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THE IMPACT OF EFFECTIVE MANAGEMENT OF ENGLISH TEACHING ON COLLEGE STUDENTS' ENGLISH READING PROFICIENCY AT HENGXING UNIVERSITY, CHINA

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Abstract:

In today's globalized society, English proficiency holds significant importance for college students, directly impacting their academic performance and future career development. As a core component of English language skills, reading proficiency plays a crucial role in overall English competence. This paper explores the influence of effective management of English teaching on college students' English reading proficiency. Through a review of relevant literature and an analysis of the current state of English teaching at Hengxing University in China, this study identifies key factors affecting college students' English reading proficiency. It further proposes strategies to enhance English reading teaching efficacy based on the theoretical frameworks of effective teaching and transformational leadership. The findings of this research aim to provide valuable insights for improving English reading instruction in Chinese universities and promoting the all-around development of college students.

Keywords:

Effective Teaching Management, College English; Reading Proficiency, Hengxing University

Introduction

Nowadays, the English language has emerged as a global means of communication, connecting people from diverse cultures and facilitating the exchange of ideas and knowledge (Kurniawan, 2024). In today's interconnected world, proficiency in English has become an essential skill for college students, enabling them to navigate the academic landscape, pursue professional opportunities, and engage in meaningful interactions across borders. As a result, the role of effective English teaching in enhancing college students' English reading proficiency has gained significant recognition and attention (see Gustanti & Ayu, 2021; Cadiz-Gabejan & Quirino, 2021; Bernardo, 2023; Imbaquingo & Cárdenas, 2023). This study delves into the multifaceted impact of effective English teaching on college students' English reading proficiency, exploring its benefits on various language skills, cognitive development, cultural awareness, and personal growth.

English language proficiency includes all aspects of listening, speaking, reading, writing (Aizawa et al., 2023), and translation skills. Each of these components plays a vital role in academic pursuits and practical applications (Ali, 2022). Effective English language teaching goes beyond rote memorization of vocabulary and grammar rules, it includes teaching strategies that actively engage students, develop critical thinking, promote communicative competence, and provide authentic language learning experiences. When students receive quality English instruction, their language proficiency can undergo remarkable growth, enabling them to navigate academic challenges and thrive in diverse professional settings (Nurie Bogale & Wale, 2024). For instance, Qi et al. (2025) investigated reading performance of Chinese college students following Dalton Plan-based instruction utilizing Autonomous Learning Scale (ALS), the authors found that students experienced several advantages i.e., improvement in study habits, reading strategies and independent learning, increase in reading interest and regular reading habit, better emotional control, and adaptation to reading challenges. The paper is trying to find answers and methods to promote the efficacy of college English teaching, especially in reading, writing, and translation courses, as well as improve students' English proficiency.

Influenced by traditional teaching thoughts in China, the learning of Chinese college students' English is still under the condition of teachers setting learning objectives and guiding students to carry out English learning (Wang & Zou, 2021). Students are in a passive arrangement during the whole learning process, and their learning enthusiasm and initiative are not fully brought into play. In addition, now college English teaching is facing some new problems, such as fewer teaching hours, unbalanced skills of students, and demotivated students, and it has no choice but to improve students' English proficiency within limited teaching time (Yang et al., 2022). However, what can be done to improve the efficacy of teaching and make teaching more interesting to students? How will it affect students' English proficiency? There are some benefits of effective teaching in college English classes.

One significant benefit of effective English teaching is the enhancement of college students' reading skills. Proficient reading abilities are fundamental for academic success, as students are required to comprehend complex texts, conduct research, and critically analyze information. Skilled English educators utilize various strategies, such as pre-reading activities, vocabulary-building exercises, and comprehension tasks, to develop students' reading proficiency. By fostering reading habits and employing interactive techniques, teachers can

improve students' comprehension skills, expand their vocabulary, and expose them to a wide range of genres and writing styles (Cheng Yin & Wang Yun, 2020).

Based on the current English level of students, this research will make full use of the relevant theories of effective teaching to reform the course of college English reading, compare the changes in the English level of students of different majors, and provide some references for the reform of college English teaching in private undergraduate universities.

Literature Review

The aim of this study is to examine the impact of effective college English teaching on students' English reading proficiency and to analyze the specific implementation pathways of effective teaching. The introduction outlines the origin, purpose, and significance of the study by analyzing both the theory and practice of college English teaching in relation to current trends. This part seeks to review, organize, and summarize existing literature (see Table 1) in order to assess the current state of research, identify gaps in the literature, establish the research's preliminary positioning, and develop the conceptual framework for the study.

