

# Research on Teaching Quality Evaluation of English Writing Course under OBE Concept

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**Abstract:** OBE concepts and methods are recognized as an effective way to pursue excellence in education. Focusing on "output oriented, student centered and continuous improvement", OBE concepts and methods are valued by famous universities in various countries. To carry out the research on teaching quality evaluation of English writing course under the OBE concept, improve the efficiency of English writing teaching, and lay the foundation for training compound English talents. Based on the teaching process of OBE concept, this paper constructs an evaluation index system consisting of "teaching idea, teaching content, teaching mode, teaching effect and teaching characteristics", and puts forward evaluation application strategies. The specific strategies include reconstructing the teaching objectives of English writing based on OBE concept, following the evaluation principles of English writing teaching under OBE concept, cultivating students' enthusiasm for English writing and participating in the evaluation, carrying out developmental teaching evaluation in line with OBE concept, and constructing an evaluation system of English writing teaching based on OBE concept.

**Keywords:** OBE Concept; English Writing; Course Teaching; Quality Evaluation; Index System; Application Strategy

## 1. Introduction

In the 1980s, American scholar Spady took the lead in proposing the OBE education concept. In the following ten years, the OBE education concept has developed rapidly, tended to be perfect, and is applied in the field of education [1]. OBE takes "output oriented", "student center" and "continuous improvement" as the basic concepts, and is an education model that takes output oriented as the basis for teaching results evaluation [2]. The student center requires the teaching design to meet the established standards with students' knowledge, ability and quality; The allocation of teaching resources, such as teachers and courses, ensures that students' learning objectives are achieved as a guide; Quality assurance and evaluation take students' learning results as the only standard; The teaching arrangement and design should fully stimulate students' interest in learning, cultivate students' learning ability, and lay a good foundation for future work and life. The output orientation clearly focuses on and organizes the education system to ensure that students can obtain the experience of substantial success in their future life; What students have learned and whether they are successful are far more important than how and when they learn; When setting up teaching objectives, teaching models and evaluation mechanisms, we should closely focus on the central importance of learning outcomes. Continuous improvement requires evaluation of training objectives, graduation requirements and teaching links; Each teaching participant should be evaluated; The evaluation mechanism and cycle are established; The evaluation results must be used for improvement; Teachers should make continuous judgment, analysis, improvement and summary before and after the design, so as to provide basis for later teaching.

As a written form of expression, foreign language writing has been paid more and more attention. It is a comprehensive reflection of foreign language application ability, a practical reflection of foreign language learning, and a profound reflection of the breadth and depth of students' language knowledge. The traditional English writing teaching mode is single, the classroom teaching atmosphere is dull, the students' autonomous learning ability is poor and other factors affect the teaching effect, which cannot meet the needs of the new era for English writing talents [3]. Evaluation is an important part of the curriculum system, and a scientific evaluation mechanism is a major guarantee for the implementation of the curriculum. The evaluation mechanism is not only an effective way to promote teaching, but also

an important way to stimulate the development of curriculum, teachers and students. It has an important backwash effect on English writing teaching. The goal setting, content arrangement and process design of curriculum teaching under the guidance of OBE concept should be student-centered and pay attention to learning output, which leads to a major change in classroom teaching quality evaluation. Under the guidance of OBE theory, the reasonable development of English writing teaching will help stimulate students' interest and enthusiasm in learning, improve the teaching efficiency of English writing course, consolidate students' basic skills in English written expression, and lay a foundation for training compound English talents. The transfer of the teaching center of OBE concept needs to be synchronized with the optimization of the evaluation mechanism. To carry out the research on the teaching quality evaluation of English writing under the OBE concept, and to judge the learning effect through students' performance in the learning process, to explore teaching methods that are more in line with students' actual development [4], are conducive to stimulating students' learning motivation and confidence, promoting students' lifelong learning and development, and is also a specific application of the OBE concept of "everyone can succeed".

