

# English Reading Teaching in Application-Oriented Colleges based on OBE

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## Abstract

The OBE concept was first proposed by Spady in 1981 and started in the field of engineering education. Its connotation is the reverse teaching design driven by the expected learning results. English reading teaching, as a required course of basic English major courses, is also a course that enables students to contact with English reading materials and cultivate their reading ability. Through the analysis of the current situation of English reading teaching in application-oriented colleges, we can find out the existing problems, introduce the achievement-oriented education concept OBE into English reading teaching practice, implement specific reforms on the curriculum objectives, curriculum content design, and curriculum evaluation, and further enhance the effectiveness of students' English learning.

## Keywords

OBE; Application-Oriented Colleges; English Reading; Teaching Practice.

## 1. Introduction

For the reform of classroom teaching, the most critical thing is to find the educational ideas, teaching modes and teaching methods suitable for learners. Through the introduction of flipped classroom and mixed teaching mode in the English reading classroom teaching activities. According to the actual situation of English reading teaching in application-oriented undergraduate colleges, by trying to use a variety of teaching methods, such as case teaching method, PBL teaching, etc., it has achieved good results. In the research, it is found that the concept of Outcome-based education (OBE) is implemented in the curriculum reform, and the curriculum objectives are implemented more accurately and more targeted, which is helpful to promote the all-round development of students. At present, in the practice of English teaching, many of the basic English as the main teaching content, teaching design and organization arrangement are around the teaching content, ignoring the graduation requirements of college students 'English language ability training, as well as the requirements of college students' general ability training. At the same time, the goal of general education of applied schools is inseparable from the orientation of talent training. Application-oriented undergraduate colleges are an important part of higher education in China, and the education of application-oriented undergraduate colleges should highlight the characteristics of application-oriented colleges. Next, this paper makes a specific analysis of the English reading teaching practice of applied undergraduate colleges based on OBE, in order to learn from colleagues.

## 2. OBE Overview

The concept of OBE did not emerge in recent years, but was first proposed by American scholar Spicdie in 1981 and began with engineering education in medicine. In 2013, China joined the Washington Agreement, and the OBE concept began to be widely accepted in China. As a concept

of higher education, its connotation is to reverse teaching and design learning results driven by expectations, respect students' individual differences, emphasize ability standard and use feedback to improve the original teaching design. Results education, the "Teaching Management: Sociological Perspective" proposed in Spicdi's representative work "Based on Results", advocating schools to focus all courses and teaching on clearly defined learning results, to encourage students to guide the expected results and show the expectations at the end of the learning results course. This proposition is based on the basic belief that all students can learn and succeed, but each student has a different progress and style; that one success promotes more success. Schools can create conditions for student success; emphasize real and valuable learning outcomes; focus on the highest achievements achieved upon graduation, curriculum design and evaluation based on high-level learning outcomes; different stakeholders should take responsibility, such as learners, teachers, schools; advance school curriculum, teaching reform and evaluation. BE concept should be combined with specific application, and its detail, on the basis of the core content, that the core content unchanged, the meaning is more clear, through the summary of experts and scholars, according to the development characteristics of students and the actual learning needs, the author thinks that OBE concept in applied English reading teaching practice, can better enhance students' consciousness, promote the development of individual learning ability, English language ability and lifelong English development.

### **3. English Reading Teaching in Application-Oriented Colleges based on OBE**

#### **3.1. Course Objectives**

The OBE theory (Outcome-based Education).In the theory Under the guidance, the "reverse design" course plan based on the learning results will be stipulated Graduate ability organically introduced into the course plan, clear each course Contribution of each class to achieving ILOs (expected learning outcomes).By learning English reading courses, students should achieve the following goals: (1) in the reading classroom teaching activities, teachers should focus on all kinds of English reading skills, let the students in and outside reading teaching activities, can use reading skills to understand analysis of reading materials, complete the reading task.(2) Students can expand their vocabulary reserve in a wide range of extracurricular reading activities, so as to improve their English reading speed and reading comprehension ability.(3) Students should read a large number of British and American literature classics inside and outside the class, absorb authentic English language, master the social and cultural background knowledge of British and American countries, and cultivate cross-cultural communication skills.

