

Reform and Practice of College English Reading Teaching Based on OBE Concept

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Abstract: Reading is an important means to enhance interest in learning English and increase knowledge. Teaching college English reading with output oriented goals can help improve teaching efficiency. Under the guidance of OBE theory, reforming college English reading teaching can help stimulate students' interest and enthusiasm in learning, and improve their ability to flexibly use language. In response to the problems of lack of reading skills guidance, weak English foundation of students, neglect of reading interest cultivation, arbitrary selection of reading materials, and insufficient effectiveness of reading teaching models in college English reading teaching, the OBE concept is proposed to lead the path of college English reading teaching: integrating industry and education to carry out reading practice teaching, utilizing OBE based online interactive learning platforms, cultivating students' innovative thinking abilities, conducting developmental evaluations that are compatible with the OBE concept, using new media to carry out extracurricular reading training, and using machine learning to recommend reading resources.

Keywords: OBE Concept; College English; Reading Teaching; Reform and Practice; Existing Problems; Implementation Path

1. Introduction

Reading plays an irreplaceable and important role in English learning, and the amount of reading largely determines the level of English proficiency. The famous scholar Mr. Krashen advocates using extensive reading as the main means of English teaching. People acquire foreign information through reading, and reading teaching not only imparts language knowledge, but also cultivates language skills. English reading ability is the foundation and prerequisite for developing other language skills, and reading has a positive promoting effect on English learning; reading is an important means to increase interest and knowledge in English learning. With the continuous improvement of reading ability, language knowledge continues to increase, further stimulating interest in English learning. Through extensive and intensive English reading, students acquire knowledge, broaden their horizons, and broaden their horizons.

College English reading teaching is an important fulcrum for cultivating international perspectives and cultural confidence among college students. Targeting output oriented college English reading teaching can help improve teaching efficiency[1]. OBE emphasizes both the output process and the output results, advocating for a close combination of input learning and output application[2]. Since its inception, the OBE theory has received widespread attention from the academic community. Many scholars have applied this theory to teaching practice, indicating that the gradual language facilitation design of OBE can have a positive learning effect on students. Under the guidance of OBE theory, carry out reforms in college English reading teaching, improve reading teaching efficiency, and lay the foundation for cultivating versatile foreign language talents.

2. The Problems in Teaching College English Reading

At present, traditional teaching methods are still used in college English reading, based on investigation and research, combined with the organization and analysis of relevant literature, to summarize the existing problems.

2.1 Lack of Guidance on Reading Skills

The theory of reading teaching holds that reading is an active, purposeful, and creative psychological process. Readers should always be in a proactive state while reading, constantly decoding, processing, and processing information. However, in traditional English reading teaching, students are accustomed to reading word for word and generally perceive the meaning of the article. This unskilled reading method wastes time and is inefficient when reading long and complex articles. Some students read the article several times but still cannot understand the main idea. The teacher did not provide guidance on students' reading methods and skills, resulting in students not knowing how to capture effective information during the reading process, unable to make correct reasoning and judgments, and unable to develop good reading habits[3].

2.2 Students Have a Weak Foundation in English

Mastering sufficient vocabulary and solid grammar is the foundation for English reading, which directly affects reading speed and understanding of the article. If there are many new words, it is difficult to truly understand the author's writing purpose and intention. However, currently many students have weak English foundations, insufficient vocabulary reserves, inability to organize sentences completely, slow reading speed, poor comprehension ability, and even some simple sentences cannot be understood, let alone corresponding English language sense. During the reading process, there are many new words and obstacles, making it difficult to achieve smooth reading. This suppresses students' interest in reading, dampens their enthusiasm, leads to lack of confidence, and brings about a sense of disinterest in learning. Therefore, in English reading teaching, there are always some students who cannot understand it on their own and wait directly for the teacher to explain.

