OBE**

As advanced educational concept, OBE has been explored in theory and practice for many years in developed countries such as the United States, and has formed a relatively complete theoretical system and implementation model, which has been proven to be the correct direction for higher education reform. In order to make Chinese higher education better meet the needs of the country and economic social development, and meet the challenges of the new industrial revolution, it is necessary to actively promote education and teaching reform under the guidance of OBE theory, and strive to achieve three changes: from subject-oriented to goal-oriented, from teacher center to student center, from quality monitoring to continuous improvement.

The theoretical framework of OBE is summarized as: one core goal, two important conditions, three key premises, four implementation principles and five implementation points. Among them, a core goal: all students must achieve peak results. Two important conditions: one is to draw a blueprint for results, establish clear blueprint for learning results, and outline what are the necessary abilities and content, that is, determine the ability structure that students should achieve when they graduate; the second is to create successful environment, provide suitable conditions and opportunities for students to achieve expected results. Three key premises: first, all students can achieve the expected results through learning, but not necessarily through the same way and in the same way; second, success is the mother of success, and successful learning will promote more successful learning; third, school is responsible for the successful learning of students. School has the conditions and opportunities for success, which directly affects whether students can successfully study. Four implementation principles: clear focus, expand opportunities, raise expectations, and reverse design. Five key points for implementation: determine learning outcomes, construct curriculum system, determine teaching strategies, self-reference evaluation, and reach top level by level.

## **3. Develop College English Writing Teaching by Means of Micro-class**

Micro-class refers to structured digital resources that use information technology to present fragmented learning content, process, and expanded materials in accordance with cognitive laws. Due to micro-classes are not limited by the time and space of the classroom, students can use scattered time to learn, which can improve teaching efficiency, delight students, and make teaching content full. When teachers use micro-class methods, they must make step-by-step approach, pave the way, make full use of the flexibility of micro-classes, and strive to open up students' thoughts in writing and truly improve their English writing skills. The specific measures are as follows: first, in the teaching process, due to differences in students' English writing ability, it is often difficult for teachers to take care of every student. This problem can be solved well by using micro-class methods for hierarchical teaching. Second, teachers can use micro-classes to complete writing teaching according to different styles and categories. Start with the teaching materials, display representative texts, guide students to imitate according to the model texts in the textbook, and then guide students to write independently. Third, the teacher selected some excellent students' English compositions in a planned way and displayed them in the micro-classes so that the students could learn from each other. At the same time, it is necessary to provide each student with an opportunity to demonstrate, examine student progress with developmental perspective, and encourage students to devote more energy to English writing.

## **4. Adopt College English Writing Teaching Model based on Flipped Classroom**

Integrate OBE and flipped classroom, make full use of modern educational technology, let problem solving as the main purpose, take students as the center of all activities, optimize and

upgrade relevant teaching strategies, and become the key to promote the reform of English teaching. The reform of college English writing teaching is carried out by combining OBE with flipped classroom. The specific application is as follows: first, the pre-class preparation stage. Teachers should summarize the writing techniques and skills related to English teaching, theoretical knowledge of writing, excellent model essay explanation, highlights of vocabulary and sentence patterns expression and other contents in the micro-class video. According to their own English writing level, students can selectively watch micro-course videos and focus on learning English writing knowledge emphasized by teachers. Second, the teaching stage in class. Teachers play the role of organizer and leader. According to the feedback, they can clarify the teaching focus of the course and help students realize the efficient internalization of knowledge. Encourage students to discuss their own difficult problems through cooperative study groups to promote the formation of students' core English literacy. Teachers should avoid the appearance and formalization of cooperative exploration, and carry out tracking guidance within the whole classroom to achieve high frequency of teacher-student interaction. Third, the after-school consolidation stage. The teacher reviews the students' works to understand their language application, sentence coherence, diction accuracy, and depth of thought expression, so as to identify their weaknesses in English writing and make further modifications to the micro-course video. According to the teacher's comments and suggestions on writing, students should revise their exercises twice or repeatedly to improve their writing skills and form their own writing characteristics.

