

Research of College English Reading Design Based on OBE

Taking Unit 7 Passage A of Experiencing English as an Example

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ABSTRACT

With the implementation of college English teaching reform and the integration of ideological and political elements into college English teaching practice, exploring the design of college English reading courses based on OBE (Outcome-based Education) is conducive to achieving the goals of college English teaching better. In order to enhance the virtuous cycle of "output promoting input", this teaching design interprets an article from six dimensions through a reading circle, striving to enable every student to participate in classroom activities, help students acquire language knowledge effectively, understand and disseminate relevant culture, cultivate students' multiple abilities, and make each activity contribute to achieving teaching objectives, thereby improving the teaching efficiency.

Keywords: *OBE, College English Reading, Reading circle.*

1. INTRODUCTION

The continuous deepening of college English teaching reform in universities across China has urged teachers to explore effective teaching methods actively. The OBE of college English teaching combines the input learning and the output application closely, using reading circle output tasks to urge students' input learning. By involving students in unit content output analysis, students can learn to interpret reading materials from multiple dimensions, compare cultural differences between China and the West, connect real life, and cultivate the ability to discover and solve problems. This teaching design relies on the text as the foundation of teaching, utilizing input learning to facilitate output, completing output tasks in English, and achieving the teaching goal of "applying what is learned and promoting learning".

2. ANALYSIS OF ACADEMIC SITUATION

The teaching objectives of this instructional design are non-English major first-year undergraduate students, who have the following characteristics:

Firstly, the students' English foundation is uneven. A portion of the students come from remote ethnic minority areas where English teaching is very backward, and their English foundation is poor. But there are also a large number of students from mainland cities with advanced English teaching, and their English foundation is relatively good. Therefore, their English foundation varies, and their enthusiasm and understanding of English learning varies, too.

Secondly, there are diverse needs for English learning. Most students have strong English learning motivation and high learning needs, and can fully recognize the promoting role of English learning in their profession, life, and postgraduate entrance examination. Some students also hope to improve their English application skills, broaden their horizons of thinking, and enhance their international perspective through English learning. A small number of students do not have much interest and enthusiasm in English learning, and they are content with completing credit tasks.

Thirdly, there is an imbalance in English language proficiency. From the perspective of English listening, speaking, reading, writing, and translation abilities, students' English reading level

is relatively high. There are significant differences in listening, speaking, writing, and translation abilities. Overall, students are eager to systematically learn English courses, especially in urgent need of improving their English writing and oral expression skills.

Fourthly, there is a lag in ideological and political awareness. Most students' awareness of English learning is influenced by the teaching to the test in middle school. They focus on language itself and grammar points, but ignore the systematic, cultural and humanistic understanding of the language knowledge, and lack the ideological and political awareness of the curriculum.

Fifthly, the students are lack critical thinking ability. Students have insufficient interdisciplinary knowledge reserves and weak abilities to think, analyze problems, and solve problems independently. Although most of the students have certain thinking ability, they cannot fully think independently about the information they receive, the social phenomenon they see, and the international trends they face. They lack critical thinking and cross-cultural thinking ability.

3. TEACHING CONTENT AND TASKS

The teaching content selected for this teaching design is the content of the article P106-107 Unit 7 Passage A *Things I Learned from Dad* and the project requirements of the P118 Project in the fourth edition of the comprehensive tutorial *Experiencing English Volume 2 Basic Objectives*. The specific arrangement is summarized as follows.

Before class tasks: First, students learn and preview Passage A online through the "China University MOOC" app. Students conduct a comprehensive analysis of the text based on the six aspects of the reading circle learning methods previously taught by the teacher, deeply understand the content of the article, write their own opinions, design PPTs and prepare to present in class.

While class tasks: Students will analyze and interpret Passage A from six aspects based on the role tasks in the reading circle. The roles are named as discussion leader, word master, passage person, summarizer, culture collector, and real life connector. The six roles will be shared with the whole class based on the PPTs prepared before class. After the students' sharing, the teacher will supplement and explain relevant key points that the students have not covered based on their

presentations. Teachers guide students to analyze problems in depth, compare recent hot news, see the nature of problems through social phenomenon, analyze social problems and the objective and subjective factors that form them, guide students to find strategies to solve the problems of family education in China today, recommend the students to read the *Family Education Promotion Law of the China* after class, educate students to learn the law, understand the law and use it, then establish a correct family outlook.

