

# Study of The Application of OBE in College English Teaching, Based on Psychological Characteristics of Contemporary College Students

Jiayu Li, Ruihan Wang, Yimeng Li and Xiaolan Zeng

School of Shenzhen Campus, Jinan University, Shenzhen 518053, China

## Abstract

As Internet natives, college students nowadays are greatly affected by the Internet. This has also given them unique psychological characteristics that are different from other groups to a certain extent. They desire independence but lack the corresponding abilities and have a strong sense of personal subjectivity, expressiveness and curiosity, along with large mood swings, and they tend to be utilitarian. As an advanced concept taking students as the main body, OBE educational concept meets the psychological needs of contemporary college students. Applying it to college English teaching can guide teachers to reversely design course goals, enrich college classrooms, improve the teaching evaluation and assessment system, so that teaching quality and efficiency can be improved.

## Keywords

OBE; college student psychological characteristics; English teaching; university.

## 1. Psychological Characteristics of Contemporary College Students:

Most contemporary college students belong to the post-00 generation and are recognized as Internet natives. Their birth and growth coincided with the rise and development of the Internet and new media. College students are the closest to new media and are most affected by it (Xiu Wenjun, Zhang Jun, 2018) [1]. At the same time, college students are in an important period of exploring themselves and establishing their personal identity (Zeng Fangen, 2024) [2]. They begin to think more about interpersonal relationships, self-management, career planning, career choices and other issues. Bombed with information input, self-reflection and exploration, college students often fall into confusion and anxiety. Although they have relatively rich knowledge, they feel empty inside. They hanker help from others but worried that no one would understand them. In addition, college students are highly sensitive to social trends, emotional as them, the surrounding gossip events and social news hotspots will cause greater emotional fluctuations in them. Besides, college students highly rely on the Internet because of their strong curiosity and personal subjectivity. Also, the open network environment and various social platforms have provided abundant channels to speak out, which perfectly caters to their "Expression desire". Furthermore, college students have significantly improved their autonomy and independence, therefore, they often worry that they will receive little or no return after their efforts. From a certain perspective, their value and outlook on life tend to be utilitarian and self-centered. When making choices, they will seek advantages and avoid disadvantages (Zhang Jun, 2017) [3].

All in all, contemporary college students are at a critical stage of life. They have more thoughts about individuals, society and the world. Their independence and individual consciousness have grown greatly. They hope to improve themselves continuously and become independent as soon as possible. Such mentality has also become one of the factors that contribute to college students' utilitarian values. And as Internet natives, they are greatly affected by the Internet

and new media so that they are paying attention to hot social events and bombarded with information every day, and their emotions are easily affected by the outside world which contributes to large emotion swings.

## 2. Overview of OBE Education Concept

In 1981, Spady proposed the OBE education concept (Outcome based education), which is outcome-based education. He believes: "Outcome-based education (OBE) means clearly focusing and organizing everything in an educational system around what is essential for all students to be able to do successfully at the end of their learning experiences." [4] It can be seen that the OBE educational philosophy is student-centered and success-oriented, and uses reverse design to help students succeed in learning. Under the guidance of OBE educational philosophy, the classroom is no longer a teacher-led teaching activity, but centered on the main role of students. In the learning process, teachers should be more of assistants, guides, and supervisors. Zhou Xue (2020) designed a student training model based on the OBE educational concept after analyzing the learning needs of English major students in applied universities. She believes that the OBE educational concept places more emphasis on teachers' decentralization and giving students more autonomy [5]. Besides the changing of classroom protagonist, the OBE educational concept also requires attention to the design of teaching evaluation indicators. Kong Li (2019) put valuable opinions on the teaching of college English courses based on the situation of a college in Harbin and the book "College English Teaching Guide". She emphasized that "Under the OBE concept, teaching evaluation is an important part of testing teaching quality of college English courses [6]". Zhao Fang, Xiong Xiaochun, and Chen Yongzhong (2019) conducted a detailed study on the college English education evaluation model under the OBE education concept. They proposed that "the construction of the English teaching evaluation model based on the OBE education concept must follow subjectivity, procedural method, developmental and motivational principles [7]" At the same time, we should pay attention to the diversity of evaluation content and methods, and combine formative evaluation with self-evaluation. Yu Hairong (2023) [8] has further explored the modification of college English teaching evaluation under the OBE education concept from four aspects: "the principle of taking students as the main body", "the principle of focusing on the learning process", "the principle of focusing on student development" and "the principle of emphasizing student enthusiasm". To sum up, the OBE education concept is an advanced student-centered education concept. This concept starts from the expected results, reversely guides the teaching design, and cooperates with a rich teaching evaluation system to achieve the goal of student success.

