

Excellent English Writing Performance Cultivation Mode of Three-type-oriented Talents Based on OBE Concept

Jingyu An

School of Foreign Languages, Liaoning Institute of Science and Engineering, Jinzhou 121000, China

Abstract. Three-type-oriented talents refer to application-oriented talents, inter-disciplinary talents and innovative talents, which implements 'Out-come based education' - OBE concept, corresponding to talents cultivation aims of Application-oriented universities. Such affords students more independent choices, and serve students independent development by resources integration and elements reorganization, discipline limitation breakthrough, on and off campus resources collection, adding to online and offline integration. 'Workshop model' leads in the English writing course, considered as a concrete measure of 'students-centered and outcome-oriented' teaching mode.

Keywords: OBE Concept; 3-type-oriented talents; Writing workshop model; English-writing performance.

1. Introduction

In 2014, State Council issues the Decision on Accelerating the Development of Modern Vocational Education [1]. This Decision will guide a number of ordinary undergraduate institutions of higher learning to transform into application-technology institutions of higher learning by means of pilot promotion and demonstration guidance, by which Liaoning Institute of Science and Engineering successfully transformed into an independent institute whose orientation is an applied technological higher institute.

In August of 2018, the Central Committee of the Communist Party of China proposed 'Higher Education should strive to construct New engineering, new medical science, new agricultural science, new liberal arts '(short for 4 New-construction), hereby comes New Liberal Arts concept[2]. Therefore, English Writing Course should transform its orientation from subject-oriented to requirement-oriented, from major division to inter-integration, and from service role to building lead role.

2. Workshop Introduction

Workshop, first appeared in educational and psychological research field, refers to a process in which more than one people involve, the experienced one serving as a lead-role, helping participants to interact, to think in groups and to implement investigation and analysis, putting forward schemes or plans by explanation, activities, discussion and other similar models, in order to achieve multiple suggestions and advice, to resolve problems and put into practice [3]. Such successive interactive process is also deemed as participated workshop or interactive workshop, applied into all walks of life far and wide due to its better flexibility, utilization and manipulation.

3. Existing Problems of English Compositions

3.1 How to clarify education concept set-up of English writing subject under the guidance of New Liberal Arts

English writing course has always weighed knowledge instruction, but lowered moral education, because of the course orientation, resulting in two inclinations: one is that 'that course is not exam course, students ignore its significant role in studying English'; the other one is 'the course is not

professional core course, teachers overlook its educating essence, just focus on writing quantities, not on writing quality'. it is desperated to clarify recognition of writing course and reach a consensus among course, students and teachers.

3.2 How to improve the pattern between traditional English writing subject and existing application-oriented talents cultivation requirements

English writing course has existed 'teacher-centered class' problem, as the words explain, the teachers dominate the traditional class, emphasize the importance of knowledge drills, but ignore subjective initiative of students and stress rote-learning and understanding. The english writing course teachers desperate to find out a new reform mode to break through that traditional limitation and to be out of teacher-centered trap.

3.3 How to achieve the purpose of educating students in English writing subject system reform

In traditional teaching mode, students fully depend on teachers and writing textbooks, taking in so-called 'standard writing reference', whose major tasks are to digest knowledge and finish compositions individually, accordingly, they are insufficient of independence, initiative and ability of judgement; even worse, they would lose their self-respect, self-confidence and passion for learning English writing [4].

4. The Application of Workshop model in boosting English Writing Teaching Pattern Reform

4.1 OBE Concept

The introduction of writing workshop realizes 'students-centered, output-oriented and improvement-resulted', in other words, OBE concept, as teaching core concept for higher education [5]. It is an imperative task to take students as center, integrate traditional teaching mode and modern network technology advantage, to create foreign-language-learner-friendly and beneficial-to-enhance students' self-writing performance and to relieve teachers' pressure of English teaching mode.

4.2 Model Innovation

Table 1: the contrast between writing workshop educational model and traditional educational model

Writing workshop educational model	Traditional educational model
Pay attention to academic outcome,how to get academic outcome,how to evaluate academic outcome	Pay attention to input, teaching content, study time, credits, study process
Students-center,active study,improvement based on students' continuous feedback,students outcome emphasis,continuous improvements for teaching and study process	Teacher-or-textbook-center,passive study,improvement based on teachers' personalities
Various assessment,continuous assessment	Assessment by examination and grades
Based on academic outcome, various assessment, applied in diverse majors, different schools, adding online study	Confined in one major, one school

4.3 System Innovation

English Writing Course attaches more importance on usual performance. Since the traditional academic performance equals to 30% usual performance+70% final examination grades",it had changed into"10% online individual study+20% composition grades+30% in-class teamwork+40%

study-feedback reporting” under the guidance of writing workshop model, so as to boost students’ active participation and enthusiasm for self-study.