Table 1: Summary of Past Research on English Reading Proficiency and Effective Teaching Approaches

Author (s)	Year	Study Focus	Methodology	Key Findings	Relevance to Current Study
Ma	2021	Application of Schema Theory in English reading for high school	Conceptual + Pedagogical analysis	Schema types (language, content, formal) enhance comprehension and engagement.	Supports schema-based reading strategies for comprehension.
Chen & Tang	2024	Effectiveness of "Seven Stage" Autonomous Learning Model (ALM) in reading	Quantitative (survey, regression)	Strong correlation between ALM stages and reading performance; evaluation phase most impactful.	Justifies learner autonomy for improving reading outcomes.
Brooks et al.	2021	Vocabulary knowledge and its impact on EAL reading comprehension	Mixed methods (C-test, YARC, nVLT)	Vocabulary explains 33% of reading variance; EAL learners often lack high-frequency vocabulary.	Emphasizes need for explicit vocabulary instruction.

Nanbedeh	2025	Learner autonomy through strategy-based reading instruction in Iran	Mixed methods (intervention, interviews)	Strategy training improves reading and autonomy; teacher role remains vital.	Validates strategy instruction in teacher-led but autonomy-enhancing practices.
Rahmasari	2025	Strategy-Based Instruction (SBI) in Indonesian EFL classrooms	Qualitative (case study, observation)	SBI boosts goal-setting, responsibility, and motivation; effective despite teacher-centered culture.	Shows SBI's value in passive-learning contexts.
Huiying & Qiang	2021	Cross-cultural English teaching using MOOC + AI	Systems + algorithmic modelling	AI and cloud platforms support self-paced, personalized, and cross-cultural English learning.	Adds a digital and multicultural layer to English reading pedagogy.
Aryanjam et al.	2021	Strategy instruction and learner autonomy via multiple instructional models	Explanatory mixed methods	Blin's and Benson's models increased motivation, autonomy, and reading outcomes.	Supports structured autonomy models in curriculum.
Ding & Li	2022	Multimedia use in improving reading efficiency in College English	Experimental + Systems-based analysis	Multimedia enhances student engagement and reading speed; supports real-time feedback and interest.	Validates multimedia as a tool for interactive and efficient reading instruction.
Share	2021	Critique of Anglocentric reading science and	Theoretical + Cross-linguistic review	English-focused research biases reading definitions; calls for orthographic	Encourages inclusive literacy perspectives beyond

		orthographic diversity		diversity and contextual literacy.	Anglophone norms.
Qi et al.	2024	Dalton Plan-based instruction for autonomy in reading	Quasi-experimental (ALS + interviews)	Autonomy increased significantly; students developed habits, strategies, and emotional regulation in reading.	Reinforces structured learner autonomy models in reading pedagogy.

Transformational Leadership Theory

The Transformational Leadership Theory, created by James MacGregor Burns (1978) and revised by Bernard Bass (1999), provides a solid foundation for understanding and improving the effects of effective English instruction on college students' English competence. This theory is based on the premise that leaders inspire and motivate their people to achieve extraordinary results by emphasising higher-order demands and values. Transformational leadership has the potential to significantly improve the effectiveness of English teaching at Hengxing University. Leaders with idealised influence can set high expectations by demonstrating excellent practices and a dedication to educational achievement. Such leaders articulate a compelling vision for academic achievement, which can motivate English faculty to align their teaching methods with effective strategies, thus enhancing student engagement and language proficiency (Bass, 1999; Burns, 1978).

Furthermore, transformational leaders use inspiring motivation to create a good and ambitious learning atmosphere. By establishing clear and ambitious goals for English programs, leaders can inspire staff to use creative teaching methods and recognise accomplishment, boosting morale and dedication (Bass, 1999). Intellectual stimulation is another important part of transformative leadership that can influence curriculum development. Leaders that emphasise creativity and innovative approaches can inspire English instructors to experiment with modern pedagogical strategies and incorporate new technologies into their teaching practices, allowing them to better meet the requirements of their students (Bass, 1999).
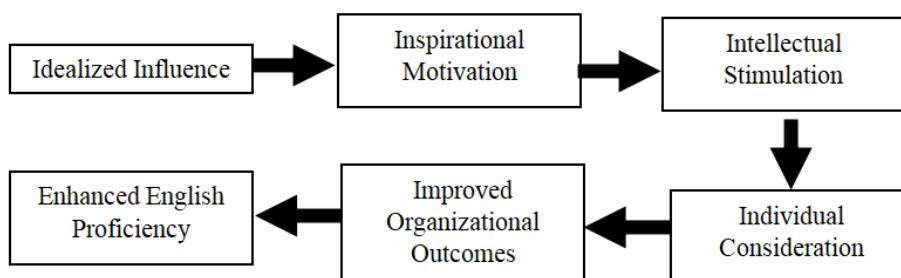

