A Study on Evidence-Based Reading Teaching Strategies for College English under the Background of New Liberal Arts

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Abstract: *Research on evidence-based instruction is flourishing and has gradually become a hot topic in the field of education. With the advent of the new liberal arts, "digital education" has changed teaching techniques, concepts, and methods of instruction. Evidence-based instruction incorporates individual teacher experience, pedagogical wisdom, and evidence-based ideas and practices. Evidence-based teaching is characterized by personalized and differentiated teaching objectives, learner-centered teaching subjectivity, evidence-based teaching practices, and developmental teaching evaluation, which emphasizes both results and processes within the context of new liberal arts. In this study, evidence-based medicine is used as a framework for constructing a 5A reading teaching methodology, which includes asking, accessing, appraising, applying, and assessing. In addition, the study proposes to improve the operational process for the development of college English reading instruction, thus improving the quality of reading instruction in colleges.*

Keywords: *New Liberal Arts, College English, Evidence-based Reading Teaching*

1. Introduction

The development and construction of new liberal arts disciplines has injected new elements and blood into English studies. The construction of new liberal arts is a necessity in order to adapt to world changes, China's development, educational reforms, and international orientation. In the construction of the new liberal arts, Internet and big data technology are inevitable choices for strengthening the networks, databases and other infrastructure and informationization. Integrating "digital intelligence" science and technology into the new liberal arts is an example of this integration. "New Liberal Arts" cannot be achieved without the incorporation of cutting-edge science and technology, and "New Liberal Arts" can best achieve the goal of education by integrating Internet+Liberal Arts. In line with the advancement of science, technology, and the advent of the Digital Intelligence Era, digital humanities has energized traditional humanities in terms of theory, methodology, and application scenarios, and has contributed to a paradigm shift towards the production, dissemination, and publication of new kinds of knowledge. The construction of a new liberal arts requires foreign language teaching to seize the opportunity and actively explore new models and mechanisms for cultivating foreign language professionals. The requirements of China Education Modernization 2035 for higher education require colleges and universities to actively develop connotations and characteristics in college English instruction, optimize the reform of the curriculum system, update teaching methods, and effectively improve college students' ability to read English. Evidence-based reading instruction based on digital intelligence is highly compatible with the logic underlying the construction of the "new liberal arts", both of which aim to produce high-quality composite talents in the new era of liberal arts and continuously enhance methods of teaching reading in order to achieve the educational objective.

It is a complex cognitive process for an individual to read. Reading is a process of discovery and construction of meaning[1,2]. A famous American literary theorist once noted, "Even the best work of art is meaningless unless it reaches the reader".[3] English reading instruction at the university level must be integrated with the goals of university education, as students must be taught to read actively, rather than just expand their language knowledge. Reading actively involves the process of transforming sensibility into knowledge, from ambiguity to clarity, from comprehension into creativity, and it involves making continuous discoveries throughout the process. The use of evidence-based instruction is a crucial component of teaching critical reading skills. Reading instruction that is based

on the "evidence-based, evidence-following" model has received increasing attention in educational and curriculum research. Evidence-based reading teaching improves the rationalization and scientific level of teaching by focusing on rational decision-making and practice based on evidence and facts. Based on the new liberal arts background, this paper reviews and analyzes existing evidence-based reading teaching models. It proposes an evidence-based reading teaching model for college English reading teaching, applies the model to teaching practice, explores and explains the implementation path of evidence-based teaching in college English reading.

