

Research on College English Reading and Writing Teaching Based on the OBE Concept

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Abstract: *The Outcome-Based Education (OBE) emphasizes student-centeredness and reverse design of the teaching system based on outcomes. This paper first analyzes some problems existing in the traditional college English reading and writing teaching, then briefly summarizes the OBE concept, and finally uses Text B Audrey Hepburn — a true angel in this world in “New Horizon College English Reading and Writing (Book 3, the Fourth Edition)” to illustrate the teaching design of college English reading and writing under the OBE concept.*

Keywords: College English reading and writing teaching, OBE concept, Teaching design.

1. Introduction

The ability of college students to read and write in English is an important skill for them to learn professional knowledge and conduct written communication. This not only helps students understand English materials, obtain cutting-edge information in their fields, and communicate with professionals from all over the world to express their views, but also promotes their career development and enables them to handle daily work better, such as reading and replying to English emails, understanding business models, and analyzing industry trends, thereby broadening their international horizons. In addition, college students' English reading and writing skills are the foundation for their lifelong learning. They can help students independently learn knowledge in related fields online or offline, transforming them from passive information receivers to active participants. The improvement of English reading and writing skills enables students to express themselves confidently and explore freely.

However, traditional college English reading and writing teaching focuses on the imparting of language knowledge, aiming to help students build a complete knowledge system. In classroom teaching, there are more language input activities, and students passively accept knowledge, lacking language output activities. As a result, students show low enthusiasm for learning, their ability to learn independently and solve problems is insufficient, and students exhibit low academic efficiency.

In addition, traditional teaching evaluation is mainly result-oriented, which easily neglects students' learning process and learning performance, and cannot comprehensively reflect students' overall learning achievements. In college English reading and writing teaching, the lecture method can help students establish a knowledge system, while language application practice activities can cultivate students' comprehensive English ability. College English reading and writing teaching should promote students to apply the professional knowledge they have acquired to real life, and teachers should provide students with more channels and opportunities to output the knowledge they have learned.

Therefore, scholars have begun to seek new teaching concepts and methods to enhance the quality of college English reading and writing instruction and cultivate students' language application abilities. The OBE concept advocates starting from the expected learning outcomes and designing the teaching system in reverse to ensure that students can achieve their learning goals [1]. The OBE teaching model can effectively address the problems in traditional teaching. Under this teaching model, students have more explicit output tasks, and the teaching content and activities designed by teachers are more diverse, such as completing situational tasks, team projects, writing tasks, etc. These activities are conducive to enhancing students' interest in learning, making them actively participate in classroom activities, and strengthening their autonomous learning ability and problem-solving skills, thereby achieving the expected learning outcomes.

2. Overview of the OBE Concept

The OBE (Outcome-Based Education) concept was proposed by American scholar William G. Spady in the 1980s. The OBE concept emphasizes a student-centered approach and a reverse design of the teaching system based on outcomes [2]. Based on this concept, the primary task of teaching design is to clearly define the learning outcomes that students should achieve. These outcomes not only include the knowledge that students have mastered but also encompass the comprehensive abilities and professional qualities that students acquire after learning. Students need to truly apply the knowledge they have learned through participation in teaching activities and enhance their language application skills, critical thinking abilities, and cross-cultural communication skills [3].

According to the OBE concept, teachers need to design teaching activities in a student-centered manner. Teachers can encourage students to actively participate in classroom activities through various means such as answering questions, group discussions, and debates, enabling students to have more opportunities for language output. They can also drive students to actively learn through pre-class and post-class tasks, stimulating students' thirst for knowledge. Teachers can allow students to collect relevant information online before

class as a supplement to the classroom knowledge, increase students' knowledge input, and enable students to study independently, thereby better enhancing learning outcomes.

Under the traditional English teaching model, teachers take on the majority of knowledge exposition. However, based on the OBE concept, teachers become the planners of teaching activities, the supervisors of teaching implementation, and the assistants of learning activities [4]. In this student-centered educational model, students independently complete some learning tasks, such as autonomous learning of words and phrases, understanding background information related to the topic, etc. Therefore, teachers need to change their cultivation concepts of students, determine teaching content and teaching methods based on the expected outcomes of students, design teaching activities, and continuously pay attention to the development of students' abilities and the cultivation of their professional qualities during the learning process.

Furthermore, teachers need to have a thorough understanding of their students, continuously explore more effective teaching methods, take into account the differences among students, understand their learning status, and adjust the learning content according to the students' current English proficiency and the knowledge and skills they need to acquire after learning, so as to implement individualized teaching and enable each student to meet the outcome requirements [5].

