

TEACHING CONCEPT OF OBE TO EXPLORE THE COURSE ASSESSMENT REFORM OF COLLEGE ENGLISH

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ABSTRACT

The purpose of this study is to address the issue of low motivation among students in applied universities and to explore the impact of curriculum assessment reform guided by the Outcome-Based Education (OBE) teaching concept. The study aims to investigate the effectiveness of the reform through longitudinal comparison of pre- and post-reform results and to summarize the experience for further application. The research methods employed in this study include comparative analysis, experimental observation, and questionnaire surveys. Data was collected from 2021 freshmen students' English learning situation, with 28 students in the experimental group and 198 students in the control group. Grades were obtained from the academic system of Chongqing University of Humanities and Technology, and the survey questionnaire was based on students' genuine feedback. The paper presents data indicating that the assessment reform based on OBE teaching philosophy has a positive impact on improving students' intrinsic motivation, grades, and English learning abilities in both groups. As a new assessment method reform, it is crucial to conduct multidimensional verification before widespread implementation. This study is just a starting point, and the data suggests that the reform has achieved certain results. Future research will consider selecting research subjects from multiple perspectives to further verify the effectiveness of the assessment results and determine the degree of effectiveness.

Keywords: OBE, Assessment, College English, Reform

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INTRODUCTION

With the continuous development of The Society, education and teaching also need to keep up with the pace of society, continuous reform, to cultivate talents with the characteristics of society, to meet the needs of the contemporary society. College English has always been a compulsory public course for college students. The reasons why college English has become a compulsory course for college students mainly include the following: Requirements for learning and development. (Rosenbaum James, 2021)

The Information of social life and the globalization of economy require students to master a language widely used in the world. As an international language for a long time, English has become the common choice of many universities and many students. Many academic research results are presented in English. Although some of them have translated versions, the translation may make mistakes due to the absence of vocabulary or the lack of translators' ideas and knowledge, which is not conducive to our academic research reference and reference. In addition, with the frequent emergence of international exchanges, many domestic universities will require foreign scholars to give corresponding lectures, and the common language in such classes is English, so learning English well is also a prerequisite for these classes. In addition, some students are inclined to study abroad. Even if they do not go to English-speaking countries, a good command of English will be conducive to future communication. In addition, postgraduate entrance examination and other entrance examinations need to assess students' English, so college students should develop the habit of learning and using English for a long time. It is the need of internship and employment. In today's society, more and more jobs require students to have strong language communication ability in the recruitment process, and a good command of English can broaden the channels for college students to find employment, such as foreign companies. Cultivate sentiment and divergent thinking. Knowing English, you can understand more beautiful music, read more international movies, understand more human affairs, appreciate more world classics, understand deeper and broader knowledge of this industry, and get to know more international friends. (Weidong Xi, 2020)

English teaching has played an important role in all education stages in China, including both basic education and higher education. This trend, however, will still increase, which indicates the importance and necessity of English course. Except for the students in specific major, College English is a public, basic and compulsory general course for students of non-English majors. Since it began in 1978, College English course is set up to train students for profession and learn advanced western technology, in order to serve the development of economy in China. After nearly 40 years of development, college English has grown up from attempt to maturity. At present, the purpose of College English teaching is much more specified. It aims to improve students' basically English skills, all-round ability and cultural literacy. With the improvement of national strength and deepening of international exchange, China needs urgently the talents with strong professional ability and high-level foreign language. However, there are still many problems in the current College English teaching in China. (Chenyu Zhang, 2020)

The teaching effect is not satisfactory and it is difficult to meet the needs of society. Universities and colleges at all levels actively implement the instructions and guidance of the Ministry of Education, further promote the reform of College English teaching, and strive to improve the quality of college English teaching. But there are still some problems in the current college English teaching environments. For example, some researchers find that class hours decrease for teaching in large classes. From the perspective of teachers, most of them are very dedicated to teaching. They prepare carefully for teaching before class and correct the homework after class. On the other hand, from the perspective of students, they pay much attention to reading and writing but ignore listening and speaking training, and they only stay at low-level of individual learning due to their weak base. Students are tired of listening and

cannot focus on learning. Consequently, the learning effect is bad. Some researchers have made an in-depth study of the effectiveness of college English teaching. They found that students generally advocate College English curriculum, and they also recognize it as necessary. They also honor the work of college English teachers, but they think that the effect and effectiveness of English teaching are not satisfying. Therefore, in order to adapt to the needs of The Times and the concept of student-centered, college English is explored to drive teachers' teaching reform and improve students' learning drive from the reform of curriculum assessment. (Lei Zhao, 2021)

Finally, the advancement of global economic integration, English plays an increasingly important role in economy, trade and cultural exchanges among countries. English competency has also become one of the necessary comprehensive qualities for graduates of higher vocational colleges, so I am a teacher in university, I am interested to know the problem and do this research.

