Reform on English Writing Teaching for Non-English Majors Based on OBE Model

MIAO WANG

ABSTRACT

The OBE theory is a new teaching model which regards the learning outcomes as the basic contents to organize, schedule and evaluate teaching effects. OBE is an educational philosophy concerning improving students’ abilities, which is in conformity with the current goal of China’s higher education. Therefore, it should be employed in the process of university English course reforms. This paper discusses how to reform college English writing teaching based on OBE model, analyzes the situation and problems of the current college English writing teaching, puts forward writing strategies aiming at improving the writing ability.

KEYWORDS

OBE model; English writing; teaching strategy

INTRODUCTION

Recently, International higher engineering education model has greatly affected on other subject’s education due to its remarkable achievements in education on a global scale. Outcomes-Based Education originated in America, spread quickly around the world. The OBE theory is a new teaching model which regards the learning outcomes as the teaching objectives to organize, design and evaluate teaching. OBE is an educational philosophy concerning improving students’ abilities, which is in conformity with the current goal of China’s higher education. Therefore, it should be employed in the university English course reform process. It is imperative to reform the existing college English Writing teaching model due to the important role it plays and many of the current problems existing to be solved in the writing teaching. OBE model has the characteristics such as science, system, and flexibility. It is a new and beneficial attempt to introduce the OBE educational concept into the college English writing teaching.

Miao Wang, wmaugust1982@163.com, Nan Yang Institute of Technology, Nanyang 473000, China
CURRENT SITUATION OF EFL WRITING OF NON-ENGLISH MAJORS IN NAN YANG INSTITUTE OF TECHNOLOGY

As an important means of communication, writing is an extremely difficult skill to master it in spite of four years study, the ability to write among the college students in EFL context in China, is rather poor especially for non-English majors in Polytechnic University according to the writing problems, such as, many grammatical mistakes; incoherence, lack of logical, meaningless content. Some scholars point out that English writing teaching is time-consuming but unrewarding.

The teacher has spent a great deal of time to correct their composition, while the students consume a lot of time to write. However, the English writing is still the biggest problem in English acquisitions according to their scores in the CET-4 and CET-6. What cause the present situation?

One reason is that in the college, there are no English classes exclusively for English writing, the teacher occasionally assigns some writing tasks in integrated classes for you after class, the other is due to the limited class periods (every week has only four periods of English classes with larger number of students), therefore, the teacher has scarce time to teach writing techniques as well as scientific and systemic writing models.

In Science & Engineer Colleges, for most non-English majors, the crucial element to win the bachelor’s degree is to get the certificate of college English test the Band-4 Test and Band-6 Test for the sake of job-hunting after graduation.

However, with the reform deepen of CET-4 and CET-6, there are much more emphasis on English writing and in the test the first task is to write a piece of composition. Further, the score of this part has played a decisive part. At the same time, English writing has taken a high priority in New English Curriculum Standards (Requirements, 2007); therefore, writing is a necessary skill for EFL-learners. Non-English majors are eager to improve their writing skills and the teacher took great pains to explore the way, which has aroused the attention of a large number of researchers and scholars.

OBE TEACHING PHILOSOPHY

Firstly, OBE model clearly will have put forward the objectives for learners by the end of the term. As a result, each term, teaching participants can figure out their learning tasks in different courses in different stages. University students can get a comprehensive understanding of what they have obtained during study and teachers can grasp the central problems during the teaching process. The allot and programme of the teaching contents began to reverse after the objective of output has been set. The teachers need to investigate what kind of knowledge and ability the students should to master so as to gain the study output within the allotted time.

Secondly, teachers can arrange the courses according to the requirements of the development of society and enterprise due to the clear goal of OBE teaching philosophy. OBE teaching model is not rigidly adhering to teaching contents, instead, teachers can have enough freedom degree to organize teaching. Besides, teachers can apply different evaluation methods and teaching methods in the light of different type of learners. In our teaching, teachers as the guides help students to understand the
teaching materials and inspire them to actively involved in the class discussion activities. Learners’ classroom participation is the key link of OBE teaching model.