## 3. Application of OBE in College English Teaching

The OBE education concept plays a positive role in transforming the traditional teaching model and improving classroom efficiency. It emphasizes the main role of students and aims to enable students to achieve successful results in the education process. It uses goals to guide teaching design and teachers to assist students to grow. It also boost course output with a comprehensive evaluation system. In the context of Internet+, contemporary college students, as Internet natives, have access to diverse channels for learning knowledge. And the development of globalization has provided a favorable language learning environment and learning materials for college students, so, self-learning has become a trend for college students. Therefore, the traditional teaching model no longer meets the psychological requirements of college students and the development requirements of the times. That is to say, taking the OBE educational concept as English teaching guide and using the psychological characteristics of college students have profound meaning in changing the teaching model.

### 3.1. Pay attention to students' classroom status and reversely design teaching goals

According to the OBE education concept, students are always the main body in learning process and occupy a central position in classroom. Therefore, in the teaching, classroom should not be a solo stage for teachers. College English teachers need to avoid cramming teaching, but to strengthen interaction and communication with students and actively pay attention to students' classroom status to flexibly adjust teaching progress and teaching styles, and inspire students' interest in learning, thereby teachers can smoothly promote the teaching process and improve teaching quality. After class, college English teachers should have a detailed understanding of the English abilities of all students to guide courses design and flexibly adjust the classroom difficulty. Teachers should teach students in accordance with their aptitude, and provide targeted learning advice to students with different English learning abilities, guide them to customize reasonable English learning plans. At the same time, college English teachers need to understand students' motivations for learning English and their actual needs, combing aspects like employment need, further study need and self improvement direction together to arrange course content reasonably, and they need to give full play to the practicality and value-added nature of English as a communication tool along with fully conveying the caring and ideality of English as a humanities subject to help Students take English learning seriously and enjoy English learning.

College English classes should not be limited to textbook, so that students can master English listening, speaking, reading and writing, and build their language advantages. More importantly, students can master the means and methods of adapting to social survival in English learning, and establish positive values. It can provide them with a guiding light in the process of thinking about life, thereby further improving their humanistic qualities and enriching their spiritual world.

### 3.2. Combining students' psychological characteristics to enrich college English classes

College students, who have been profoundly affected by the Internet and multimedia, are highly dependent on the Internet. Faced with a complex world and explosive information input, driven by curiosity, they have profound thoughts about themselves, others, and society, so they have strong personal consciousness. They eager to express themselves and actively look for a place of belonging where they can be understood. They are emotional, too. Based on the psychological characteristics of college students, actual needs and reverse designing of teaching objectives, the classes has positive significance for teaching and student growth.

(1) Visible staged learning results to trigger positive emotions

Li Nan (2017) believes that contemporary college students have great mood swings, and they desperately want to prove their value to the outside world [9]. Zeng Fangeng (2024) also believes that college students are in a critical period of life. They are gradually establishing their identity. Therefore, it is easy to cause anxiety and other negative emotions [2]. It can be seen that the process of self-identity exploration also caused negative emotions among college students, further increasing emotional fluctuations. At the same time, the psychological flexibility of college students in the new era has declined relatively (Zhang Yumei, 2020), which shows that their psychological adjustment ability is relatively poor, which further confirms the problem of college students' large mood swings [10].

Therefore, under the guidance of the "student subject" of the OBE educational concept, in college English teaching, teachers need to visualize students' staged learning results, help students record their learning growth, and give full play to the teacher's supporting role, so as to better provide Students put forward targeted guidance to provide students with a "centering shot", guide students' positive emotions in English learning, and reduce negative emotions

caused by learning, thereby enhancing the effectiveness of English teaching. At the same time, college students often have a utilitarian tendency. In addition to showing students' staged learning results in English teaching, teachers should also provide students with more learning materials, such as recommending English Liulishuo, English Fun Dubbing, China Daily, English learning software such as Tingting English teaches students how to fish, thereby satisfying students' "utilitarian" tendency and helping them achieve their goals with powerful means.