The OBE concept advocates the adoption of a diversified evaluation system to comprehensively assess students' learning attitudes, learning performances, and learning outcomes. The evaluation methods can combine summative evaluation and formative evaluation. The summative evaluation takes the form of final exams, which assess students' understanding and application of knowledge points. Formative evaluation mainly evaluates students' learning performances during the learning process, such as their enthusiasm for participating in classroom activities, the completion of pre-class and post-class learning tasks, and various outcome presentations, etc. Moreover, depending on the different evaluation subjects, evaluations can be conducted by teachers and students, self-evaluation, and peer evaluation [6]. For example, students can conduct self-evaluation after completing a learning task and can also show their achievements to classmates and teachers for peer evaluation and teacher evaluation. This diversified evaluation can better reflect students' learning effectiveness. After the evaluation, teachers should provide feedback to students to help them recognize their own shortcomings. At the same time, they should encourage students to further improve their outcomes.

3. College English Reading and Writing Teaching Design Based on the OBE Concept

Under the OBE model, college English reading and writing courses need to determine the teaching direction based on students' learning outcomes. Teachers should understand students' learning needs before class, help them set clear learning goals, clarify teaching objectives, organize language input and output activities during class, and evaluate students' learning outcomes after class. Designing pre-class tasks, in-class practice and exercises, as well as after-class

assignments based on learning outcomes can enable students to better acquire language knowledge and enhance their overall English proficiency. The following takes Text B *Audrey Hepburn — a true angel in this world* of Unit 2 in "New Horizon College English Reading and Writing (Book 3, the Fourth Edition)" as an example to illustrate college English reading and writing teaching design based on the OBE concept.

3.1 Before Class

The OBE concept emphasizes a student-centered approach, with students being the main participants in learning. Teachers need to have a good understanding of students' learning experiences, English proficiency, learning styles, learning needs and other factors, and based on this, teachers formulate teaching designs that meet students' actual needs. Therefore, before class, teachers can understand students' learning situations through questionnaires or communication with them, conduct student situation analysis, and in combination with the content of the teaching materials, help students determine learning goals and clarify learning directions, thereby enhancing their initiative in learning.

In Unit 2 of "New Horizon College English Reading and Writing (Book 3, Fourth Edition)", Text B *Audrey Hepburn — A True Angel in This World* tells the life story of Audrey Hepburn in chronological order. The learning objective for students is to be able to discuss Audrey Hepburn's life story, understand the main idea of the text, master the vocabulary, phrases, and sentence structures, and apply them to writing. They should also be able to write a narrative in chronological order. Additionally, by learning about Audrey Hepburn's humanitarian spirit, students can cultivate compassion and a sense of social responsibility.

In order to better assist students in achieving their learning outcomes, before the class, teachers group the students and assign them pre-class tasks. They are asked to search for relevant video materials about Audrey Hepburn. Students can use the internet to find online resources such as videos and audio, and search for cultural background knowledge. They can also communicate with their classmates to supplement more relevant information. This task-driven approach makes students the main participants in the activities, which can guide students to explore the teaching content related to the topic, cultivate students' ability to actively acquire knowledge and search for information, encourage students to study independently, enhance their interest in learning, and improve their self-confidence.

In addition, students can access the U Campus to study key words and phrases, and record relevant examples in their notebooks to master their usage and prepare for the class. Teachers can design word-guessing games and reading activities during class to assess the students' self-study effectiveness before class.

3.2 During Class

During the teaching process, teachers need to organize a series of teaching activities to increase students' language input, help them supplement language knowledge and cultural

background knowledge, thereby further improving the quality of their language output. For example, before learning Text B *Audrey Hepburn — a true angel in this world*, the teacher can raise the following two questions to prompt students to think, and have them discuss in groups, and select representatives from each group to make oral presentations: 1) What do you know about Audrey Hepburn? 2) How did Audrey Hepburn influence the world? This activity can quickly capture students' attention, cultivate their oral expression skills, and help them discuss the content of the text. Before the class, students had searched for relevant videos and background information, and were able to answer these two questions relatively smoothly. During the students' discussion, the teacher should observe their performance, including the depth of the content, the accuracy of language expression, and the logic, and provide timely assistance to help students complete the learning tasks successfully.

Subsequently, the teacher can share a video about Audrey Hepburn's life story, allowing students to record some important events in Audrey Hepburn's life during the viewing process, including the time, place, and characters involved. After the viewing, the teacher asks the students to summarize and retell Audrey Hepburn's life story in chronological order. During the presentation, students become more familiar with the content they are about to learn and predict some words that might appear. After the students make their oral presentations, the teacher and classmates provide evaluations and feedback, helping students further supplement their deficiencies, achieve the learning goals and obtain the expected learning outcomes.