## 2. Teaching Process of OBE Concept

OBE concept solves the shortcomings of traditional education discipline orientation and teacher centered, and emphasizes goal orientation. With students as the center and students' learning achievements as the starting point, we should pay attention to the practicality of education and the importance of educational achievements. The talents we cultivate can better meet the needs of national strategy, social development and students' own development [5]. The teaching process based on OBE concept consists of two cycles, namely, outside the school and inside the school, as shown in Figure 1 [6].

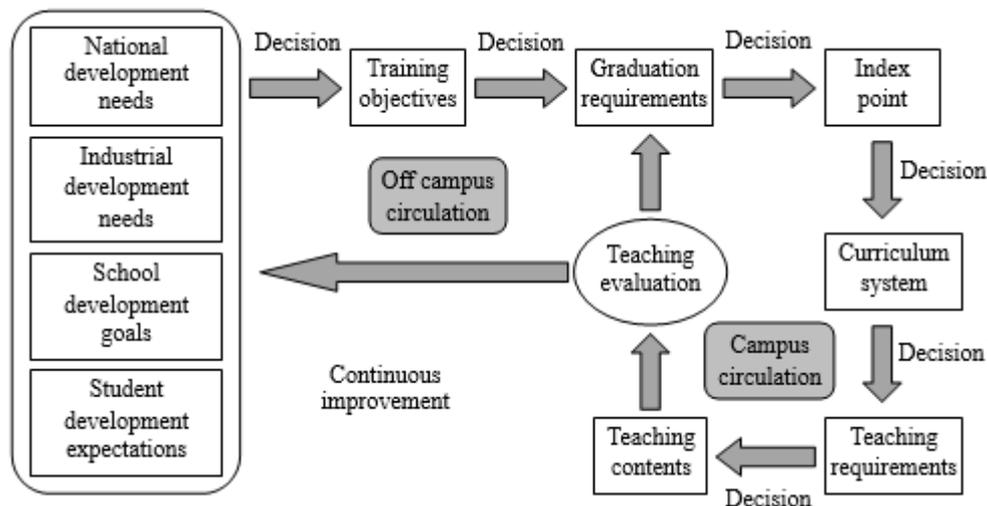


Figure 1: Teaching process based on OBE concept

For the teaching process based on OBE concept as shown in Figure 1, the external circulation of the school is to investigate the current industry needs according to the national and social education development needs, combine the school running orientation and development goals, attach importance to the students' development and parents' expectations, seriously establish the professional talent training objectives, formulate the students' graduation requirements, evaluate the training effect according to whether the student work meets the expectations, and regulate the talent training mode from a macro perspective. The circulation within the school is to decompose the graduation requirements into each indicator point in detail, determine the teaching requirements and teaching content in the curriculum system, and evaluate the teaching quality according to whether each teaching indicator point has reached the goal. This is a circular regulation of talent training mode from a spatial perspective.

## 3. The Evaluation Index System of English Writing Teaching Quality under OBE Concept

OBE teaching mode attaches importance to the actual output of students in the learning process,

reversely plans the teaching structure and relevant evaluation mechanisms, and promotes the improvement of teaching quality in a short time. Student output is the fundamental driving force of OBE teaching mode. Compared with the past, it is obviously different from the traditional teaching mode, which is the reform and innovation of the traditional teaching mode. Building an index system is an important work of systematic evaluation, which lays a foundation for the implementation of evaluation.

### ***3.1. Teaching Idea***

The teaching idea is the concentrated embodiment of cognition, and also the basic attitude and idea that people hold towards teaching activities. Under the influence of the traditional transmission teaching mode, a teaching mode has been formed that allows students to write by imitating excellent compositions. The lack of participation of independent thinking leads to the lack of personalization of English writing content. OBE embodies the concept of "student centered, output oriented, and continuous improvement" [7], takes "learning output" as the goal, changes from quality monitoring to continuous improvement, and focuses on the overall development of students.

### ***3.2. Teaching Content***

Teaching content refers to the sum of knowledge, skills and behavioral experience that students are required to systematically learn in order to achieve teaching objectives. To cultivate English writing ability, the setting of teaching content is the key. Follow the principle of gradual progress, give consideration to students' knowledge structure and writing characteristics, and systematically train basic knowledge and skills of English writing [8]. The teaching content of English writing under the OBE concept needs to be deep and broad, reflect the frontier of the discipline, penetrate professional ideas, and carry out teaching around the knowledge, ability and quality that students need to achieve after graduation.