LITERATURE REVIEWS

At present, there are many researches based on OBE teaching concept, which mainly focus on the implementation of OBE teaching concept in China's educational environment, as well as some curriculum teaching reform based on OBE teaching concept. The status of the research is analyzed as follows:

Research Status

Chinese academics began to study and apply OBE teaching model in 2003, but from the perspective of the publication of papers, from 2003 to 2013, the attention was far from enough, mainly in Guangxi, Zhejiang, Guangdong, Henan, Jiangsu, Jilin and other places very few studies. From 2014 to 2016, scholars began to pay attention to the concept of OBE education. By 2022, the number of relevant literatures has increased to 8914.

Research Status of Curriculum Assessment Reform Based on OBE Education Concept

According to relevant document retrieval of current research in China, there are 2,459 articles on curriculum assessment reform based on OBE education concept, but most of the courses studied focus on core professional courses. The reform measures are mainly reflected in improving the emphasis of assessment and strengthening the assessment of practical skills. And the research of reform basically stays in the theoretical research stage, without specific experimental research and analysis of results.

From the literature review, the conceptual framework can be drawn as shown in Figure 1.

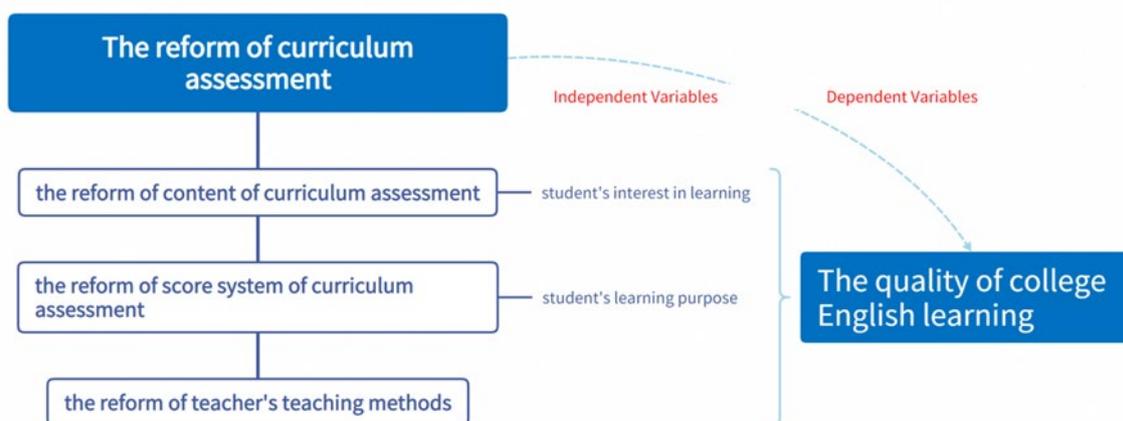


Figure 1 Conceptual Framework

RESEARCH METHODOLOGY

Questionnaire Data

In this survey, questionnaire survey is mainly used to investigate how much students in experimental group and non-experimental group spend on learning English in their spare time every week. A total of 198 questionnaires were sent out to students in non-experimental group and 190 were recovered, 185 of which were available. The main data results are shown as follows:

The number of hours a week that non-experimental students spent on learning English

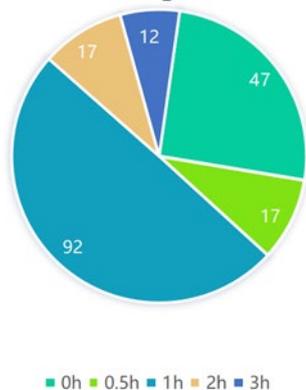


Figure 2 The number of hours a week that non-experimental students spent on learning English

A total of 28 questionnaires were sent out by students in the experimental group, 28 questionnaires were recovered, and 28 questionnaires were available. The specific data results are shown as follows:

Experimental group students spent weekly extracurricular time in English learning