After class tasks: Students prepare the unit project: Sharing some stories about family ties based on the learning of Passage A. According to the learning content and project requirements of this unit, the teacher recommends the students to read the stories and books of celebrity family education independently, such as stories about Mencius's mother, stories about Su Dongpo's mother, stories about Liang Qichao and his children, stories about Zeng Guofan's Family Letters and Fu Lei's Family Letters, etc. Students should discover the essence behind the phenomenon by reading traditional Chinese classic stories and consulting the Internet, analyze the reasons for the formation of relevant stories, and finally prepare to tell Chinese family education stories in groups.

4. TEACHING OBJECTIVES

The college English course belongs to the general education courses of liberal arts and science in the "College English Training Plan", with the basic goal of improving the comprehensive English literacy of college students. It cultivates students' language skills in English listening, speaking, reading, writing, and translation, while achieving the goal of increasing knowledge, expanding horizons, improving abilities, and enhancing cultural literacy. The deep integration of knowledge transmission, ability development, and value leadership in Experience English, highlighting the OBE concept and producing skills, specifically includes the following three aspects:

4.1 Knowledge Objectives

In terms of language knowledge, through participatory learning with rich content, the students accumulate a large number of English vocabulary and expressions, enhance their ability to express ideas in English, and have a strong language foundation. Students should be able to persist in self online learning, classroom

participation in learning, and post class project-based learning. Before online learning, it is necessary to learn the relevant vocabulary (such as fulfill, optimize, pillar...) and related expressions of the course in advance, master common practice techniques, and understand the structure of the article. Students can make PPT, show their courseware and state their views in class, and increase their understanding of key words and related expressions in the way of visualization and cooperative learning. After class, students can use pre language knowledge input for writing and oral expression output according to homework assignments.

4.2 Cultural Objectives

In terms of culture, students should understand the different characteristics of family education in China and the West. They should also find the impact of parental affection on children under different cultural backgrounds. At the same time, students understand the family education concepts in China and the Western country. They should learn to tell excellent Chinese family education stories in English and spread excellent traditional Chinese culture, too. In this process, students acquire cultural knowledge, compare the similarities and differences between Chinese and Western cultures, and enhance their cross-cultural communication and critical thinking abilities. Students can enhance communication and collaboration skills through group collaboration tasks. They can improve language integration and expression skills through the output tasks.

4.3 Ideological and Political Objectives

This teaching design adheres to the original mission of "educating talents for the country and the people". Facing the unprecedented changes in the world in a century, it is important to explore the organic integration of course content with ideological and political education elements in college English teaching. Through independent learning and centralized learning, students should be able to comprehensively view the significance of family education for everyone's growth and success. By comparing and analyzing Chinese and Western family cultures, it aims to understand the different attitudes and actions taken by Chinese and Western people when facing life difficulties, and to enhance the cross-cultural awareness of young people. Through the infiltration of ideological and political education in the curriculum, students are

encouraged to understand their inner selves, actively overcome the negative effects caused by poor family education, cultivate a healthy and open-minded mentality, and help them establish a correct worldview, outlook on life, and values.

5. TEACHING DESIGN CONCEPTS AND METHODS

This teaching design is guided by the teaching concept of "student-centered" and the theoretical system of OBE output oriented method.

5.1 Teaching Philosophy

This teaching design reasonably arranges learning tasks both in and out of class, and adopts a blended online and offline teaching approach. Through organic and complete teaching steps and ideas such as "online + offline", "before class — while class — after class", and "input — thinking — output", the authenticity of output tasks, innovation in teaching forms, and high-level content are reflected in the design, gradually achieving teaching objectives.

5.2 Teaching Methods

This teaching design is integrated with the content of the text, the content of unit projects, and the connection to real life. This teaching design is based on the OBE output oriented method, and at the same time, guides students to use the reading circle teaching method to conduct multidimensional reading analysis of the text content, fully reflecting the teaching concept of "student-centered", combining learning with application, and achieving "reading to write" and "writing to speak".

6. TEACHING IDEAS AND PROCESSES

In order to practice the idea of quality education and ability education, right value education should be established in the whole teaching process.