2.3 Neglecting the Cultivation of Reading Interest

Most English teachers only focus on students' understanding of the textbook content in reading teaching activities, and devote most of their classroom time to explaining the knowledge involved in the textbook. In addition, due to teaching time constraints, teachers often set reading times, while students have different English foundations and individual differences, and their actual reading speed varies, making it difficult to achieve synchronous completion. Sometimes some students have not fully understood the article and do not have enough time to think deeply. Teachers have already started to check the reading results[4]. At this point, students only feel pressure and a sense of urgency, even a sense of helplessness and inability to experience the joy of reading. Continuing like this will obviously affect the enthusiasm and initiative of students in reading, which is not conducive to cultivating their interest in English reading.

2.4 Randomize the Selection of Reading Materials

The selection of English teaching reading materials is an important factor affecting teaching effectiveness. Krashen emphasized the importance of language input in language acquisition, and exposure to language input slightly higher than the current level is beneficial for promoting second language acquisition. At present, the teaching of English reading in universities is still mainly based on textbooks. Although these materials are carefully selected by educational experts, their knowledge and breadth are insufficient compared to the rapidly developing information age[5]. The selection of reading materials is greatly influenced by personal factors of teachers. Teachers focus on CET-4 or CET-6 exam taking skills in order to improve performance. Students are not interested in many contents, which weakens their learning motivation and fails to achieve the expected reading effect[6]. Students have been in a passive learning mode for a long time, with limited ability to independently choose reading materials, and the role of artificial intelligence has not been fully utilized.

2.5 Insufficient Effectiveness of Reading Teaching Mode

Traditional indoctrination education, where teachers speak directly and students are captivated, overlooks the subject status of students. Many teachers, when teaching, mainly explain problem-solving skills and rarely analyze article structure and reading methods, which can lead to weak reading abilities of students in the long run. At present, many English teachers have poor effectiveness in raising questions when conducting reading teaching, mainly manifested as a lack of clear purpose for the questions, overly formulaic questions, multiple and complex questions, lack of logic, and a lack of

interactivity in one-way questioning, which will seriously affect the teaching effectiveness. In the teaching process, students focus their attention on vocabulary and grammar, and teachers also attach great importance to explaining vocabulary and grammar, neglecting the cultivation of reading ability, which is not conducive to increasing English language sense and reading interest cultivation.

3. Basic Research on OBE Concept

OBE is a distinctive foreign language teaching theory that solves the drawbacks of "heavy learning and light application, separation of learning and application" in foreign language teaching. It has become the mainstream concept of education reform in countries such as the United States, the United Kingdom, and Canada, and cultivates four abilities based on five theories.

3.1 Five Theories

The OBE concept is based on five theories: firstly, the Taylor principle. The Taylor principle is considered the most perfect, concise, and clear exposition of curriculum development principles, reaching a new historical stage in the development of scientific curriculum development theory. The second is to master learning theories. Proposed by the renowned American psychologist and educator Bloom, guided by the idea of "all students can learn well", collective teaching is used as the foundation, supplemented by frequent and timely feedback, to provide students with the individualized help they need, as well as the additional learning time required, so that most students can achieve the mastery standards specified in the curriculum objectives. Thirdly, competency based education. The school hires authoritative and representative experts from the industry, determines the required competency standards based on the job requirements of the industry, designs curriculum systems, develops teaching plans, conducts teaching activities, and finally assesses whether students meet the competency requirements. The fourth is the classification theory of educational objectives. The overall goals to be achieved in teaching activities are divided into three major fields: cognition, motor skills, and emotion. Starting from achieving the ultimate goals in each field, a series of goal sequences have been determined. The fifth is the Tower of Experience theory. The experience of teaching activities is referred to as the learning pathway, with the bottom level experience being the most concrete and the higher up, the more abstract it becomes. Various teaching activities are arranged in sequence according to the degree of concreteness and abstraction of the experience. Teaching activities should start from concrete experience and gradually enter abstract experience.