III. The Design Process of OBE Model in College English Writing

First, OBE teaching philosophy requires university teachers to carry on a series of investigations on the requires of the companies and social development. Based on the survey and analysis, teachers will know what kind of English talents are needed by the employers. And then teachers will bring forward a series of corresponding train objectives and programs for English talents to implement of OBE teaching model. And the education output and the output of the study can be accomplished. In a word, personnel training programs can be drafted according to the needs of the social and economic development of English talents.

Secondly, outline the course syllabus which can well satisfy the meets of the society and the development of economy. Thirdly, the teaching contents can be designed based on the teaching syllabus. Fourthly, teachers devise the teaching units and teaching methods as well as evaluation standards to promote the optimization of the personal talent.

Last, the evaluation of students’ performances will be carried out after learning. There are many ways to evaluate the ability of English talents rather than the scores. It can be shown that comparison to the traditional teaching model, the biggest distinction is reversing course design. Undoubtedly OBE focused on teaching outcome and delicate design in order to cultivate the high-quality talents.

In English writing lessons, English teachers know the requirements and objectives of English writing. Teaching activity must regard the writing practice of students as the central task. Students must be the center of the course. Teachers will employ students oriented teaching methods.

COLLEGE ENGLISH WRITING TEACHING STRATEGIES BASED ON OBE MODEL

Figure out the outcome of college English writing teaching

Firstly, find out the requirements of the society and the employers and then get the objective of talents training for college English. Employers hopes the graduates to have high proficiency of English writing. Specifically, employers anticipate the students to write a qualified piece of composition which can communicate others in a good way. Most importantly, at the beginning of the semester. teachers must demonstrate the outcome of college English writing teaching and make the objectives and tasks clear to students.

Build the English writing course system in terms of the needs of society and employers

To satisfy the demands of the social development and the needs of employers, the English writing course system must be established. At the same time, the writing teaching task must be delivered at the beginning of the first term for college students. In the first year, writing task must be completed under the guidance of the teachers as well as the large input of students. First, the students can compose a piece of writing about 500-600 words within 40 minutes. The composition should be finished with a clear idea and good logic. Secondly, the students are required to write a composition
about 200 words each week. In the second year, the writing task should be accomplished based on the teacher feedback and the reading methods. Moreover, the teacher should give more positive feedback and endeavor to arouse their writing interest. The students are supposed to write a piece of argumentation about 700-800 words within 40 minutes. In the third year, the students are supposed to write a piece of argumentation about 900-1000 words within 40 minutes. The writing must be completed by using a lot of rhetoric devices and good words after class. At the same time, teachers will offer the feedback which help them to make progress.

HAVE A GOOD DESIGN OF TEACHING ACTIVITY AND EMPHASIZE THE MORE PARTICIPATION OF STUDENTS

Each period of English writing lessons, teachers must arrange well-designed writing activities in accordance of the education outcome. Besides, practice makes perfect. more tasks are distributed to students to improve their writing ability. As a result, the students can have more output. Before lesson, each student may be asked to finish reading different types of context in light of their English proficiency. In the writing lessons, teachers will always create the happy environment and encourage the corporation between students.

PERFECT ENGLISH WRITING EVALUATION SYSTEM

The evaluation system of English writing must be reformed in order to stimulate the students writing interest. Based on the OBE Teaching philosophy, each year of English writing, the evaluation system differs. Moreover, the evaluation system of English writing includes formative evaluation and summative assessment rather than traditional summative assessment to evacuate the English proficiency of the students. In addition to, teacher feedback also plays an important role in the writing teaching. Based on OBE concept, teachers will value highly of the writing attitude and the spelling, and regards their self-learning ability as most important. The class performance will account for much scores in the writing.

Cultivate students’ independent-study ability

The current society is a knowledge explosion era and also an era of lifelong learning. The ability of self-learning is the biggest guarantee to improve the writing. Hence, in the writing lessons, teachers should encourage the students to adopt self-study and cooperation study methods. The students can make great progress in writing via the communication with the peers.

CONCLUSION

OBE teaching theory is very applicable in the English writing and greatly promotes the reform of English writing which meet the needs of the development of society. We must be aware that students always are the center of the writing activity and teachers turn out to be the guides and directors as well as the designers. Writing as an important output should be taken the first priority. So that we can cultivate the high-qualified talents.
REFERENCES


4. Xiao Chuan Li. The dynamic course of higher vocational teaching model reform research Based on OBE [J]. Education and Vocation, 2015