Aim at writing workshop model, there are following 4 steps:

4.3.1 Preparation process

(1) The founding of Writing workshop

Writing workshop model is carried out in groups. According to different students number in each class, the students in 3 classes are roughly divided into 10 groups, approximately 6 students in each group. The founding of writing workshop is depended on students’ own will.

(2) QQ group establishment

Students should separately set up in-class QQ group for materials share and project assessments, in the meantime, students should set up their own team QQ group for group discussion convenience and basic foundation.

(3) Reading Reserve

Teachers will arrange related reading materials and imitative writing by the Chaoxing Platform and QQ groups. It is acknowledged that reading boosts writing, no one could divorce oneself from the masses and from reality and act blindly.

(4) Read and Appraise evaluation and peer-evaluation standards

The criterion of evaluation is not to limit students’ writing thinking, but to regulate their writing intention. There are rules, there are models.

4.3.2 Discussion in Class

(1) Students’ Compositions exhibition

Consider each writing workshop as one unit, the team-leader of each workshop will present the group composition in class: working process introduction, the task division of this project, precise diction or excellent sentences, peer-evaluation in group and the utilization of writing skills.

(2) Writing project evaluation

The teacher should remark on and summarize the group demonstration after each team-leader finishes their group composition, praise their improvements and highlight their advantages in compositions, together with pointing out disadvantages. Moreover, other groups should express their point of view on that composition. In the end, teacher should give final grades according to each group’s in-class performance and revised composition after class, and then upload extended study material in QQ group and Chaoxing Platform, including english expressions, papers and videos [6].

4.3.3 English writing performance feedback

The end of One writing project does not mean the finish of writing study. The writing workshop has always maintained a good, open and critical atmosphere [7]. Feedback is intended to reflect the high quality of writing required by the workshop. After class, teachers can organize various workshops for communication and learning in the form of QQ online, enable each workshop discuss the skills and characteristics of English writing in different genres, and reflect on the group. At the end of the semester, the results will be reported individually and summarized in the group.

