

# *Research on business English reading teaching reform based on OBE theory*

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**Abstract:** With the development of China's overall economy, international business exchanges have become more and more frequent, and the job matching of business English majors has become a problem that schools need to pay attention to. To this end, school teachers should start from the level of reading teaching and apply OBE theory to carry out a comprehensive reform, so as to promote students to better participate in daily learning, constantly improve themselves, and help personal development. This article mainly describes the connotation and principles of OBE theory, and gives some personal views and views on the reform method of business English reading teaching based on OBE theory.

## **1. Introduction**

For business English majors, teaching physical education and the basic structure of the curriculum should be scientific, complete and practical. Especially after the launch of the "Belt and Road" policy in China, there is a higher demand for talents in business English. To this end, school teachers should start from reading teaching based on the existing actual situation, so as to carry out comprehensive reform, arrange students to effectively complete learning tasks, and improve personal abilities.

## **2. The Connotation and Principles of OBE Theory**

### **2.1. The Concept of OBE Theory**

The so-called OBE, derived from the English phrase Outcome-based Education, refers to outcome-oriented education. This concept was first proposed in the 80s of the last century. At the conceptual level, OBE teaching always puts students at the core and teaches based on their needs, while at the practical level, the main focus is on what abilities students can have after learning. In the OBE education system, teachers should have a vision of the abilities that students will have after learning, and then find the most appropriate way to achieve this goal. Obviously, this is very different from the early education model of blindly pursuing content performance and focusing on overall investment, and OBE represents a comprehensive innovation in education<sup>[1]</sup>.

## 2.2. Principles of OBE Theory

Based on the OBE teaching philosophy, the following principles must be followed in practical application.

### 2.2.1. Focus Clearly

Whether it is the design of course content or teaching work, it is necessary to focus on the aspects of students' achievement after learning, and guide them to also put learning objectives in this part. Teachers then use this as the core to train students to help them acquire knowledge and improve their abilities <sup>[2]</sup>.

### 2.2.2. Expand Opportunities

Whether it is curriculum design or teaching work, it is necessary to take into account the differences at the individual level of students, so that every student can have exactly the same opportunities in terms of teaching time and resource investment. In this way, students receive a targeted educational model and thus better access to knowledge <sup>[3]</sup>.

### 2.2.3. Raise Expectations

Teachers should raise students' personal expectations in order to set a challenging set of standards that encourage students to participate in deep learning and keep improving. In general, the expectation part mainly includes three aspects <sup>[4]</sup>.

One is to implement standards to ensure that students reach a higher level after completing their learning tasks.

The second is to exclude all other conditions for success, and encourage students to constantly break through themselves and gradually reach the peak.

The third is reverse design, that is, taking the final goal as the basis and starting from the opposite direction of course design. In this way, teaching work can be more relevant, and teaching activities are no longer what the teacher himself wants to explain, but what is needed to achieve the goal. Through long-term backtracking, teachers can better adjust the curriculum and remove some less important content altogether <sup>[5]</sup>.

## 3. The Reform Method of Business English Reading Teaching Based on OBE Theory

### 3.1. The Situation and Objectives of the Business English Reading Course

The Business English Reading major mainly arranges students to read articles on business English, and after analysis, master the corresponding business vocabulary, know how to express it, and strengthen their skills.

Based on the OBE philosophy, the result is the core of the foundation. Teachers should understand what abilities each student needs to have after graduation and then look for the most appropriate approach. Through design, implement the principle of top-down, determine relevant requirements with reference to the talent training model, effectively cultivate students' morality, subject ability and team literacy, and motivate them to complete relevant basic knowledge and skills.

In addition, in the teaching work, teachers should actively try different measures to explore "classroom ideology and politics", so as to improve students' ideological and political ability and show the characteristics of business English itself. Based on the textbook itself, teachers integrate the themes of current affairs, relying on classroom discussions, after-class reading, and ways to break

through the boundaries of the classroom to help students shape good character. In this way, students can fully expand their personal horizons, have strong collaboration skills, and become very confident. Each semester, the course lasts 32 hours, including 8 hours of practical activities<sup>[6]</sup>.

This paper uses the unit "Soaring China" as a case study.

## **3.2. The Situation of Students**

Business English reading students are students with a solid foundation in English and range in age from 17 to 21. Since I first came into contact with ESP (English for Special Purpose) after entering university, I did not fully understand the basic meaning of business English itself.

The Goal 1 of Unit "Soaring China" is to cultivate students' moral qualities, so that they can feel proud of the rapid growth of China's economy and have a high sense of identity with the business profession; Goal 2 is to enable students to master new words and phrases, have good reading habits, know how to correctly analyse texts, and solve problems; Goal 3 is to communicate in small groups to reinforce the quality of learning.

## **3.3. Classroom Teaching Practice**

### **3.3.1. Pre-class Stage**

Before classroom teaching, teachers should prepare a teaching plan, prepare relevant materials, upload all resources such as images, audio, and books to the learning pass, and guide students to preview the course content in advance.