2. Literature Review

Based on the scientific teaching concept of "obtaining information from evidence", several countries have been leading the way in exploring evidence-based teaching in order to strengthen teaching and shorten the gap between theory and practice. The evidence-based reading instruction is an effective way to build a bridge between research and practice in reading instruction, an approach that facilitates teaching-research interoperability and research-for-teaching. David Hargreaves first introduced evidence-based practice in medicine to the field of education in 1996 in an academic presentation to the Teacher Training Agency [4]. Evidence-based refers to credentials that demonstrate the effectiveness of a given approach to reading instruction (including content, instructional materials, and methods of instruction). Evidence-based research is key to understand U.S. evidence-based school reform practice. In 2015, the U.S. Obama administration enacted the Making Every Student Success Act, which establishes academic standards and incentives for educational evidence and encourages the use of high standards of evidence in instructional programs. [5] Evidence-based education has become a priority for U.S. administrations, resulting in a wave of evidence-based education. A British educator, Geoff Petty, published Evidence-Based Teaching: An Effective Teaching Approach, a comprehensive description of the principles, strategies, etc. of evidence-based teaching. [6] As a result, evidence-based teaching has gradually evolved into evidence-based reading pedagogy, which is also contributing to the diversification of reading instruction as a pedagogical form. This theoretical foundation allows evidence-based reading instruction to be developed.

In the process of evidence-based teaching and learning, evidence needs to fulfill three conditions: "The first is relevance, i.e. the evidence relates to the research topic and the problem to be solved; sufficiency, i.e. some evidence is consistent with other evidence, and the relationship between evidence and evidence is mutually supportive rather than mutually exclusive. Third, authenticity is the quality of evidence consistent with other kinds, and its relationship with other evidence is mutually supportive rather than mutually exclusive." [7] In terms of research on teaching strategies, Robert J. Marzano, an expert on curriculum and instruction in the United States, conducted systematic research on effective classroom teaching strategies on the basis of a large number of surveys, studies, and statistical analyses of the daily teaching practices of front-line teachers and published Effective Classroom Teaching - Nine Evidence-Based Strategies for Improving Academic Achievement, which systematically explores the evidence of the effectiveness of evidence-based instruction. [8] Each of these strategies helps students change their tendency to read subjectively and empirically, making reading activities more effective. Then teachers need to prepare evidence-based teaching materials, standards, learning materials, and literature, so that there is "evidence" for teaching, "evidence" for carrying out. In countries such as the United States, the United Kingdom, and Australia, evidence-based practice is gaining ground at the national policy level. However, in China, it has not yet been incorporated into educational policy in a formal manner. Currently, there are few evidence-based teaching practices models available to frontline educators in China, and no consensus has been established, and research on applying English evidence-based reading teaching to the teaching of English major courses is even scarcer. This study emphasizes the retrieval and application of evidence, and it is of great practical significance to study the specific methods and measures to improve the English literacy of undergraduates through evidence-based reading instruction, and to assist them in improving their reading ability and reading literacy through scientific and systematic reading instruction.

3. The Characteristics of Evidence-Based Reading Teaching in College English

Evidence-based reading instruction is a new concept of practice, and evidence-based is its essential characteristic. This feature is highlighted in the following three aspects:

Firstly, the evidence comes from empirical research. Evidence-based reading instruction differs from traditional reading instruction in that it relies on empirical evidence rather than subjective

experiences or expert opinions. The instruction will change the traditional experience-driven method of teaching reading and help to improve its effectiveness. It enhances the science of reading instruction by viewing scientific evidence as a guarantee for effective classroom practice, where teachers are able to choose the evidence that is most relevant to the instructional context. Evidence-based reading instruction requires teachers to review the scientific basis of teaching methods, design teaching goals, select content, choose teaching methods, and conduct teaching evaluations based on scientific evidence to make the classroom effective.

A second characteristic of the teaching process is its evidence-based nature, that is, teachers must select and follow evidence to carry out reading instruction based on the characteristics of the learning situation. The classroom teaching system is harmonious and dynamic because it combines teachers, students, and proven teaching methods. Evidence-based instruction is the discussion, argumentation, and questioning between teachers and students based on evidence, and it promotes students' in-depth learning. Teaching for understanding, teaching for thinking, and teaching for meaning can truly be achieved by guiding students through the complete processing of knowledge.