#### **3.2. Course Content**

Based on the guidance of OBE concept, combined with the graduation requirements of English major, course value, the equipment meets the needs of ability development. In terms of the teaching content, it includes not only the basic English reading knowledge and basic reading skills, but also the social and cultural background knowledge of English-speaking countries. Curriculum design and teaching should clearly focus on the final learning outcomes that students can achieve after completing the learning process, and let students focus their learning goals on these learning outcomes. Teachers must clearly elaborate and commit to helping students develop knowledge, ability and realm so that they can achieve the desired results. Clear focus is the most important and basic principle of OBE implementation, because, first, to develop a learning blueprint for the design and implementation of the curriculum, teaching and evaluation for all learning, and secondly, from the first time to share the results. Curriculum design and teaching should fully consider the individual differences of each student, and ensure

that each student has the opportunity to achieve learning results in terms of time and resources. Schools and teachers should not provide the same learning opportunities for all students at the same time in the same way, but should match the students' personalized requirements in a more flexible way, so that students can have the opportunity to prove what they have learned and show their learning results. If students get the right learning opportunities, they believe they will achieve the desired learning outcomes. In English reading teaching activities, strengthen the connection between teaching content and follow-up courses, guide students to use the knowledge to deal with the problems existing in English reading, and highlight the cultivation of students' ability to apply English knowledge. From the perspective of practical teaching, we should highlight the role of extracurricular reading practice, and achieve a qualitative leap through the accumulation of knowledge, so as to guide students to develop good learning habits and mobilize students' internal learning motivation.

### 3.3. Teaching Methods

First, combined with the OBE concept and school positioning, the university English course top design, set the top of the efficient English reading courses, which is the ability of graduation requirements, and use the refinement of the top learning results, the lower module, curriculum, unit, such as learning results, namely module, course, unit) learning results. English reading requires foreign language application (ILO1); Communication (ILO2); critical thinking (ILO3); Innovation (ILO4); teamwork (ILO5); Humanities (ILO6); lifelong learning (ILO7); analysis and problem solving (ILO8); Values (ILO9).

**Table 1.** English Reading Course Objectives and Graduation Requirements

Curriculum target results	Graduation requirements
Enhance students 'oral English expression, writing, translation and reading ability, enable students to study, live and work in English, and implement effective communication; cultivate cross-cultural communication ability, critical thinking; cultivate students' independent learning ability, teamwork ability and core socialist values	Foreign Language Application (ILO1); Communication (ILO2); Critical Thinking (ILO3); Innovation (ILO4); teamwork (ILO5); Humanities (ILO6); Lifelong Learning (ILO7); Problem Solving (ILO8); Values (ILO9)

Second, the orientation of applied undergraduate colleges is a high level of "applied" university, based on this positioning, to construct scientific university English curriculum system, in addition to the traditional college English reading theory course, more to set college English practice course, further cultivate students' foreign language application ability, highlight the characteristics of application-oriented colleges and universities. The college English curriculum system is mainly designed by the output of nine abilities, and highlights the characteristics of "application". Third, based on the OBE concept and the tower of experience theory, the college English practice teaching is combined, and the implementation process focuses on "learning" and teaching students in accordance with their aptitude. In order to highlight the characteristics of application-oriented universities, we must join in advance A 16-hour college English comprehensive training module. Based on the OBE philosophy and the students' graduation requirements (see Table 1).In order to achieve the course goal, colleges and universities can design the Presentation module, oral competition module, typical work situation dialogue module, English drama module, dubbing module, speech module carrier module as specific classroom content, using project teaching method, discussion method and other teaching

methods, and use high quality digital resources to carry out teaching activities, ensure the expected course goals.

An important teaching goal of college English teaching is to cultivate students' comprehensive English application ability, so that students can use English language flexibly in life practice, to exercise students' language expression ability. This is necessary to attach importance to the practicality of English in college English teaching activities, so it is very important to set up and strengthen English practice courses. At the same time, colleges and universities should combine their own positioning, put forward the general education goal with school characteristics, and put this goal into practice. BE (Outcome based education, OBE) education philosophy, also known as achievement-oriented, ability-oriented, goal-oriented, or demand-oriented education. BE education concept is a kind of achievement-oriented, student-oriented and reverse thinking construction concept. It is an advanced educational concept. College English courses last for a long time, which is an important course in each school. Therefore, in the college English reading teaching activities, advanced teaching concepts should be introduced, and BE makes us think backwards about the whole curriculum system, start with the training goal, reverse thinking, and see how to arrange the education and teaching links. Practice has proved that the reform and practice research based on the OBE concept has proved that the achievement-oriented education model truly highlights the "student-centered" concept, effectively promotes the improvement of students' English application ability and general ability, and enables every student to maximize the development as much as possible.

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