Teachers need to display the theme "Soaring China", collect PPTs made by students, and put forward their personal opinions<sup>[7]</sup>.

### **3.3.2. In-class Stage**

In the business English reading course, the teaching steps of early teachers are mainly background analysis, vocabulary explanation, text analysis and after-class translation practice, which is generally lack of interest among students due to the relatively simplistic nature. Based on the OBE concept, teaching work is designed with results as the starting point. Teachers need to know what students need to master at all times, so as to choose teaching methods and select corresponding cases. Generally speaking, it mainly consists of four parts.

One is the introduction, where teachers use questions or watching videos to give students a general understanding of the course content, clarify the language background, and make good preparations.

The second is classroom explanation, through the implementation of the basic principle of "student-oriented", referring to the characteristics of unit teaching, relying on the completion of homework, discussion, group cooperation to gradually complete all teaching goals; Design activities with reference to the main teaching body, use the mode of group reading and task configuration to explain the key points and difficulties, and help students solve various problems encountered in the daily learning process; When teaching, actively use some professional English vocabulary to communicate with students to strengthen students' language application level, so that they can have strong English thinking; Students are encouraged to communicate with each other and share each other's views, so that they can have strong reflective skills and gradually complete the output of ideas.

The third is the achievement display, where students present the results of their own class to the whole class and complete the sharing. Based on the theme itself, integrate multiple types of resources and continue to expand the content. In this way, students' moral literacy, subject knowledge, and basic abilities will be improved. After the results are displayed, the teacher first arranges students to make independent comments, and let them understand their own shortcomings according to the evaluation

situation. Later, others add to it. In this way, everyone will have a more comprehensive understanding of themselves.

The fourth is to summarize, comprehensively review the knowledge content of the unit, complete the summary work, and rely on mutual help to gradually solve their own problems. In addition, teachers assign homework according to students' completion and present the next day's teaching content topics <sup>[8]</sup>.

Based on the theme "Soaring China", the teacher asked the question: "Do you know Alibaba?" How does it affect our lives? "Because of the open-ended nature of the question, everyone came up with different answers after discussion. After that, the teacher instructs the students to start reading, and try to skim and read carefully, gradually grasp the basic context of the text, and analyze the key and difficult parts. According to the students' completion, the teacher will assign the corresponding homework. After the results are displayed, the teacher makes comments and guides the students to deepen step by step.

### 3.3.3. After-class Stage

With the rapid development of technology, students' learning methods have become richer. Therefore, teachers should try to break through the limitations of early teaching, not affected by time and space conditions, so as to create a three-dimensional learning space, and arrange students to use the Internet to learn in their spare time. In order to achieve good results, teachers should integrate existing teaching resources and set up three levels, namely elementary, intermediate and advanced, so that everyone can freely choose according to their own abilities and actual needs. In the process of learning, if you encounter any questions, you can directly send them to the class QQ group or WeChat group, and everyone can discuss together, put forward ideas, solve doubts, and complete the consolidation of knowledge. In this way, the basic principles of "life-oriented" are fully demonstrated, and the flexibility of teaching work can be demonstrated. Through long-term trying, pre-class preparation, classroom learning and after-class review will become more intense, and the teaching work can also show a gradual character, which in turn will promote students to the expected level <sup>[9]</sup>.

### 3.4. Teaching Evaluation

In the OBE philosophy, evaluation is a very important part. Through evaluation, teachers can obtain corresponding feedback to adjust the teaching content and methods. Generally speaking, teaching evaluation should include two parts, namely process evaluation and outcome evaluation, which account for about 2:3. Process evaluation needs to integrate the three modes of teacher evaluation, classmate evaluation and joint evaluation, so that students can understand their own learning level through multiple levels, so as to optimize the learning mode in a timely manner, clarify the direction of future efforts, and achieve the best results. The results are evaluated mainly by examination, and students' learning results are judged based on the level of achievements.

### 3.5. Continuous Improvement

Understand students' learning status based on classroom assessments to grasp the rationality of teaching strategies. Teachers then make adjustments based on this to gradually stimulate students' potential. With constant experimentation, the overall quality of teaching improves.

Through the study of the unit "Soaring China", teachers found that students are generally very dependent, and they usually complete the tasks assigned by teachers, but they are reluctant to actively participate in learning. To this end, teachers should try to increase the proportion of practical activities, encourage students to better participate in the classroom, experience the fun of learning, and then

promote their own learning ability<sup>[10]</sup>.

#### 4. Conclusions

In summary, the knowledge content of business English reading teaching is relatively boring, and the methods used by many teachers are not reasonable enough, resulting in poor teaching quality. To this end, teachers should design teaching activities based on the OBE teaching philosophy and thinking about the goals that students can achieve. Through continuous trying, the overall level of students is bound to rise significantly.

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