### (2) Combining online and offline teaching to give classroom trust

In the Internet+ era, the Internet has become an inseparable part of the life and study of contemporary college students. Ren Jiali (2019) believes that integrating online education into traditional education is of great significance to the "post-2000" college students who are Internet natives [11] Give full play to the role of online learning materials, which not only meets the psychological needs of college students, but also makes the classroom flexible and improves learning efficiency. Zhang Chi (2023) proposed that "the Internet and multi-modal teaching will become an important driving force in the future of college English teaching" [12], which means promoting advanced resources and technology into the classroom, realizing a model that combines online and offline classes, and giving students more trust in the classroom. For example, setting MOOC learning tasks for students and conducting regular offline classes for assessment can liberate students from the offline classroom and give them more autonomy in learning arrangements, or providing students with online learning materials to allow them to independently research and asking them to use the online platform to upload questions, so that teachers can conduct offline teaching based on the collected questions; another example is using English learning software to organize students to form study teams and conduct study check-ins, etc. All in all, in the process of teaching English to college students, teachers need to integrate more online elements into the classroom, appropriately "delegate power", let students think about how to learn, how to learn in a targeted manner, and help them find a unique way to learn English in mutual trust.

### (3) Enrich the content design of courses and give the class humanistic care

As a communication tool, English actually plays an important role in cultural exchange and dissemination. It is one of the effective media for cultivating students' international vision and is also a screen that displays China's image and excellent culture. As a carrier of education, the classroom helps students grow. It is also a place that demonstrates social and humanistic care. However, the current English teaching content for college students is still limited to teaching materials. Also, the videos played in class occasionally are not timely and less enjoyable, which is difficult to arouse students' interest in learning English. Kong Yuhua (2021) proposed that "college English courses should have the dual nature of both instrumentality and humanism" [13]. In this fast-paced era, almost all online platforms have search lists that change in real time, which greatly affects the visual focus of college students. As a special group that pursues popularity and freshness, college students are highly sensitive to Internet hot spots. Reasonably using Internet hot spots as one of the sources of course content is conducive to cultivating students' ability to distinguish right from wrong and helping them establish positive values, which also reflects the significance of education. The emergence of Internet hot spots is actually a manifestation of "people's needs", which involve excellent film and television works, advanced science and technology, Chinese and foreign exchange results and other diverse themes. Integrating hot spots into the classroom is an effective means to enrich the design of course content.

Therefore, when teaching English, university teachers can appropriately introduce review, discussion, theoretical connection, summary and inspiration of Internet hot spots, etc., to ignite college students' interest in English learning, and help them establish an understanding of individuals, others, and society during the learning process. , nature and the cognitive system of the universe, reflecting the humanistic care of English teaching.

#### (4) Seek valuable classroom interaction and enhance student body

College students have strong desire to expression. At the same time, they long for independence and hope their ideas and opinions to be valued. Therefore, more classroom interactions need to be included in English teaching for college students. However, in daily teaching, there is still a problem of single and meaningless classroom interaction. Teachers generally use asking questions as the main way to interact with students, and even ask many questions with low thinking value in order to strengthen interaction. To a certain extent, it also makes college students unwilling to participate in classroom interaction, and the classroom becomes a stage for the teacher alone.

Therefore, when teaching college English, teachers need to explore more ways to interact with students, such as conducting learning salons based on the teaching content to conduct in-depth interactions with students in an open and equal atmosphere; enriching the form of classroom questioning sessions and using a random selection system or allowing students to randomly designate classmates to answer questions in a relay, etc.; turning students into class lecturers, and teachers ask questions based on the lecture content for deeper exploration. Cao Xiaoqin (2022) found that the freshman who participated in the survey generally tended to Student-led teaching model [14] that's why class main character transfer would further strengthen class interactions and put a better teaching effect.

### **3.3. Improve evaluation and appraisal system and measure learning output objectively**

Guided by the OBE education concept, teachers should pay attention to the needs of students, take students as the main body and aim at helping students succeed, and conduct classroom design in reverse. Sun Xiaobo and Lu Puting (2020) [15] proposed that with the guidance of OBE concept, teachers should revise and adjust specific goals, which requires teachers to constantly pay attention to students' status. With the improvement of curriculum evaluation system, students are taught with pertinence, flexibility and effectiveness based on objectively measuring the learning effect.

In the aspect of perfecting the curriculum evaluation system, it is necessary to enrich evaluation subject, including students, teachers, parents and other objects in the evaluation scope to "form an evaluation system combining teacher evaluation, student self-evaluation and peer mutual evaluation" (Zhou Xue, 2020) [5], to collect feedback from multiple angles to further enhance the objectivity and validity of the evaluation results; in addition, the evaluation indicators need to be improved. Cheng Jingyan (2023) found that course design, teaching methods, teachers, and course selection systems will all affect learning effectiveness. and course quality [16], hence that, it is necessary to continuously enrich the evaluation system indicators of courses, and incorporate many indicators such as course design, teaching methods, teaching styles, teacher abilities, course selection systems, class arrangements, and after-school tutoring into the evaluation system.