Through question-driven learning, video viewing, and oral retelling, students gain a certain understanding of Audrey Hepburn's life story. The teacher guides the students to delve into the study of the text content. The students quickly read the text to grasp the main idea, and based on the time indicators in the text, they sort out the important experiences of Audrey Hepburn at different stages of her life, learning her kindness and social responsibility. At the same time, the teacher asks the students to outline the article framework and draw simple mind maps to deepen their understanding of the text structure. After class, students can further apply this article framework for writing.

After grasping the main idea of the text, the teacher guides the students to understand some key words, phrases and sentence structures, and supplements their specific usages. Then, by combining some exercises, such as completing sentences, translating sentences, filling in words, and writing similar sentences, the students can apply the learned vocabulary and grammatical knowledge in the process of completing the exercises. For example, the teacher can ask the students to imitate a certain characteristic sentence structure. Through imitation, the students can master the usage of the sentence structure. After class, the students can apply this sentence structure to their writing. This combination of explanation and practice can help students apply theoretical knowledge to specific situations, deepening their understanding and application of language knowledge.

Furthermore, teachers need to guide students in thinking

about how to write narrative essays in chronological order. They should ask students to summarize the framework of such narrative essays based on the text they have learned, and provide a specific writing topic for students to list the framework of the essay and form an overall writing idea. After class, students should be asked to supplement the specific content of each part. This teaching activity can help cultivate students' habit of planning the framework before writing and improve their ability to organize the composition. Teachers should provide feedback on students' writing frameworks, summarize some common problems, explain them and offer reasonable suggestions so that students can improve their writing frameworks in a targeted manner.

Through a variety of teaching activities, students' enthusiasm for participating in classroom activities will increase, and they will also be able to develop their teamwork skills, critical thinking abilities and problem-solving skills, promoting the development of their comprehensive abilities and achieving the goal of outcome production.

3.3 After Class

After class, teachers need to assign some tasks to enable students to further apply and output the knowledge they have learned. For instance, teachers can assign an appropriate amount of reading comprehension questions, word selection and filling-in-the-blank questions, translation questions, etc. to help students deeply understand language knowledge and test their ability to comprehend texts, vocabulary, phrases, and sentence structures, and enable them to master language knowledge through practice. In addition, by combining the narrative writing framework discussed in class, teachers ask the students to write a celebrity story of about 150 words in chronological order and supplement the relevant content as required. The writing topics chosen by the teachers should be related to the reading texts, so that students can better apply the key vocabulary, phrases, and sentence patterns they have learned from the reading texts to their writing.

After completing the writing, students can evaluate their own essays based on the scoring criteria provided by the teacher. They can also have their classmates provide evaluations. This allows for mutual learning and promotion. Additionally, after evaluation, the teacher can offer some suggestions to help students clarify the direction for improvement. The teacher can also provide unified explanations and corrections for some common problems in students' writing, thereby enhancing their writing skills. The diverse evaluation methods of self-evaluation by students and mutual evaluation among classmates can increase students' participation, make them aware of their shortcomings, and enable them to improve.

Based on the OBE concept, the teaching design of college English reading and writing should be oriented towards students' learning outcomes. Through self-study before class and knowledge acquisition and application during class, students have accumulated certain language knowledge. Combined with post-class exercises and writing tasks, students can better achieve their learning goals and reach their learning outcomes.

4. Conclusion

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The traditional teaching of college English reading and writing focuses on language input. The teacher acts as a disseminator of knowledge and an organizer of teaching activities, helping students acquire complete language knowledge. However, college English reading and writing teaching should not merely be about imparting English knowledge; it should pay more attention to the cultivation of students' reading and writing abilities. Therefore, the design of college English reading and writing teaching should, on the basis of knowledge dissemination, focus on cultivate students' comprehensive language application abilities.

Under the OBE concept, the design of college English reading and writing courses should be oriented towards learning outcomes. It should comprehensively consider the differences in students' English proficiency and their learning needs, and help students achieve their learning goals. The course content, teaching methods, teaching activities, and evaluation methods need to be determined based on students' learning outcomes. Teachers can enhance students' interest in learning by adopting various pre-class, in-class, and after-class activities, encouraging students to actively participate in teaching activities, and enabling students to obtain corresponding learning outcomes.

The OBE concept emphasizes a student-centered approach and focuses on learning outcomes, providing a new perspective for the reform of college English reading and writing courses. The teaching design of college English reading and writing under the OBE model needs to incorporate various input and output activities in order to better promote the cultivation of college students' English reading and writing skills. Teachers should enhance their teaching design capabilities, by designing reasonable and diverse teaching activities to promote students' language output, and continuously monitor students' learning process, guiding them to participate in learning activities, while providing timely evaluations based on students' outcome presentations and offering useful feedback and suggestions.

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