### ***3.3. Teaching Mode***

Teaching mode is the reflection of certain teaching theories or teaching thoughts, and is the norm of teaching behavior under the guidance of certain theories. The teaching mode does not involve specific subject content and has certain stability. The combination of OBE teaching concept and mixed teaching mode is helpful to improve teaching objectives, teaching implementation and assessment, and plays an important role in improving the overall teaching effect [9]. Based on the mixed teaching mode, we should innovate the teaching methods and strategies of English writing, mobilize students' enthusiasm and strengthen their creativity.

### ***3.4. Teaching Effect***

The education effect evaluation under the OBE concept is carried out on the basis of the establishment of logical association level by level in terms of training objectives, graduation requirements, curriculum system, curriculum objectives, curriculum contents, evaluation links and evaluation contents, and the establishment of an organic association between graduation requirements and courses. The knowledge, ability and quality cultivated are carried by specific teaching links [10]. The evaluation of English writing teaching effect under the OBE concept comprehensively assesses students' knowledge, ability and quality of English writing, and applies the evaluation data to the continuous improvement of English writing education quality.

### ***3.5. Teaching Characteristics***

The characteristic of OBE theory is "reverse design and positive implementation". Proceeding from the final results, the curriculum system and teaching design are carried out in reverse, stratified according to objectives, teaching students in accordance with their aptitude, gradually deepening, and achieving the final teaching objectives. The teaching of English writing under the OBE concept is no longer simply to instill knowledge, but to teach students to "enjoy learning", "able to learn" and "learn", and pay more attention to cultivating students' autonomous learning ability. The teaching objectives, content, activities, evaluation and methods and other teaching elements can highlight the innovation of curriculum teaching.

#### **4. Application Strategies of Teaching Quality Evaluation of English Writing Course under OBE Concept**

The teaching reform of English writing course based on OBE concept, with the ability cultivation as the core and the "learning output" as the goal, has changed from quality monitoring to continuous improvement, focusing on the all-round development of students. In order to further deepen the teaching reform, the corresponding strategies are proposed to help students master the knowledge and skills of English writing, improve the ability to use language in practice, and promote the development of English writing teaching.

##### ***4.1. Reconstructing the Teaching Objectives of English Writing Based on OBE Concept***

Based on the OBE concept, teachers should have a clear framework before teaching, be able to clearly describe the expected goals, and then design teaching links and carry out teaching activities based on results [11]. English writing is composed of three basic processes: thinking, organization and expression, which is the embodiment of individual comprehensive application ability. The teaching of English writing emphasizes the training of students' writing skills. It requires mastering writing skills, making clear the meaning of the article, preparing sufficient arguments, and conducting reasonable argumentation to ensure the integrity of the text structure and smooth language expression. By learning writing, students can improve their language organization ability, build a systematic English knowledge system, improve the accuracy of using English, expand their English vocabulary, and improve their logical thinking and problem analysis ability. At the same time, it can promote reading, listening, speaking and translation.

##### ***4.2. Following the Evaluation Principles of English Writing Teaching under OBE Concept***

Under the concept of OBE, it emphasizes the evaluation of the learning process, pays attention to the enthusiasm and cooperation spirit of students to participate in collaborative activities, and their ability to analyze and solve problems. Specifically, it includes the following principles. First, in the principle of gradual progress [12]. It is necessary to analyze students' needs and individual differences, so that students can have the opportunity to internalize the learning content, carry out learning step by step according to individual conditions, and obtain the final learning results. Second, the principle of adaptability, that is, to adapt to the development needs of English talents and social needs, including the development of cognition, ability and literacy, to meet the needs of economic and social development, and to highlight the value of the quality of English talent training in colleges and universities. The third is the systematic principle, which takes the optimization of the overall goal of the system as the criterion to coordinate the relationship between the various elements of the system. At the same time, the indicators of all levels and modules should be carefully designed to make the system in a balanced state with strong operability and controllability. The fourth is the dynamic principle. According to the students' acceptance ability and knowledge mastery, teachers can adjust the teaching plan and teaching design at any time.