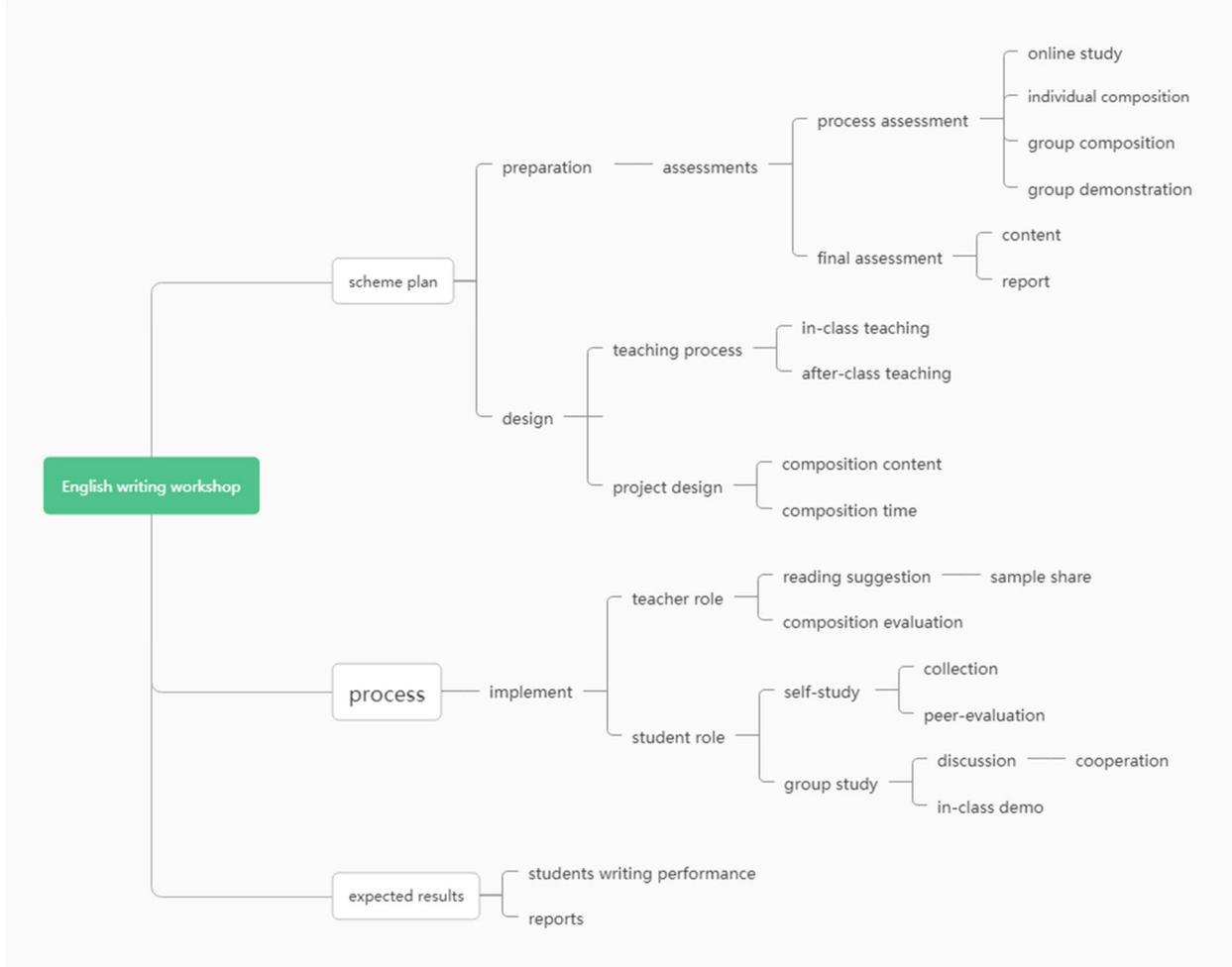


FIG. 1 English writing workshop

The teaching mode of writing workshop can be implemented in application-oriented undergraduate writing classes. The new teaching mode of writing puts forward higher requirements for teachers and students: to realize the repositioning and preliminary transformation of the roles of teachers and students.

The teaching mode of writing workshop requires teachers to guide students how to preview, how to learn writing theory through short-term training and prepare appropriate learning content for students in advance. Teachers should participate in students' discussion in class and give timely guidance and help, and guide students to sum up and reflect after class. Under the new teaching mode of writing workshop, teachers are bold to innovate textbooks or write textbooks by themselves. Before class, the teacher has selected the content suitable for students' level for students to preview in advance. In writing seminars, teachers and students study writing theory and discuss questions together. Students' enthusiasm and initiative in learning are mobilized, and their interest and confidence in learning writing are improved.

5. Concrete Measures of English Writing performance Cultivation Pattern

5.1 Online to Offline integration: intersection, knowledge search achievement [8]

The English writing course is student-oriented and focuses on improving students' basic knowledge of writing. With the help of the Chaoxing platform, online MOOC theoretical knowledge learning, and offline practical problem discussion, the synchronization of writing practice teaching and knowledge teaching are realized, and avoid the shortcoming assumed by ignoring knowledge teaching due to teaching reform.

The new liberal arts need to break through the traditional thinking mode of liberal arts and link theory with practice. Traditional teaching materials will not only exist as auxiliary materials, but also focus on the process of student achievement formation.

Writing and reading go hand in hand. For each assigned writing topic, teachers should provide students with reading materials, and ask students in groups to find articles related to the writing topic to read by themselves, so as to realize the interdisciplinary integration of new science and technology.

5.2 Course-education practice: New Liberal Arts, New Look, Value-conscious leading

The English writing course is based on moral cultivation and weighs more on the cultivation of students' ideological and moral quality, so as to realize the deep integration of English writing and course education under the background of new liberal arts. For example, the topic of the special composition, the Spring Festival can guide students to love the traditional culture of the motherland, express the traditional Chinese culture customs and values in English, and express the love of traditional culture; On the topic of visiting the LiaoShen Campaign Memorial, relying on The heroic city of Jinzhou, students are trained to pay attention to history and patriotism, so that students can enhance their national awareness and social responsibility in the deeds of the martyrs.