Figure 1: Transformational Leadership Theory Framework
Source: Bass (1999) Transformational Leadership Theory

The Theory of Effective Teaching

The Theory of Effective Teaching is a crucial area of pedagogy. It serves as both a theoretical and applied science, focusing not only on studying teaching phenomena and issues but also on uncovering the general principles of teaching. Additionally, it explores methods, strategies, and techniques for addressing practical teaching challenges by applying these principles. It is not only a descriptive theory but also prescriptive and normative in nature (Bloom, 1956).

Effective teaching theory is an important research field in the field of education, which aims to explore how to improve students' learning outcomes through scientific and effective methods. The core issues of this theory include the setting of teaching objectives, the selection of teaching strategies and the methods of teaching evaluation. Effective teaching theory emphasizes the importance of individual differences and provides strategies and methods that teachers can use to meet the learning needs of students.

The process progresses from summarizing teaching experiences to the development of teaching ideas, which ultimately leads to the formation of effective teaching theory. This process involves deepening, enriching, and systematizing our understanding of teaching practices, with the systematization being a key indicator of the establishment of effective teaching theory.
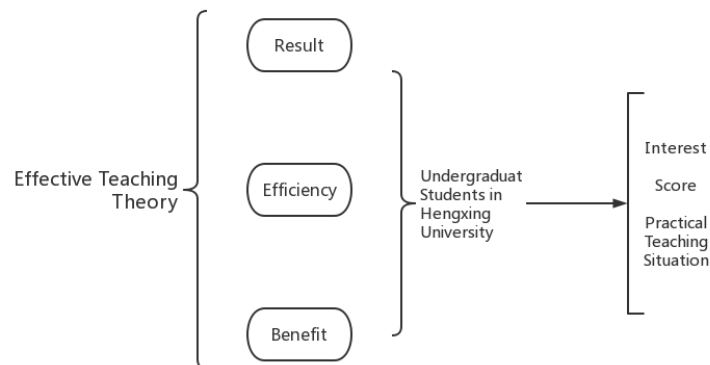

Figure 2: Theoretical Framework (Bloom, 1956)
Source: Bloom (1956) Effective Teaching Theory

The efficacy of teaching includes the following threefold implications:
1. Result – refers to how closely the outcomes of teaching activities align with the intended teaching objectives.
2. Efficiency – involves achieving more with less effort; teaching efficiency is calculated as the ratio of effective teaching time to total teaching time.
3. Benefit – refers to the gains from teaching activities and the realization of their value. Specifically, it pertains to whether the teaching objectives meet the educational needs of society and individuals, and the extent of that alignment.

According to the above three characteristics of effective teaching theory, the researcher will take freshman and sophomore undergraduate students of Qingdao Hengxing University as an example, digging for the influence of students' interest in learning English, learning scores and the actual teaching situation, trying to find out the flaws of the effective teaching at present, to promote the cultivation of students' English quality in private colleges.

Domestic and International Research on Effective Teaching Management

Effective teaching management is a critical area of educational research. Studies by Borg (2006) and Davies & Pearse (2002) highlight the importance of teacher competence, student-centered approaches, and interactive teaching methods. In China, Xu Fangyuan (2018) emphasizes the need for structured teaching objectives and diverse assessment methods to enhance learning outcomes.

Research on College Students' English Reading Proficiency

Research indicates that reading proficiency is influenced by teaching methods, learning motivation, and individual differences. Smith & Johnson (2017) suggest that task-based teaching methods and formative assessments can significantly improve reading proficiency. Wang & Zhao (2020) propose integrating critical thinking skills into reading instruction to enhance comprehension.

Research Gaps and Prospects

Despite existing research, gaps remain in understanding the practical application of effective teaching management in English reading instruction. Future research should focus on specific contexts, such as Chinese universities, to develop targeted strategies for improving reading proficiency.

