

The Exploration and Practice of Modularization of Japanese Extensive Reading Course under the Concept of OBE*

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Abstract—Japanese reading ability is one of the important core abilities of Japanese talents training, which is directly related to the training effect of Japanese majors. Improving Japanese language ability is the preferred way to understand transnational culture, and it is also one of the important core competencies for the cultivation of Japanese talents. Taking the Japanese extensive reading course as an example, this paper integrates the OBE concept into the course teaching design, clarifying the teaching objectives, modularized the teaching content, and effectively improves the Japanese reading ability, thus forming a good Japanese reading habit.

Keywords—OBE; Japanese extensive reading course; modularization; Japanese reading ability

I. INTRODUCTION

The so-called OBE, which is based on learning outputs, is the Outcomes-based Education (OBE). It means "to clearly focus and organize the education system around ensuring that students gain substantive success in their future lives." For Japanese learners, "input" is a necessary condition for language acquisition, and "output" is a means of language feedback and evaluation. The outcome orientation advocated by the OBE concept is consistent with the "input" and "output" perspectives of the second language acquisition theory. The students designed by OBE focus on the same orientation as the "discovery consciousness" of students.

In the absence of Japanese native speakers' learning environment, the Japanese reading input becomes the first choice for foreign language acquisition, which is restricted by the language environment and the native language teachers' resources. Reading and input are integrated throughout the entire process of foreign language teaching. It is not only the main way to improve the language ability of foreign language learners and to understand different cultures, but also is an important aspect of continuously cultivating learners' independent learning and continuously improving their language skills. Therefore, the Japanese Department of Dalian Neusoft Institute of Information integrated the OBE concept with the Japanese reading series course, and carried out the

teaching reform of the course with an extensive reading course.

II. JAPANESE READING COURSE SYSTEM BASED ON OBE CONCEPT

The OBE concept emphasizes the intended role of the expected learning output, and applies it as the criterion to organize, implement and evaluate educational results. That is to say, the curriculum reform under the OBE concept needs to clarify the overall goal and break it down into each course in the curriculum system. In the National Standard for Teaching Quality of Undergraduate Foreign Language Majors in Higher Education Institutions, it is clearly stated that the Japanese language proficiency should "read students to understand the information, opinions, and emotions conveyed in written language", the cultivation of reading skills requires a number of courses such as basic Japanese(or comprehensive Japanese), Japanese intensive reading, Japanese extensive reading, Japanese newspaper reading, and Japanese literary selection. Combining the requirements of the "New National Standard" for Japanese reading ability, the Japanese Department of Dalian Neusoft Institute of Information conducted a lot of research and visits. The survey results of 13 colleges and universities in Dalian were combined with the questionnaire results of teachers and students of Japanese language majors in the university. The reading abilities of Japanese majors in four academic years were clarified. And a modular curriculum system based on Japanese reading ability is constructed from freshman to senior four, includes compulsory and elective courses.

The Japanese reading ability development curriculum system based on the OBE concept covers all the courses related to the cultivation of Japanese reading ability from the freshman year to the senior year. There are two goals in the Japanese professional graduation requirements related to reading ability. One is the reading ability of Japanese students after their employment, and the other is the ability to read and summarize academic dissertations when writing graduation thesis. Divide the above two Japanese reading abilities step by step. In the first academic year, emphasize the transfer and transformation of Chinese reading ability into Japanese reading ability, enrich students' reading background knowledge; emphasize text-driven reading mode, train students to identify new grammar, and speculate New words and other low-end

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reading skills; enrich reading texts, correctly guide students to read independently, and help students develop good Japanese reading habits. In the second academic year, "intensive reading" is associated with "quick reading" and "extensive reading" in other reading related courses. It focuses on the interactive reading mode to develop students' advanced reading skills such as prediction, speculation, scanning and skimming. Practice reading skills in reading courses and perform simple thematic reading. In the third academic year, while further strengthening the reading of basic abilities, and the reading ability was combined with the student's graduation export through the modular elective course group. Train students to conduct in-depth reading of topical content, aim at schema-driven reading, acquire new information and knowledge through reading, and conduct autonomous Japanese language learning. The fourth academic year aims at graduation thesis, reading academic literature under the guidance of the teacher, summarizing and forming his own point of view, and collecting appropriate arguments to discuss the argument.

III. MODULAR TEACHING CONTENT CONSTRUCTION OF JAPANESE EXTENSIVE READING COURSE UNDER OBE CONCEPT

According to Acharya's elaboration of the OBE education model, the implementation of the four steps is respectively defining, realizing, assessing and using. Japanese professional overall goal of cultivating the ability of reading and the various stages of the training goal is to define defining, realizing, assessing and using requires each course for each lesson. First, it is necessary to determine the teaching content that can guarantee the achievement of the teaching goal. According to the principle of outcome-oriented output, the two extremes of teaching teachers in the past have been eliminated—over-reliance on teaching materials and abandoning teaching materials altogether. According to the goals defined in the Japanese reading curriculum system, which is oriented by Japanese reading ability output, the teaching content is reasonably selected. The specific principles embodied in a course are selecting, reordering, revising, supplementing.

Combined with the requirements of the second-year training goal in the Japanese reading course system, which is oriented toward the output of Japanese reading ability, take the extensive reading course in the second academic year as an example, modularized teaching content is set up. It is divided into six modules, which include vocabulary reading, sentence analysis, general idea, structure analysis, content understanding and article appreciation. The reading text of the lecture content is mainly based on the textbook *Reading Japanese-Japanese Extensive Reading Essentials (I)*. Texts are selected from textbooks (Selecting), and the teaching sequence is adjusted according to the order in which Japanese reading ability is developed (Reordering). At the same time, taking into account the relevance of the text content, select appropriate reading texts from other reference materials or network resources as supplementary (Supplementing). Rewrite reading text according to the Japanese level of students in different classes, and enrich the practice form of reading text (Revising). So as to enrich the knowledge background, master reading

strategies, and urge students to develop good Japanese reading habits. There are a total of five modules in the extensive reading series, namely vocabulary reading, sentence reading, paragraph reading, chapter reading, and split reading.