3.2 Four Abilities

The OBE concept cultivates four abilities: firstly, learning and research abilities, which include two aspects: learning ability and research ability. Learning ability refers to the ability to quickly and effectively acquire accurate knowledge and information, and integrate new knowledge into existing knowledge systems, transforming it into one's own experience; Research ability refers to the ability of SA to explore unknown fields with scientific thinking and appropriate methods. The second is engineering practical ability [7], which flexibly applies the theoretical knowledge learned and solves specific problems in practical engineering through some skills and methods, which is also an external manifestation of the value of knowledge. The third is the ability to cooperate and communicate. Work should establish a team spirit, respect others, learn to cooperate with others, fully leverage the role of each member, form synergy, and achieve goals. Fourthly, innovation competitiveness includes two aspects: innovation capability and competitiveness. Innovation capability refers to the ability to continuously provide new ideas, theories, methods, and inventions with economic, social, and ecological value in the fields of technology and various practical activities; Competitive ability is a comprehensive ability demonstrated through competition or comparison between two or more participants.

4. The Implementation Path of OBE Concept Leading College English Reading Teaching

The reform of college English reading teaching based on the OBE concept focuses on ability cultivation, with "learning output" as the goal, shifting from quality monitoring to continuous improvement, and emphasizing the comprehensive development of students. In order to further deepen teaching reform, promote the development of college English reading teaching, and improve the quality of college English reading teaching, this article proposes targeted teaching reform paths.

4.1 Integrating Industry and Education to Carry out Reading Practice Teaching

The integration of industry and education is based on the cooperation between schools and enterprises, integrating the process of school education and teaching with the production process of enterprises, integrating education and teaching, production labor, quality development, skill enhancement, scientific and technological research and development, business management, and social services[8]. The goal of industry education integration is to promote the comprehensive integration of talent cultivation supply side and industry demand side structures, and to promote the organic connection of education chain, talent chain, industry chain, and innovation chain. OBE talent cultivation is oriented towards industries and industries, continuously adjusting and clarifying talent cultivation standards through industry university integration, optimizing curriculum systems and teaching resources through school enterprise cooperation, and deeply participating enterprises in the entire process of talent cultivation to meet the needs of social development and international exchanges. The output orientation determines the goals of practical teaching in college English, the industry academia docking formulates the training standards for practical teaching in college English reading, the school enterprise collaboration constructs the training plan for practical teaching in college English reading, and the enterprise deeply participates in the entire process of practical teaching in college English reading.

4.2 Utilizing an OBE Based Online Interactive Learning Platform

Based on the online environment, English learning breaks traditional time and space limitations, achieving openness, interaction, sharing, collaboration, and autonomy in English learning. The OBE concept advocates the construction of open and shared educational resources, and the convenience, interactivity, and integration of the network are consistent with the demands of the OBE concept, achieving a shift from content oriented to student-centered. By utilizing an OBE based online interactive learning platform and utilizing abundant online resources, students can engage in self-directed, reflective, and personalized learning anytime and anywhere, achieving the goal of cultivating self-development abilities in English practical teaching. To enhance students' written and oral expression abilities, a multifunctional online interactive learning module is established. With the aim of cultivating reading interest and broadening thinking, establish an English reading training module in the "computer room" to guide students to engage in online reading and mutual reading.

4.3 Cultivate students' Innovative Thinking Ability

Innovative thinking ability is the ability to apply existing knowledge and experience to explore new fields, achieving a leap from intuitive understanding to rational thinking in innovative activities. Innovative thinking ability can increase students' total knowledge, improve their cognitive level, and open up new areas of practical activities. Language is the external manifestation of thinking, and thinking is the expression content of language. Language learning can promote the development of thinking. Reading is a complex psychological process that generates unique insights into the content of a text through the perception, memory, extraction, and reconstruction of information. The information age provides new development space for English reading, which can help students immerse themselves in reading in a more vivid way, develop language output ability through the interaction of learning and application, enable students to fully understand cultural connotations, appreciate language charm, experience different ways of thinking, stimulate students' autonomy in innovation and initiative in practice[9], and promote the development of students' innovative thinking ability.