5.3 Cross-universities co-construction: joint efforts from outside and inside, joint contribution, English writing performance cultivation achievement

The author participated in the cross-universities Credit Program of Liaoning Province in autumn 2021, gave full play to the leading role of the advantageous disciplines of other universities, focused on cultivating the characteristics of distinctive English disciplines and majors, and realized diversified cross-integration within the disciplines. Cross-school collaboration, the collaborative innovation and exchange training of talents from different schools can be realized.

5.4 Individual study barriers Breakthrough: 'workshop study interaction platform' set-up in the whole class, study attitude form development

In order to break the individual learning bottleneck, the English writing course introduces the learning mode of "workshop". Writing workshops promote teamwork in learning and focus on creativity, flexibility and practicality. The introduction of the workshop concept is the embodiment of a "student-centered, outcome-oriented" teaching model. The teaching content and key points are determined by teachers in advance for students to read and prepare before class. Classroom teaching practice is used for individual tests, team tests and general practice.

6. Results

The result has been remarkable and has possessed the value of popularization and application since the excellent English Writing performance cultivation mode based on Three-type-oriented talents is put forward.

In the reform and practice of excellent English writing performance, course education has achieved a silent effect. Students could clearly express the love of the motherland's traditional culture, and the meaning of the heroism of the praise in their compositions.

The English major of our school (business direction, education direction) cultivates applied and inter-disciplinary talents to meet the needs of the market, and English writing ability is an important ability that English talents are bound to possess. The workshop simulates real work situations in the teaching process, and focuses on cultivating students' high-level thinking, knowledge transfer ability and innovative thinking ability by using multi-person collaborative teaching methods. The application of writing workshops in English writing courses and the simulation of writing needs in real life scenarios improve students' critical thinking, English writing and communication skills, and explore effective English writing teaching models, which carry forward students-centered OBE concept.

The training of innovative talents has achieved remarkable results. The 8th College Students' English Writing Competition of Liaoning Institute of Science and Engineering, sponsored by the Academic Affairs Office and undertaken by the School of Foreign Languages, was successfully concluded on September 30, 2021, with 1 special prize, 5 first prize, 10 second prize and 15 third prize in English Major group, output-oriented OBE concept.

Students' learning autonomy and creativity are effectively stimulated, and their style of study is excellent. The group study period for submitting the assignments ranged from 3 weeks to 1 week, meeting the need of improvement-resulted OBE concept.

7. Summary

The excellent English Writing performance cultivation mode based on Three-type-oriented talents has played a leading role and has a strong demonstration effect. Each discipline can practice the similar teaching mode, promote the teaching reform experience oriented by "three types of talents", and share the education concept, education mode and teaching resources.

References

- [1] Information on: www.gov.cn/zhengce/content/2014-06/22/content_8901.htm
- [2] Qibing Huang, Xiaoming Tian. On the Origin, Characters, and Paths of New Liberal Arts. *Journal of Soochow University(Educational Science Edition)*. Vol.8(2020) No. 02, p. 75-83.
- [3] Yanhua Cui, Xiaoqing Guo. Application Research on the Teaching Model of Translation Workshops at Higher Vocational Colleges. *Journal of Mudanjiang University*. Vol. 30 (2021) No. 08, p. 114-119.
- [4] Yumei Ju. Facing the Problems of the Reading and Writing Crisis and the Absence of Critical Thinking: The Cultivation of English Major Students' Research Capacity. *Journal of Beijing International Studies University*. Vol. 43 (2021) No. 06, p. 108-118.
- [5] Xiaolong Ren, et al. Construction of Course Groups in English Major Education with Combination of National Standard and OBE. *Journal of North China Institute of Aerospace Engineering*. Vol. 31(2021)No.06 p. 45-47.
- [6] Tuoxiong Wang. A Study on the Cultivation of Critical Thinking of English Majors Based on the Process Approach. *Journal of Ningxia Normal University*. Vol. 41 (2020) No. 11, p.43-46+53.
- [7] Xueying Shi, Yunhong Liu. Exploration and Practice of the " Translation Workshop" Teaching Mode:Focusing on the Analysis of Process and the Cultivation of Abilities. *Shanghai Journal of Translators*. Vol. 04 (2021) , p. 53-57.
- [8] Jinlong Zhang, Xuemei Wang. A Study on Modern-Course-Theory-based Model of Foreign Language Academic Workshop. *Foreign Language Research*. Vol. 03 (2021) No. 11, p. 75-81.