## **5. Carry Out Various Training Related to English Writing Ability**

First, vocabulary training. Vocabulary is the foundation of writing, without abundant vocabulary accumulation, writing good English composition is just empty talk. The key to vocabulary memory is that students internalize vocabulary knowledge and skills through experience. On the basis of repeated memorizing of words, we can flexibly use various ways such as morphological analysis memory, associative memory, context memory and active memory. Teachers guide students to accurately grasp the specific meaning of words in the specific context and cultivate students' ability to accurately choose words to express their thoughts in writing. Second, sentence structure writing training. Most of the writing in English is based on basic classes like "Subject+ link.v +Predicate" and "Subject+Verb+Object". The teacher instructs the students to understand and master these simple sentence structures and train them repeatedly with the combination of tense and voice. On this basis, add different sentence components, carry out sentence expansion exercises, enrich sentence structure, appropriate use of complex sentence structure. Also guide the students to choose the expression of vocabulary, use a variety of expression forms to write the same content of the sentence, training the ability of flexible use of sentences. Thirdly, the training of writing layout. When examining the topic, we should make clear the writing style and the corresponding format, as well as the person and tense used. Teachers set different situations and styles of composition topics, let the students carry out training. On the basis of the topic, according to the content of writing brief outline, distinguish the relationship between levels, determine the degree of detail of each part of the content. Through appropriate related words and transitional sentences, the composition is presented through clever conception, rich content and standard expression.

## **6. Carry Out Diversified Evaluation based on Process Evaluation**

Teaching evaluation is based on the teaching objective and scientific and feasible methods to judge the value of teaching and learning process and resources, which provides reliable basis for promoting teachers' teaching and learning. The process evaluation adopts the value orientation of attaching equal importance to the goal and process, and comprehensively evaluates the teaching effect and process, as well as the non-intellectual factors closely related to learning. It advocates internal and external integration and open evaluation, the cross integration of evaluation process and teaching process, and the interaction and integration of evaluation subject and object. By judging the teaching quality level, affirming the achievements and finding out the problems, students are

encouraged to have a positive reflection on the learning process so as to better grasp the learning style. The OBE teaching concept advocates process evaluation and diversification of evaluation, which is different from the previous summative evaluation in which the teacher is the evaluation subject. First, realize the evaluation subject diversification. More comprehensive evaluation information can be obtained through different feedback channels, so that evaluation really becomes an interactive activity that multiple evaluation subjects actively participate in together. It includes teacher evaluation, expert evaluation, student evaluation by himself and student mutual evaluation. Second, design diversification evaluation tools. The evaluation tool is the way and method to implement the process evaluation and also the direct basis and means to collect the evaluation data. The design of the evaluation tool is the foundation to ensure the effective implementation of the process evaluation. Procedural evaluation does not require normative procedures, but aims at flexibility and practicality. The methods and tools of process evaluation can be evaluation form, questionnaire, classroom observation record, interview method and learning file.

## **7. Construct Corpus of College English Writing Teaching Suitable for OBE**

Corpus presents a large number of real corpus and examples to learners and has the characteristics of direct reality. Students intuitively contact corpus, and use context to obtain semantics and summarize rules. The addition of corpus can also better reflect autonomous learning. Students' retrieval and analysis of corpus belong to autonomous learning, and teachers only need necessary supervision and guidance. English writing ability is an important part of English comprehensive ability and also an important part of English teaching. In corpus construction, students' writing content can be grouped into learners' corpus, while writing materials collected from outside can be grouped into target language corpus. Students use the target corpus to search and find the differences in the materials used in writing. This difference phenomenon is called "negative corpus evidence", which points out the problems existing in students' language use in writing and plays an important role in promoting language acquisition. In college English teaching, students are required not only to be fluent and coherent in writing, but also to be able to describe situations, attitudes or feelings vividly in English. Therefore, more attention should be paid to the accuracy of students' words and whether they are in line with English expression habits. The application of corpus technology in English writing can enable students to modify their compositions with corpus information, find out the wrong types of writing, and cultivate their language awareness and autonomous learning ability. The direct application of corpus to English writing teaching is data-driven learning and error analysis, through which teachers and students can make full use of the advantages of corpus.

## **8. Conclusion**

After being first proposed by Spady in 1981, OBE has been widely valued and applied at an amazing speed, forming relatively complete theoretical system, which is regarded as the right direction for pursuing excellent education. The OBE is no longer centered on course content, but rather on students' actual output needs. The teaching objective of English writing is to cultivate students' ability to express facts, opinions, emotions, imagination and communicate information, and cultivate students' standardized writing habits so as to improve students' ability of written expression and communication in English. The output of college English writing is mainly reflected in the following four aspects: firstly, have rich vocabulary, and be able to correctly understand and use these words; secondly, according to the needs of the article, using appropriate expression, write a beautiful sentence; Thirdly, I can make a layout and design the article structure according to the writing theme. Fourth, with the ability of summary, induction and independent evaluation, can achieve independent learning. The OBE theory provides a new reverse perspective for the design and implementation of college English writing teaching. Blended online and offline teaching enriches the single mode of college English teaching and provides a new way of thinking for achieving the goal of college English writing. OBE theory leads the reform measures of college

English writing teaching, which will certainly promote the reform of college English writing teaching and comprehensively improve college students' comprehensive English output ability.

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