Thirdly, evidence-based teaching can confirm the validity of the teaching evidence or present new teaching challenges, thereby providing researchers with the opportunity to enhance the teaching evidence base with new evidence. Evidence-based reading instruction is also more scientific and effective due to better evidence of instruction. Evidence-based teaching approach emphasizes outcomes, such as the holistic development of learners' knowledge, competencies, emotions, attitudes and values. Learning outcomes emphasize diagnostic, feedback, and motivational functions of teaching and learning assessment, as well as the practical effectiveness of teaching and learning.

4. The Implementation Path of Evidence-Based Reading Teaching under the Background of New Liberal Arts

This paper presents the 5A model of college English reading instruction based on the practice concept of evidence-based medicine, which emphasizes Asking, Accessing, Appraising, Applying, and Assessing. It guides students through the process of "discovering problems - conducting literature research - evaluating the program - implementing the program - reflecting on the program."

4.1. Asking the Question: A Question-Oriented Approach to Setting Instructional Objectives

In evidence-based reading instruction, the strengths and weaknesses of asking questions will directly influence the instruction. The process of questioning is the beginning of an evidence-based reading instruction. Evidence-based reading teaching promotes students' curiosity about the learning task by creating problematic situations to spark their interest in learning and motivated them to explore. Question contexts should relate as much as possible to real life (especially students' lives) and to the content of the curriculum. Questions in the context can attract students, cause cognitive conflict, thus stimulating them to actively explore. Consequently, it will concentrate on problem solving, benchmarking instructional goals, evaluating students' learning performance, creating academic quality standards, creating instructional cultures and study guides, and developing implementation plans. Besides solving problems, this program should also be designed to create a lesson plan with content related to a particular topic, and to clarify learning objectives, broad concepts, problem chains, context creation, evaluation gauges, resources, learning styles, and testing programs. Evidence-based reading enhances the quality of learning by enhancing students' mastery of subject matter and increasing their satisfaction and motivation as a result.

4.2. Accessing Reading Materials: Searching for Evidence of Reading

Evidence-based reading instruction in college English must be based on evidence, and retrieval and screening of evidence are essential to this process. The process involves narrowing down the identified pedagogical questions into a few core themes or keywords. Teachers can use a variety of information retrieval tools, including instructional manuals, instructional guides, instructional literature, and educational databases. To support instructional decisions and programs, teachers systematically collect instructional resources related to the questions as evidence of instructional design. Moreover, textbooks are the most important learning and teaching tools for both students and teachers. Teaching activities can be designed based on an in-depth analysis of the textbook content, including the theme of the unit, its structure, and its qualities. Finally, there is evidence of practice. Teachers' teaching experiences and

other educators' practice reports, including successful teaching cases, teaching reflections, teaching journals, etc., provide evidence of practice. It reflects the problems in teaching and learning environments, as well as solution strategies to these problems.

4.3. Appraising: Identifying the Best Evidence of Teaching

The goal is to integrate and analyze the evidence, determine the criteria by which the evidence was evaluated, and filter out the best evidence that best meets your teaching needs. To accomplish this, it is necessary to establish clear evaluation criteria and to use these criteria to assess the scientific validity of the teaching program, which will ultimately lead to its revision and amendment. At the macro level, reading instruction is influenced by educational policy documents and related standards. Teachers are provided with clear instructional goals and requirements by state and local education departments, often based on extensive research and practical experience. Providing instructional design that is consistent with educational goals and requirements and ensuring its standardization and effectiveness is important. Teachers are provided with clear instructional goals and requirements by state and local education departments, often based on extensive research and practical experience. Providing instructional design that is consistent with educational goals and requirements and ensuring its standardization and effectiveness is important. Additionally, the study uses theories and research results in psychology and sociology, as well as information retrieval tools like textbooks, academic papers, and educational websites, in order to research and strengthen the doctrinal foundation for instructional design as well as improve problem solving. Finally, to strengthen the practical foundation of the instructional design program and enrich the contextualization of problem solving and improvement, teachers can utilize their personal past teaching experience and the teaching cases of other teaching masters. The teachers should review the instructional design plan on a case-by-case basis to determine its value, science, and practicality. For authenticity, feasibility, and applicability, teachers must evaluate evidence systematically. The process not only enhances the accuracy and effectiveness of instructional design, but also boosts teachers' professional development and promotes continuous improvement of classroom quality.