In terms of improving the classroom assessment system, the current assessment method of universities is still the final examination, and most of them use the "6 + 4" method to calculate students' final course grades, that is, 60% of the grade comes from the final exam, and the rest is from daily performance. Regarding the proportion grades sources, teachers can appropriately adjust the proportion according to the actual teaching effect, such as increasing the percentage of daily grades, etc.; as for daily grades, teachers need to further refine the quantitative indicators and set up regular quizzes to motivate class participation. And teachers can score students based on the progress trends and stability of multiple quizzes, use online classroom platforms such as Rain Classroom to visualize and digitize students' classroom participation.

## 4. Summarize

The OBE is an advanced education concept that conforms to the psychological characteristics of contemporary college students. Introducing OBE into university English classes can highlight students' dominant position in the classroom and helping teachers reversely design teaching objectives, enrich the teaching experience based on psychological characteristics of college students and refine teaching evaluation and assessment system, and learning output can be objectively measured. The application of OBE in college English teaching can better show the instrumental and humanistic nature of English, and helping college students increase their English standard while improving their humanistic qualities, it can also advance comprehensive development of college students.

## References

- [1] Xiu Wenjun, Zhang Jun. Alienation and countermeasures of psychological characteristics of college students in the new media era. *Journal of Beijing City University*, (2018) No.1, p.101-104.
- [2] Zeng Fangeng. Research on the impact of social media on college students' emotional and psychological adaptation. *Journal of News Research*, Vol. 15 (2024) No.3, p.49-51
- [3] Zhang Jun. Current status and prospects of research on mental health education for college students in my country. *Journal of Changchun University*, Vol. 27 (2017) No.8, p.47-50.
- [4] Spady, William G: *Outcome-Based Education: Critical Issues and Answers* (American Association of School Administrators, 1801 North Moore Street, America 1994), p.12
- [5] Zhou Xue. Cultivation of applied college English majors from the perspective of outcome-oriented education: taking the survey of students' employment needs as the starting point. *Education and Teaching Forum*, (2020) No.15, p.72-75.
- [6] Kong Li. Reform of college English course teaching under the OBE educational concept—taking Harbin Huade College as an example. *Teaching of Forestry Region*, (2019) No.2, p.62-63.
- [7] Zhao Fang, Xiong Xiaochun, and Chen Yongzhong. Construction of college English teaching evaluation model under the OBE education concept. *Overseas English*, (2022) No.18, p.159-160+163.
- [8] Yu Hairong. Research on improvement strategies for college English teaching evaluation based on OBE education concept. *Journal of Jinzhou Medical University(Social Science Edition)*, Vol. 21 (2023) No.6, p.101-104+109.
- [9] Li Nan. Research on the psychological characteristics of college students under the background of Internet+. *Computer Products and Circulation*, (2017) No.8, p.181.
- [10] Zhang Yumei. Psychological flexibility characteristics of college students in the new era. *Psychological Monthly*, Vol. 15 (2020) No.2, p. 3-4.
- [11] Ren Jiali. Analysis and countermeasure research on the psychological characteristics of "post-00s" college students. *Journal of Shanxi Finance & Taxation College*, Vol. 21 (2019) No.4, p.71-77.
- [12] Zhang Chi. Research on multi-modal teaching of college English based on OBE concept in the "Internet +" era. *China New Telecommunications*, Vol. 25 (2023) No.7, p.203-205.
- [13] Kong Yuhua. Integration of Chinese local culture into college English teaching under the OBE education concept—taking Qinghai Normal University as an example. *Overseas English*, (2022) No.5, p.129-130+133.
- [14] Cao Xiaoqin. Research on student satisfaction and influencing factors of flipped college English classroom design based on OBE education concept. *Overseas English*, (2023) No. 2, p.82-84+97.

- [15] Sun Xiaobo, Lu Puting. On College English Teaching by Objectives Based on OBE Education Concept. Journal of Yuzhang Normal University, Vol. 35 (2020) No.2, p.64-67+89.
- [16] Cheng Jingyan. Research on comprehensive evaluation of college English curriculum system based on OBE concept. Foreign Languages and Literature, Vol 39 (2023) No.5, p.154-162.