Methodology

Based on the contents of the above contents, the part will describe the research questions in detail, explore the constructs of teachers' effective teaching behaviors and influencing factors in the teaching process of college English, and then operationalize them to compile a questionnaire. This part will discuss the aspects of research design, population and sampling, research instruments, and research procedures. The flow chart below (see Figure 3) guides research process of this study:
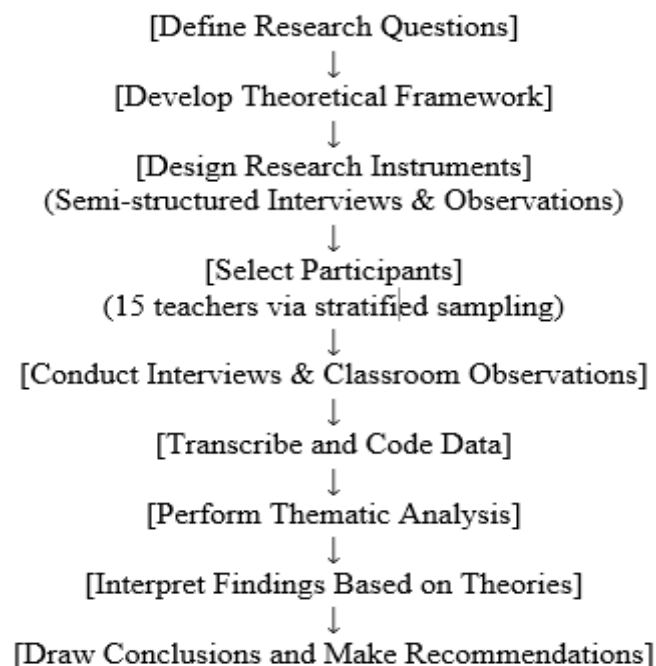
```
[Define Research Questions]
            ↓
[Develop Theoretical Framework]
            ↓
[Design Research Instruments]
(Semi-structured Interviews & Observations)
            ↓
[Select Participants]
(15 teachers via stratified sampling)
            ↓
[Conduct Interviews & Classroom Observations]
            ↓
[Transcribe and Code Data]
            ↓
[Perform Thematic Analysis]
            ↓
[Interpret Findings Based on Theories]
            ↓
[Draw Conclusions and Make Recommendations]
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Figure 3: Research Process Flowchart

This research took a case study approach to evaluate how effective teaching methods impact students' English reading proficiency. Effective teaching is vital for improving college students' English reading skills. To enhance teaching quality, it's essential to explore various aspects such as classroom practices and teaching methods. Dornyei (2001) highlighted that differences in students' English reading proficiency might affect the success of teaching strategies. To explore this, the study used a combination of research methods: classroom observations, and interviews.

Table 2: Data Collection Methods of the Study

Research Question (s)	Data Collection Method (s)
1. What is the current situation of college English teaching?	Interview
2. What are the effective teaching factors that influence college students' English reading proficiency?	Interview
3. How to develop the teaching efficacy of college English at Hengxing University?	Observation

Research Instrument

Interviews were conducted with English teachers teaching different disciplines to find out their understanding of effective teaching and the extent to which they had achieved the pre-set objectives of teaching, what teaching methods and approaches they had adopted to motivate and stimulate students' initiative, how they evaluated students' participation in the classroom, and whether the feedback on students' assignments and assessments was timely and effective. Through interviews, the first-hand information was used on English teaching at Hengxing University and analyzed the results of the interviews.

Table 3: Interview Question (s)

Research Question (s)	Interview Question (s)
1. What is the current situation of college English teaching?	• How do you perceive the overall effectiveness of English teaching in your college? • What teaching methods are most commonly used in your English classes? • What resources (e.g., textbooks, online materials, tutoring) do you use to support your English teaching?
2. What are the effective teaching factors that influence college students' English reading proficiency?	• What aspects of the classroom setting do you find most conducive to learning? • How do you foster a sense of motivation and engagement in the classroom? • What strategies do you think are necessary to increase student engagement in English classes? • Can you provide examples of specific

	activities or approaches that have positively impacted students' learning?
	• What teaching methods do you believe are most effective in enhancing students' English proficiency?
3. How to develop the teaching efficacy of college English at Hengxing University?	• In your opinion, what personal traits or skills of teachers contribute most to effective language teaching?
	• How does the type and frequency of feedback that students receive affect their English proficiency?
	• How do you think collaboration among teachers impacts the teaching efficacy in the English department?
	• How can technology be integrated into English teaching to enhance its efficacy?
	• What specific tools or platforms do you believe would benefit both students and teachers?
	• How can the curriculum be better aligned with students' needs and future career goals?
	• What support systems or resources could be implemented to help teachers improve their teaching efficacy?

Classroom observation was applied as a primary qualitative method to get insights into teaching practices and student interactions. Classroom observation entails the researcher directly observing and recording many aspects of the classroom environment, including instructional activities, student behaviours, instructor actions, and overall classroom dynamics (Cohen et al., 2018). This approach enables researchers to better understand how various teaching strategies affect student learning. Observations are often carried out in a natural classroom setting with little interference in order to capture actual teaching and learning experiences.

To evaluate a proposed framework for effective college English teaching, the researchers asked teachers to observe four college English classes (two with freshmen and two with sophomores, each lasting 50 minutes). The observations centred on the framework's main points. The acquired data was statistically analysed and compared to the Framework for Effective Teaching Practice to determine the framework's relevance and accuracy.