4.4. Applying: Implementing Evidence-Based Reading Instruction

To realize its true worth, any perfect solution need to be implemented at a high degree of complexity, and solutions to problems or improvements vary greatly from person to person. Evidence-based reading instruction is dynamic, and teachers are able to adapt it according to the situation. Classroom teachers need to apply scientific principles, operate processes and methods flexibly, and apply design solutions appropriately. This instruction is based on scientific principles rather than personal belief, on scientific methodology rather than subjective experience, and on research in learning rather than personal preferences and dislikes. Furthermore, it adheres to the logic of researching and solving problems, to the logic of developing and solving problems, to the logic of the students' subjectivity and practice, in order to provide learning guidance rather than unidirectional indoctrination. The goal is to motivate the students rather than framing the learning, to provide scaffolding to assist rather than to substitute for their thinking, to allow students to learn independently, to provide cognitive construction opportunities, and to foster an environment of positive and enterprising culture. It aims to provide students with a platform for independent learning, a space for cognitive construction, and an environment conducive to positive development.

4.5. Assessing: Evidence-Based, Refined Instructional Programs

Students' learning and development will be assessed with predetermined evaluation scales and testing protocols during the problem solving or improvement implementation process. Teachers should use these tools precisely as part of their instruction, observing how students' learning problems are resolved or improved, and obtaining dynamic data about resolutions or improvements. In lesson observation, researchers need to be able to detect the use of assessment tools and record the data immediately. As a final step, it is important to examine the science and rationale behind the preset program from these lessons. The data-based reflection on teaching includes revising and improving the preset program, as well as refining the rationality and norms. At this stage teachers and students use formal or informal methods to assess students' comprehension and application of new knowledge. In summary, evaluation is designed to ensure the direction of student activities or to encourage students to reflect on the research process, and it also allows teachers to assess their teaching process and effectiveness. English is a tool for communicating ideas and thinking. Evidence-based English reading

teaching aims to help students engage in multiple thinking collisions with texts, in order to deepen their understanding of the theme through searching for evidence and then applying it to real life situations. During reflective evaluation, students develop self-awareness, self-control, self-regulation, and self-monitoring to evaluate the results of others. As well as transferring and innovating what they have learned, this stage is also crucial for developing metacognitive skills, competence, and critical thinking.

5. Conclusions

Evidence-based reading instruction, as a new educational concept, is of great significance and value to the scientificization of English teaching and research in China. To improve university English reading teaching, teachers should actively develop a sense of evidence-based practice and take the initiative to learn and use the existing evidence-based practice of English reading teaching in order to get twice as good results with half the effort and the effect of scientific teaching. In view of evidence-based practice, college English teachers should consider rethinking the status of reading, establishing a place for reading instruction, and ensuring adequate class time to ensure systematic and progressive instruction in reading. Moreover, teachers should conduct high-quality pedagogical research in reading classrooms, exploring and validating more effective methods of reading instruction, in order to expand the pool of evidence-based practices. Furthermore, the school department should provide teachers with opportunities for professional development in order to promote the concept of evidence-based teaching, particularly in the area of reading instruction, in order to enhance the teacher's professional development and revitalize their teaching. Evidence-based reading practices provide a framework for teaching reading in college English so that students are able to maximize their learning potential.

Conflicts of Interest

The author declares that there is no conflict of interest regarding the publication of this article.

Acknowledgement

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