Figure 3 Experimental group students spent weekly extracurricular time in English learning

Data Collection by Experimental Observation

The data in the experimental observation method are mainly derived from teachers' assessment of students' classroom performance in ordinary grades. The two sets of data are shown as follows:

[5]

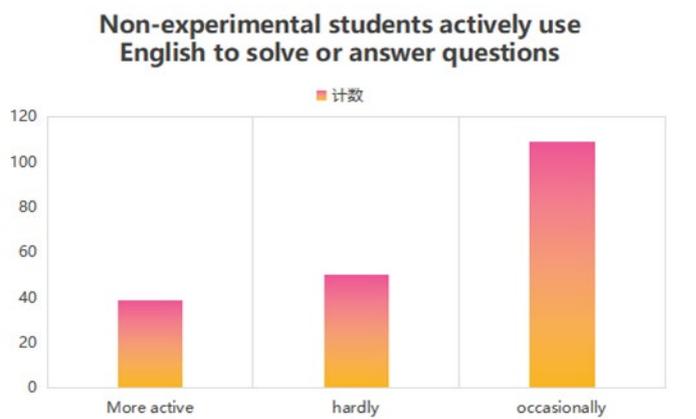


Figure 4 Non-experimental students actively use English to solve or answer questions

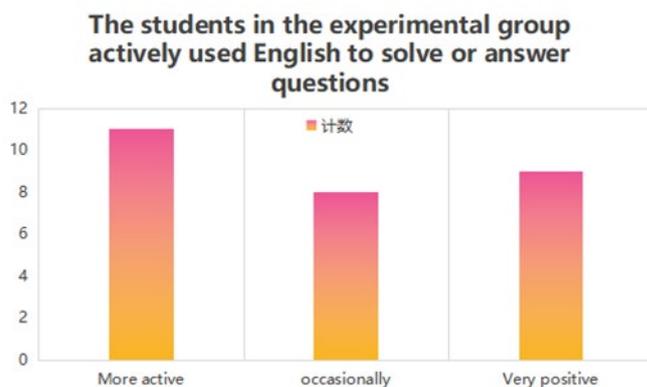


Figure 5 The students in the experimental group actively used English to solve or answer questions

Written Test Scores of Two Semesters were collected from Two Groups of Students

An important data used for comparative analysis is the written test scores of students derived from the final scores of all students in the sample (the same set of papers). The main data are shown as follows:

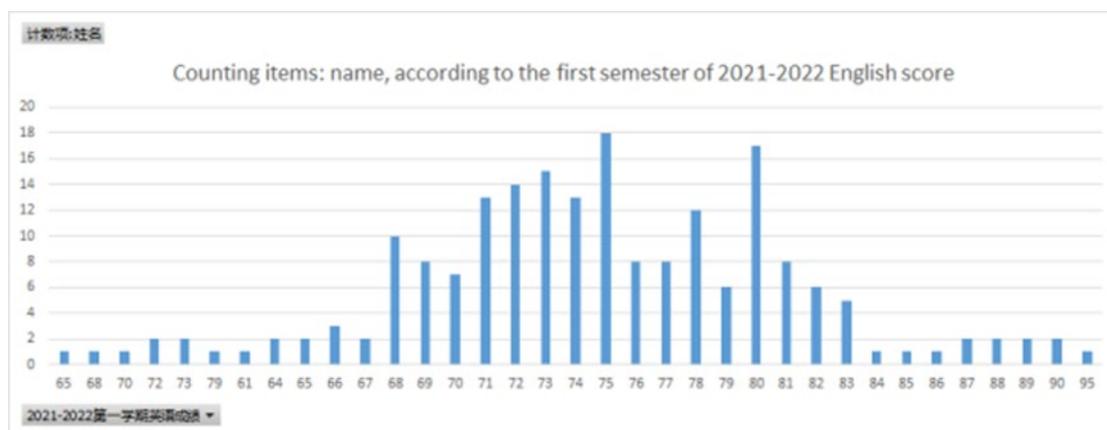


Figure 6 Non-experimental test score statistics of the first Semester of 2021-2022

[6]