Population and Selection of Participants
This study on the English teaching at Hengxing University includes all English teachers. Due to practical constraints, the study concentrated on a sample of 5 teachers focus on the College English curriculum design and construction, as well as 15 College English teachers at Hengxing University. To select this sample, the researchers used a stratified sampling method,

in which the population is divided into different layers or classes based on their gender, age, and job title, and then interviewed separately.

The sample size is critical to ensure that the study's findings are statistically significant and dependable. It should be large enough to discover important effects while being manageable under time and finance restrictions (Field, 2018). In this study, 15 individuals were chosen to present a thorough picture of English proficiency among College English teachers. This sample size covers roughly one-fifth of the English teachers population, with teaching majors ranging from engineering to business, education, literature, and medicine to accurately reflect the general student body.

Qualitative Trustworthiness

Credibility refers to the belief that a qualitative study's conclusions are true and correctly reflect the participants' experiences. It is comparable to internal validity in quantitative research. Researchers can create credibility using a variety of methods, including sustained involvement, triangulation, member checking, and peer debriefing. Prolonged engagement entails spending enough time in the research setting to develop a thorough understanding of the context and participants. Researchers who immerse themselves in the study can establish rapport with participants and watch the dynamics throughout time, resulting in more accurate data collecting (Johnson & Christensen, 2012). Triangulation is the process of validating findings by using several methodologies or data sources. For example, integrating interviews, surveys, and observations enables researchers to cross-check data and assure consistency in their conclusions (Griffee, 2012). Member checking increases credibility by allowing participants to evaluate and confirm the interpretation of their data, guaranteeing that the researcher's analysis is correct (Birt et al., 2016). Finally, peer debriefing entails consulting with colleagues or experts who are not involved in the study to provide comments, question assumptions, and improve the study's rigour (Atmowardoyo, 2018).

Transferability is the extent to which a study's findings can be applied to different situations or people. In contrast to quantitative research, qualitative research emphasises providing extensive descriptions of the study's setting and participants, allowing other researchers to determine whether the findings are applicable in diverse situations. By providing detailed explanations of the research environment, participants, and procedures, researchers can help others determine whether the findings are applicable to their own circumstances (Azungah, 2018). For example, if a study investigates teaching practices at one university, providing extensive information on the institution's culture, student histories, and teaching methods can assist other researchers in determining whether the findings are applicable to their own academic environments. In the context of this study, which examines the effectiveness of English teaching at Hengxing University, providing detailed information about the university's teaching culture, student demographics, and instructional methods can assist other researchers in determining whether the findings are applicable to their own academic contexts.

Dependability refers to the consistency and stability of study results throughout time. This is analogous to the notion of dependability in qualitative research, and it aims to ensure that the findings can be duplicated under identical conditions. To show dependability, researchers must thoroughly document each stage of the study process, including data collection, analysis, and interpretation. This documentation establishes an audit trail, allowing others to follow the logical processes made during the investigation. An external audit can also help examine the

research process's consistency and dependability by offering an objective examination of the techniques and findings (Shenton, 2004). By maintaining an open and traceable research process, researchers may demonstrate that their findings are consistent and data-supported.

Confirmability is the degree to which the findings are shaped by the participants' data rather than the researcher's biases, intentions, or personal opinions. In other words, it assures that the research findings are objective and based only on the data, rather than being influenced by the researcher's subjective interpretation. One of the primary ways for establishing confirmability is reflexivity, in which the researcher considers their own biases and potential influence on the study. Keeping a reflective journal allows researchers to document their ideas, feelings, and assumptions throughout the research process, promoting transparency and self-awareness (Lincoln & Guba, 1985). Furthermore, triangulation can improve confirmability by combining many data sources or methodologies, lowering the possibility of the researcher's personal bias skewing the results. An audit trail also helps with confirmability by giving a clear record of decisions taken during the research process, proving that the conclusions are based on data rather than the researcher's subjective perspectives (Denzin, 1978).