As the first unit module of the Japanese Extensive Reading course, it mainly deals with vocabulary reading in Japanese articles. According to the teaching objectives and contents of the teaching unit module, the teaching is carried out in four aspects: continuous words, demonstrative pronouns, guessing of unknown words, and keyword extraction. Through reading texts added, students' vocabulary reading proficiency and Japanese reading ability were examined.

At the same time, it explores reading teaching methods that are consistent with the teaching goals and match the teaching content. In the first lesson of module one, the teaching goal is to identify the continuation word and continuation auxiliaries. The analysis of the vocabulary of the identification is to follow (causality, progressive relations, etc.) or reverse (transition relations). First, in the process of reading (the first lesson of the textbook), identify the continuation word and the continuation auxiliary word. Define the continuation words and continuation auxiliaries in the articles in the form of group discussions. Secondly, by analyzing the structure and content of the sentences before and after, clarifying the contextual relationships between the sentences and discussing whether the continuation words (or continuation auxiliaries) are connected or reversed within the group, deepening the analysis of the reading texts. Third, guide the students to conclude the method of judging the reading focus through the continuation words (or continuation auxiliaries). In the end, we should summarize the continuation words and continuation auxiliaries as the homework, and supervise the students to review and sum up the literature after class. Increase students' readings after class so that students can try the methods and strategies learned in the classroom in reading practice, find and solve problems, and consolidate the content of the lectures.

In addition, through the second class exercise of conjecturing and confirming the contents of the demonstrative pronouns, summarize the referential rules of demonstrative pronouns, grasp the usage of the Japanese demonstrative pronouns, and strengthen the grasp of the contents of reading the text. Based on the training of basic reading strategies of the two previous courses, the students are guided to make reasonable assumptions about the unknown vocabulary and strengthen the effective extraction of the key vocabulary of reading text. Through the test of the module unit to enhance students' reading confidence, practice the reading strategies and skills, and gradually improve students' reading ability.

The modular content design of the reading course is consistent with the output concept advocated by the OBE concept. From simple to difficult, it gradually deepens the difficulty of entering content, gradually activates the background knowledge of students in the teaching process, and mobilizes students' reading enthusiasm. Improve students' interest in reading. In terms of the degree of difficulty in reading texts, confirm the difficulty of texts in the textbooks, and select simple and common reading texts. The article difficulty level test is based on the vocabulary test of

READING IUTOR. For the characteristics of the student's Japanese ability level in the sophomore year, the focus is on the selection of vocabulary between the N3 and N2 levels, and the difficulty of reading text is two stars and three stars.

IV. EVALUATION OF JAPANESE READING ABILITY BASED ON OBE CONCEPT

As one of the core links of the OBE concept, evaluation is not only the evaluation of teaching results but also feedback to students. For the Japanese extensive reading course, it is necessary to assess the students' reading ability before the course is started, to follow up the evaluation and feedback in time, and to evaluate the students at the end of the course, so as to ensure that the students' reading ability in Japanese is evaluated throughout the course. The specific practice is to conduct questionnaires and tests before and after the course, and carry out the management and evaluation of the whole process through the evaluation method of archive bag during the course. The questionnaire mainly focused on the students' Japanese reading status, reading awareness, reading methods and reading needs. Through the questionnaire to understand the students' reading habits, in order to suit the remedy to the case and solve specific problems. The two tests can be used to compare and understand the shortcomings and progress of students in Japanese reading ability in the sophomore year. The portfolio assessment method during the teaching period can help students understand the purpose and progress of the course, and develop the habit of reading in time.

In addition to the feedback list, there are three assignments and tests according to the teaching module in the portfolio. Taking the teaching content module as an example, the specific content is a word association diagram. The word association graph is the induction and summarizes the vocabulary through the way of thinking association. By summarizing the parts of the words, the students' ability to predict and speculate in the process of Japanese reading is strengthened, and the basic goal of vocabulary reading in reading is achieved. Help the students form the habit of induction at the same time, through reading results display and output orientation, strengthen the process evaluation and guide the students' attention to the cultivation of Japanese reading habits, good command of reading methods and strategies.

V. CONCLUSION

Based on the concept of OBE, Japanese extensive reading curriculum design pays more attention to the output of Japanese reading ability, which fundamentally changes the unclear teaching goal and the poor teaching effect. This paper combines the Japanese reading instruction with the OBE outcome-oriented education concept, and clarifies the goal of Japanese professional reading ability in the four stages of the university, and further positions the role of the Japanese extensive reading courses in the Japanese language professional curriculum system. At the same time, based on the learner's reading ability output, the modularized Japanese extensive reading course was designed. The overall goal was decomposed into various teaching modules, and the appropriate teaching content was chosen as the guide. With

students as the main body, students are guided to find their own deficiencies, and they learn to read knowledge in purpose in the classroom. Through evaluation and feedback, they can understand their own shortcomings in time and explore effective solutions. The concept of reading Japanese reading ability as the guiding principle runs through the whole process of Japanese extensive reading course design, and pays more attention to the individual differences of students, so that students are the fundamental. At the same time, in the specific implementation process, it is still necessary to make detailed adjustments and improvements based on specific teaching situations, to grasp the core concept of reading ability-oriented and to effectively improve Japanese reading ability of Japanese language students.

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