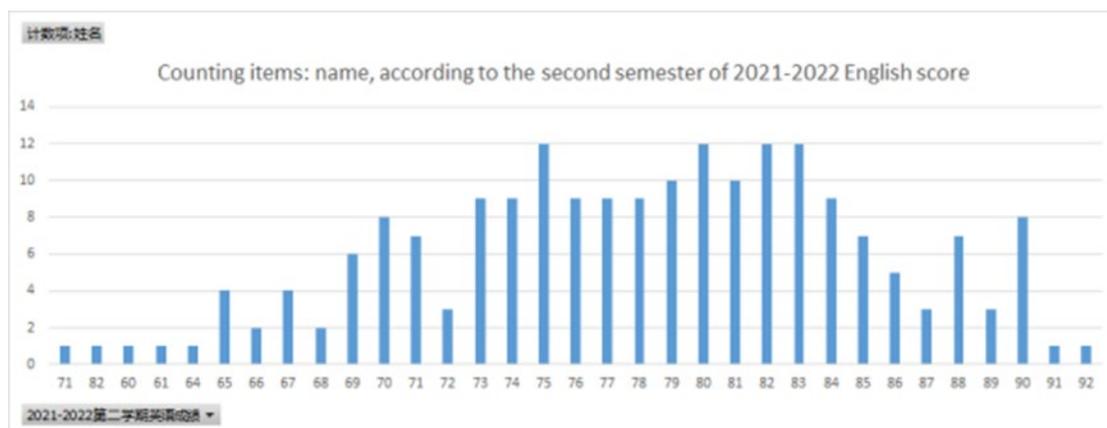


Figure 7 Non-experimental test score statistics of the second Semester of 2021-2022

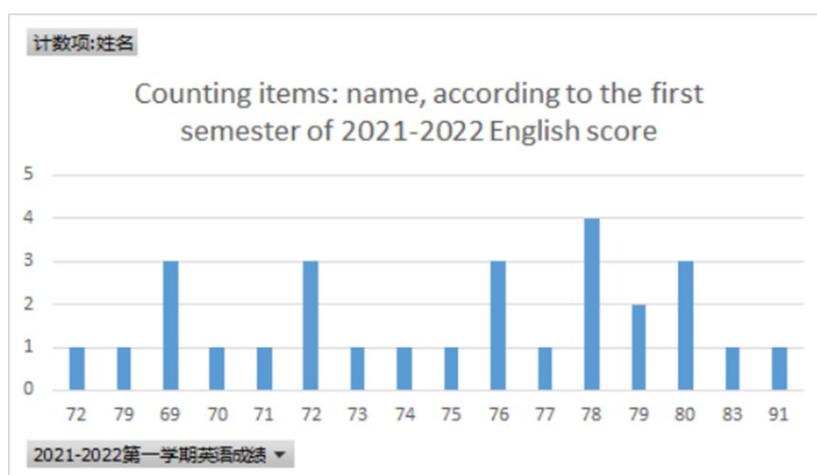


Figure 8 Experimental test score statistics of the first Semester of 2021-2022



Figure 9 Experimental test score statistics of the second Semester of 2021-2022

RESEARCH RESULTS

The purpose of this study is to explore the reform of assessment methods in university English courses based on the OBE educational philosophy, with a focus on student-centeredness and stimulating students' intrinsic motivation for learning. The data analysis results are as follows:

Data Compilation and Analysis

This study mainly used WPS-ET for data statistics and SPSSAU for data processing and analysis. Two groups of students were selected for this study, one being the experimental group

and the other being the non-experimental group. The data consisted of the students' university English grades for two semesters, the results of a survey on the time spent on English learning outside of class, and the teachers' evaluations of the students' learning enthusiasm. The summary of the data collection is as follows:

Table 1 Experimental data collection

Experimental data collection		
group Collect results	Non-experimental students	Experimental group students
The time spent in college English learning after class Experimental data situation	Figure 1	Figure 2
Actively use English to solve or answer questions Experimental data situation	Figure 3	Figure 4
English scores of the first semester of 2021-2022 Experimental data situation	Figure 5	Figure 6
English scores in the second semester of 2021-2022 Experimental data situation	Figure 7	Figure 8

Analysis of Survey Data

The data source of the survey was collected through offline physical distribution of questionnaires, and the core data of the questionnaire was the amount of time students spent on English learning after class each week. The data analysis results are as follows:

name	mean value \pm standard deviation	variance	quartile	median	75 quantile	standard error	Mean 95% CI(LL)	Mean 95% CI(UL)	IQR	kurtosis	skewness	Coefficient of variation
The time spent in college English learning after class	1.235 \pm 1.032	1.065	0.5	1	2	0.073	1.091	1.379	1.5	-0.763	0.612	83.58%
name	mean value \pm standard deviation	variance	quartile	median	75 quantile	standard error	Mean 95% CI(LL)	Mean 95% CI(UL)	IQR	kurtosis	skewness	Coefficient of variation
the time spent in college English learning after class	2.768 \pm 1.251	1.564	1.5	2.5	4	0.236	2.305	3.231	2.5	-1.129	0.451	45.19%