Data Collection and Analysis
To completely achieve the study's objectives, data will be gathered utilising qualitative methods to acquire a thorough knowledge of the effectiveness of English instruction at Hengxing University. Semi-structured interviews will serve as the major data collecting tool. This method enables a flexible yet concentrated way to gathering information from a sample of individuals. Semi-structured interviews are very useful in qualitative research because they allow participants to elaborate on their perspectives while also ensuring that the important research questions are covered (Kallio et al., 2016). These interviews will delve into participants' thoughts on the efficacy of teaching methods, their learning experiences, and the problems they confront in improving their English skills.

In this study, qualitative approaches will be utilised to analyse data and guarantee that the findings are valid and reliable, in accordance with the research objectives. The analysis will be used to examine qualitative data from interviews. This strategy entails discovering and analysing themes or patterns within qualitative data to get insights into effective teaching practices and student experiences (Braun & Clarke, 2006). Thematic analysis aids in the discovery of underlying themes, allowing for a more in-depth knowledge of the elements influencing instructional efficacy and student learning.

Thematic analysis will be conducted in stages, beginning with data familiarisation, in which transcripts will be read and reread to find first concepts. Then, initial codes will be generated, followed by topic finding, which involves collating codes into probable themes. Finally, the themes will be examined and adjusted to ensure that they provide a complete representation of the data. This process will identify significant elements that influence the effectiveness of English language instruction and provide insights into how teaching practices might be optimised to increase student success.

Factors Affecting College Students' English Reading Proficiency

Teachers' Instructional Skills and Professional Competence
Teachers' instructional skills significantly impact students' reading proficiency. Effective teachers employ diverse teaching methods, provide clear explanations, and encourage active participation. Professional development opportunities are essential for enhancing teachers' competencies.

Students' Learning Strategies and Habits
Students' learning strategies and habits play a crucial role in reading proficiency. Effective strategies include skimming, scanning, and inference, while habits such as regular reading practice and using authentic materials can enhance proficiency. Many students at Hengxing University lack these strategies and habits, hindering their reading development.

Teaching Content and Assessment Methods
The selection and organization of teaching content, along with assessment methods, influence reading proficiency. Well-structured content and diverse assessments can improve students' reading interest and proficiency. However, current practices at Hengxing University often lack alignment with students' needs and interests.

Strategies to Improve English Reading Teaching Efficacy

Enhancing Teachers' Instructional Capabilities and Professional Development
Schools should provide regular training and professional development opportunities for teachers to enhance their instructional skills. Encouraging teachers to engage in research and collaboration can further improve teaching practices.

Cultivating Students' Reading Interest and Learning Strategies
Teachers should employ engaging teaching methods and materials to foster students' reading interest. Providing guidance on effective reading strategies can help students develop independent reading habits and improve their proficiency.

Optimizing Teaching Content and Assessment Methods
Teaching content should be carefully selected and organized to align with students' proficiency levels and interests. Diverse assessment methods, including formative and summative assessments, should be used to evaluate students' reading abilities comprehensively.

Conclusion and Recommendations

Research Summary
This study provides a comprehensive analysis of the impact of effective teaching management on college students' English reading proficiency at Hengxing University. It identifies key factors influencing reading proficiency and proposes strategies for enhancing teaching efficacy.

Research Limitations and Future Directions
The study is limited by its focus on a single university and the use of qualitative methods. Future research should consider a broader range of institutions and employ longitudinal studies to assess the long-term impact of teaching management on reading proficiency.

Recommendations for English Reading Teaching Reform
Based on the findings, the following recommendations are proposed:
1. Strengthen teacher training and professional development.
2. Foster students' reading interest and effective learning strategies.
3. Optimize teaching content and assessment methods to better meet students' needs.

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Declaration of Interest
The authors declare no competing interest.

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