##### ***4.3. Cultivating Students' Enthusiasm for English Writing and Participating in the Evaluation***

When students' intelligence level is equal, it is the students themselves who determine the final English learning results. Because among the many variables that affect English learning results, learners' own psychological differences, including language foundation, learning motivation and self-efficacy, are the most important variables. Advocate students to participate actively, pay attention to students' self-evaluation and self reflection, and improve students' ability to analyze and solve problems. In the process of English writing teaching, students should give full play to their autonomy, because students know their own learning situation best and know what aspects they are deficient in. The set learning objectives will be more in line with their own reality, and the evaluation results will be more authentic and objective [13]. Give back the right of learning management and evaluation to students, encourage each student to manage learning in their own way, cultivate a sense of learning responsibility, and establish a sense of learning ownership, so as to make it an evaluation to promote learning [14].

##### ***4.4. Carrying out Developmental Teaching Evaluation in Line with OBE Concept***

Developmental evaluation originates from the "developmental teaching theory", which fits well with the OBE concept. Developmental evaluation emphasizes the active construction evaluation of

knowledge, that is, the acquisition of knowledge, not only through the self construction of individual cognition, exploration and discovery, but also through social construction such as peer assistance, group cooperation and teacher-student interaction in participation and discussion [15]. The OBE concept advocates the consistency construction of teaching design, teaching evaluation and teaching management, which makes the learning effect, teaching activities and teaching evaluation consistent. Construct a developmental teaching evaluation that is compatible with the principle of "everyone can succeed" under the OBE concept, give play to the leading role of the developmental evaluation that covers a variety of evaluation methods, integrate various evaluation feedback information, and find ways to improve the teaching efficiency of English writing course in the cross and overlapping information. In the differential evaluation and individual evaluation, we should find the power source to mobilize students' enthusiasm.

#### **4.5. Constructing an Evaluation System of English Writing Teaching based on OBE Concept**

The evaluation system is based on artificial intelligence and natural language technology. It evaluates and scores compositions through computers and networks, and puts forward suggestions for improvement, which is mainly used for large-scale composition test scoring. It has the advantages of rapidity and labor saving, avoids the interference of human factors, and the evaluation results are more objective. Use lexical analyzer to analyze the form and usage of various words in the work; Use the syntax analyzer to analyze each component of the sentence in the work and the rules of its arrangement; Use the text analyzer to understand the semantic relationship between text units; Use topic analyzer to analyze the process of topic elements and topic centers; Use the argument analyzer to analyze the author's opinions, propositions and attitudes towards the issues discussed in the work. English writing is a complex and repeated cognitive process, and writing evaluation should run through the whole process of writing. Teachers do not need to spend time repeatedly correcting low-level grammatical errors, and can focus more on writing teaching itself. Students write in the system and constantly revise based on feedback, which is improved in the process of revision.

### **5. Conclusions**

OBE emphasizes that all students can succeed in learning, and successful learning will promote more successful learning and OBE emphasizes personalized assessment. According to the individual differences of each student, a personalized assessment grade is formulated and assessed in a timely manner, so as to accurately grasp the students' learning status and timely correct teaching. OBE emphasizes mastery. Teaching evaluation should be based on the premise that each student can master the content. As long as appropriate learning opportunities are provided for each student, learning achievements can be achieved. OBE emphasizes performance responsibility, and schools should be more responsible for learning outcomes than students. The classroom teaching of English writing under the guidance of OBE concept is more efficient. Teachers need to preset learning output, be good at using various educational resources, adopt effective educational strategies, and use diversified evaluation methods. The teaching quality evaluation of English writing under the OBE concept should evaluate the learning effect from all aspects, pay attention to the diversified development of students' English ability, and let the process of teaching and learning really combine.

### **Acknowledgements**

This work is supported by teaching reform research project of Liaoning institute of science and engineering in 2022 (No.LNLGXJ202205).

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