According to the data, the average amount of time spent on English learning per week in the non-experimental group is 1.23 hours, with a coefficient of variation of 83.57%, indicating a high degree of dispersion. In contrast, the experimental group spent an average of 2.76 hours on English learning per week, with a coefficient of variation of 45.19%, indicating a smaller degree of dispersion than the non-experimental group.

Experimental Observation Data Analysis

The experimental observation data mainly comes from the subjective evaluation of students by the teacher, which is divided into four levels. To facilitate quantitative analysis, each of the four levels is assigned a value. The assignment rules are as follows:

Table 2 The assignment rules

grade	value
very active	3
More active	2
occasionally	1
hardly	0

After assigning values, the data is classified and organized in WPS-ET for statistical analysis, and then analyzed using SPSSAU.

Analysis of non-experimental group students' learning initiative data is as follows:

Table 3 non-experimental group students' learning initiative data

name	mean value \pm standard deviation	variance	quartile	median	75 quantile	standard error	Mean 95% CI (LL)	Mean 95% CI (UL)	IQR	kurtosis	skewness	Coefficient of variation
actively use english to solve or answer questions	0.975 \pm 0.737	0.543	0	1	1	0.052	0.872	1.077	1	0.199	0.502	75.56%

Analysis of experimental group students' learning initiative data is as follows:

Table 4 experimental group students' learning initiative data

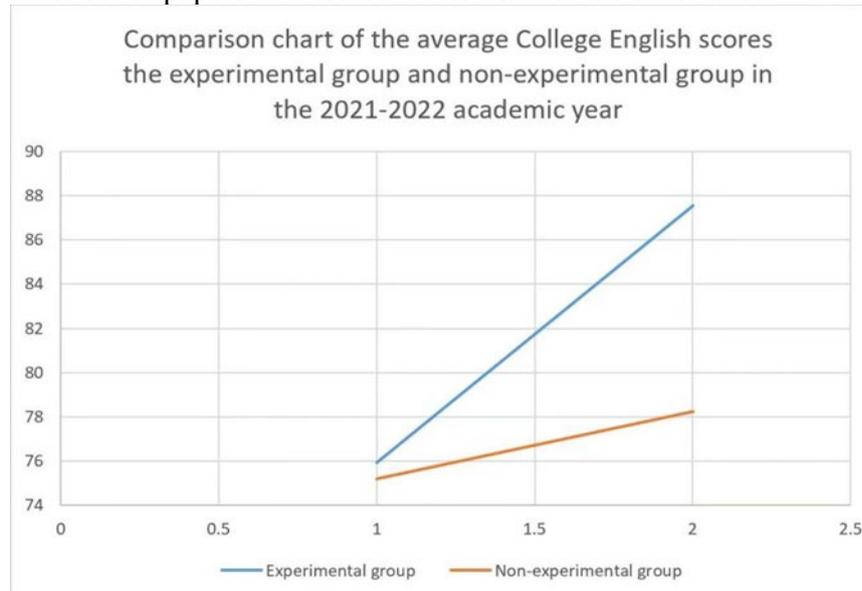
name	mean value \pm standard deviation	variance	quartile	median	75 quantile	standard error	Mean 95% CI (LL)	Mean 95% CI (UL)	IQR	kurtosis	skewness	Coefficient of variation
Actively use English to solve or answer questions	2.036 \pm 0.793	0.628	1	2	3	0.15	1.742	2.329	2	-1.374	-0.066	38.94%

According to the analysis of the experimental data of the two groups, the average value of learning initiative in the non-experimental group is 0.975, which proves that most students in the non-experimental group occasionally answer questions and solve problems in English class. The coefficient of variation of the entire non-experimental group data is 75.56%, indicating a large degree of dispersion.

The average value of learning initiative in the experimental group is 2.76, which proves that most students in the experimental group are more active in answering teacher's questions and solving problems in English. The coefficient of variation of the entire experimental group data is 45.19%, indicating a smaller degree of dispersion compared to the non-experimental group.