6.1 Teaching Ideas

In the teaching process, emphasis is placed on "student-centered", taking into account students' practical English application abilities. Teachers introduce teaching based on cultural knowledge points and guide students to use reading circle to analyze reading texts.

Before class: Students learn independently, complete relevant knowledge input and online learning tasks assigned by the teacher: memorize relevant vocabulary and language points according to the learning requirements. According to the reading circle tasks assigned by the teacher, students divide into groups to prepare the classroom presentation.

While class: The teacher organizes relevant driving and output tasks, requiring students to complete outputs with a certain level of authenticity and challenge based on input facilitation content and reading circle reading methods. Students first share and exchange information within the group according to the requirements, and then share it with the whole class. Students interpret the article from different perspectives based on different roles. Based on the division of roles in the reading circle, have students analyze problems from multiple perspectives, report and state their personal opinions. Teachers guide students to conduct diversified evaluations based on their output content, helping them to cultivate their critical thinking ability and ideological and political awareness during this process. The discussion leader is responsible for asking questions about the reading materials for this lesson and organizing group members to discuss. The word master

explains the key and difficult points of this unit, as well as words and phrases with important or special meanings. The passage person is responsible for exploring and interpreting significant or well written paragraphs in the reading material, such as rhetorical sentences in the text. The summarizer is responsible for summarizing the reading materials for this lesson. The cultural connector is responsible for finding and comparing similarities and differences with Chinese culture that appeared in the reading materials of this lesson. The real life connector is responsible for identifying phenomena related to life from the text.

After class: The teacher assigns oral practice tasks to students based on the overall project tasks of this unit, and prepares oral presentation tasks of "Share some stories about family ties". Consolidate through group cooperation tasks and oral production, give full play to the advantages of students' Cooperative learning, and take the discussion after class as a part of formative assessment.

6.2 Teaching Process

Different activities are arranged to put the concept of curriculum ideology and politics into the teaching process. ("Table 1")

Table 1. Teaching steps and activities

Teaching Steps	Teacher's Activities	Students' Activities	Ideological and Political Intentions
Before class	Arrange students to read in groups before class. Assign output tasks.	Students self-study online, organize group discussions, create PPTs in groups, and prepare the output content.	Cultivate a healthy mindset. Cultivate cross-cultural critical thinking awareness.
While class	Organize students to share in class. The teacher provides a summary evaluation. Supplement and explain relevant knowledge.	Students are divided into groups to report and share their oral output.	Cultivate a sense of patriotism. Cultivate legal awareness. Cultivate a sense of family responsibility and era mission.
After class	Guide students to think deeply after class. Assign extracurricular learning tasks.	Students collect relevant story materials and think about relevant issues through online search and reading.	Deeply understand the concept of "harmony but difference" in family education between China and the West, and establish a correct outlook on life, values, and culture.

7. CONCLUSION

This course design is mainly based on the OBE and has three prominent features. Firstly, it integrates ideological and political elements into the curriculum effectively. On the basis of meeting

teaching objectives, guided by the OBE, it focuses on cultivating students' learning and output abilities. At the same time, it integrates the "three comprehensive education" of ideological and political courses into college English teaching practice, helping students cultivates their souls and

enlighten their minds. Second, it lays emphasis on "student-centered", uses the reading circle method, and combines the OBE project output concept to carry out flipped classroom teaching. Through the design of ideological and political education closely related to the unit theme and students' professional background, as well as critical thinking, viewpoints are promoted to achieve the teaching goal of balancing language learning and ability development, and balancing ideological and moral values with ideal beliefs. At the same time, teachers will deepen the theme of education, engage in multi-dimensional and multi-level integration of education, engage in cross-cultural comparison and critical thinking, stimulate students' interest in learning, improve their comprehensive English application ability, and cultivate students' sense of family responsibility and the era mission. Thirdly, adhere to the principle of "student-centered" and highlight the effectiveness of output. The learning process adopts a combination of online and offline methods, and the evaluation process collects information from multiple dimensions. The evaluation criteria are negotiated between teachers and students, including the mastery of knowledge, the improvement of various abilities, and the improvement of ideological and political literacy. Emphasis is placed on students' participation and highlighting output effectiveness.

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