4.4 Conduct Developmental Evaluations that are Aligned with the OBE Concept

The OBE teaching model emphasizes the actual output of students in the learning process, reverse plans the teaching structure and related evaluation mechanisms, and promotes the improvement of teaching quality in a short period of time. Developmental evaluation originates from the theory of developmental teaching and fits well with the OBE concept. Developmental evaluation emphasizes the active construction and evaluation of knowledge, that is, the acquisition of knowledge requires not only self construction through individual cognition, exploration, and discovery, but also social construction through peer assistance, group cooperation, and teacher-student interaction in participation and discussion[10]. The OBE concept advocates the consistency construction of teaching design, teaching evaluation, and teaching management, so as to achieve consistency between learning effectiveness, teaching activities, and teaching evaluation. Construct a developmental teaching evaluation that is

compatible with the principle of "everyone can succeed" under the OBE concept, and leverage the leadership role of developmental evaluation in covering multiple evaluation methods. In differential and individual evaluations, seek to mobilize the motivation of students.

4.5 Utilizing New Media to Carry out Extracurricular Reading Training

Relying solely on the limited teaching time in the classroom is difficult to comprehensively improve students' reading ability. It is also necessary to carry out extracurricular reading in a planned manner according to the specific situation of students. The reading in the era of new media has characteristics such as openness, diversity, interactivity, sharing, and entertainment. New media contains a large amount of learning materials, which students can download and use according to their own learning situation. Relying on new media, college English reading teaching has broken through the limitations of time and space, and teaching is no longer limited to traditional classrooms. Multiple information modalities can be comprehensively presented to improve teaching efficiency [11]. During the process of reading comprehension, students can usually use the translation function in new media to promote the understanding of words and provide convenient ways for reading. New media is no longer limited by graphics and text, and computers will expand their ability to process information. Various applications will also become more user-friendly, and learning methods will gradually increase.

4.6 Using Machine Learning to Recommend Reading Resources

The exponential growth of learning resources in the information age has led to a serious "information overload". How to quickly and accurately find the necessary resources is a challenge faced by learners. Personalized resource recommendation based on machine learning is an effective means to solve this problem. Personalized learning has become an increasingly important development trend in the information age. Big data records the learning trajectory and behavioral habits of students, providing a complete data information chain for personalized learning resource recommendation. Designing more flexible and diverse personalized recommendation methods for English reading resources further expands the coverage of recommendations. Personalized resource recommendation based on machine learning is applied to English reading teaching, accurately optimizing small data that students usually read, mining their reading preferences and behavior patterns [12], providing "information discovery" suggestions for students, actively recommending English reading resources of interest, expanding channels for acquiring knowledge, and improving the utilization and learning efficiency of English reading resources.

5. Conclusions

The OBE teaching model is widely used in basic education in Western countries such as Australia and the United States, emphasizing the actual output of students in the learning process, reverse planning of teaching structures and related evaluation mechanisms, and promoting the improvement of teaching quality in a short period of time. In the OBE education system, teachers need to have clear hypotheses about the learning outcomes of students, design reasonable teaching structures, and promote the implementation of these hypotheses. Student output is the fundamental driving force behind the OBE education model, which differs significantly from the past when teaching content was used to drive it. It is a reform and innovation of traditional teaching models. The reform of college English reading teaching based on the OBE concept truly embodies the student-centered approach, ensuring that every student gains something from learning and highlighting the humanistic nature of English teaching.

Acknowledgements

This work is supported by Education reform project of Liaoning institute of science and engineering (No. LNLGXJ202225): Research on the application of flipped classroom and split classroom in English reading curriculum under the concept of OBE.

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