Comparative Analysis of Final Exam Results of the Two Groups

The final exam results data in this study mainly comes from the paper scores of college English in the two semesters of the 2021-2022 academic year. The paper score refers to the score of the same set of papers in a closed-book exam at the same time.

**Figure 10** Comparison chart of the average College English scores

Analysis of final exam results data in the non-experimental group is as follows:

Table 5 final exam results data in the non-experimental group

name	mean value \pm standard deviation	variance	quartile	median	75 quantile	standard error	Mean 95% CI (LL)	Mean 95% CI (UL)	IQR	kurtosis	skewness	Coefficient of variation
English scores of the first semester of 2021-2022	75.202 \pm 5.663	32.071	71	75	79	0.402	74.413	75.991	8	0.432	0.4583	7.53%
English scores in the second semester of 2021-2022	78.237 \pm 6.733	45.339	73.75	79	83	0.479	77.299	79.175	9.25	-0.498	-0.199	8.60%

Analysis of final exam results data in the experimental group is as follows:

Table 6 final exam results data in the experimental group

name	mean value \pm standard deviation	variance	quartile	median	75 quantile	standard error	Mean 95% CI (LL)	Mean 95% CI (UL)	IQR	kurtosis	skewness	Coefficient of variation
English scores of the first semester of 2021-2022	75.929 \pm 4.914	24.143	72	76	79	0.929	74.109	77.749	7	1.798	0.841	6.47%
English scores in the second semester of 2021-2022	87.557 \pm 4.969	24.691	83.4	87	90.9	0.939	85.717	89.398	7.5	-0.46	-0.314	5.68%

According to the data, in the 2021-2022 academic year, the average score of college English in the non-experimental group increased from 75.2 to 78.2, an overall increase of 3 points. The average score of the experimental group in two semesters increased from 75.9 to 87.5, an overall increase of 11.6 points.

The coefficient of variation of the final exam results data of the two groups shows that the non-experimental group increased from 7.53% to 8.6%, indicating a significant increase in dispersion. The coefficient of variation of the experimental group decreased from 6.47% to 5.67%, indicating a decrease in dispersion.

DISCUSSION & CONCLUSION

The results of this study show that the reform has a certain effect on improving students' intrinsic motivation, grades, and English learning abilities. These findings are consistent with previous studies that have explored the implementation of Outcome-Based Education (OBE) teaching concepts and curriculum assessment reform.

One study by Wang (2023) examined the theme design teaching based on the OBE education concept and found that it effectively improved students' learning outcomes and motivation. The findings of this study align with the current research, as both studies emphasize the importance of student-centered teaching and assessment methods that focus on outcomes.

Another study by Wang (2022) investigated college English teaching under the OBE education concept and found that the implementation of OBE principles led to improved teaching quality and student engagement. This study supports the findings of the current research, as both studies highlight the positive impact of OBE teaching concepts on students' learning outcomes and motivation.

Furthermore, a study by Jinhuan (2022) explored teaching reform and practice based on the concept of learning output in OBE education. The study found that the implementation of OBE principles in the course "Data Structure" resulted in improved student performance and engagement. This study aligns with the current research, as both studies emphasize the importance of OBE principles in driving teaching reform and enhancing students' learning outcomes.

Overall, the findings of this study are consistent with previous research that highlights the positive impact of OBE teaching concepts and curriculum assessment reform on students' intrinsic motivation, grades, and learning abilities. These findings suggest that the implementation of student-centered teaching and assessment methods can effectively improve students' learning outcomes and engagement.

However, it is important to note that this study has some limitations. The observation period was relatively short, and the research subjects were selected through a series of tests, which may have influenced the results. Additionally, the study did not consider the potential influence of teacher ability on the results. Future research should address these limitations by conducting longer-term studies with non-selective experimental groups and considering the influence of teacher factors.

In conclusion, this study provides evidence that the reform of assessment methods in college English courses based on the OBE educational philosophy can positively impact students'

intrinsic motivation, grades, and English learning abilities. These findings contribute to the existing body of research on OBE teaching concepts and curriculum assessment reform. Further research is needed to validate these findings and explore the effectiveness of the assessment results from multiple perspectives.

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Conflicts of Interest: The authors declare that the research was conducted in the absence of any commercial or financial relationships that could be construed as a potential conflict of interest.

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