

Application of OBE Educational Philosophy in English Listening and Speaking Courses in Vocational Colleges under the Context of Industry-Education Integration

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Abstract: College English listening and speaking courses are crucial for foreign language majors in vocational colleges. However, these courses still face many issues. Under the context of industry-education integration, vocational colleges are required to actively establish professional industries related to their programs and closely integrate industry with teaching. In this context, the OBE (Outcome-Based Education) philosophy, which is goal-oriented and focuses on the needs of social development and the abilities required for talent, designs the students' learning curriculum in reverse. The students' ability levels as guided by outcome goals align with the capability indicators required by industry-education integration. Therefore, teachers should reform the listening and speaking courses based on the policies of industry-education integration and the guidance of outcome-oriented principles. They should design a curriculum system that aligns with the abilities and levels students should achieve upon graduation, including teaching goals, content, design, and evaluation, to fundamentally change the traditional teaching mode of listening and speaking courses, address their shortcomings, and cultivate a group of compound talents proficient in foreign languages that meet industry needs.

Keywords: OBE Educational Philosophy, Industry-Education Integration, Vocational Colleges, English Listening and Speaking Course

1. Introduction

College English listening and speaking courses are important for cultivating students' English listening and speaking skills, comprehension abilities, and cross-cultural communication abilities. They play a significant role in improving students' comprehensive language proficiency, cultural literacy, understanding of the differences between Chinese and Western cultures, and broadening their horizons. However, these courses still face many problems, such as emphasizing "input" over "output," inadequate training and improvement of students' listening and speaking skills, misalignment between teaching goals and talent training programs with industry needs, inconsistent and overly complex course content, overly procedural teaching design, and an incomplete evaluation system. In recent years, with the construction of the Hainan Free Trade Port and the background of industry-education integration, there is an urgent need for a large number of compound talents proficient in foreign languages to meet the needs of industry development in Hainan Province.

2. The Conceptual Basis and Current Situation of Applying OBE Educational Philosophy to English Listening and Speaking Courses in Vocational Colleges under the Context of Industry-Education Integration

On June 8, 2023, the National Development and Reform Commission developed the "Action Plan for Empowering and Enhancing Vocational Education through Industry-Education Integration (2023-2025)." The document states that one of the key tasks is to strengthen the development foundation of vocational colleges—expanding the reserve projects of industry-education integration and improving the professional settings of vocational education. Under the context of industry-education integration, vocational colleges are required to actively establish professional industries related to their programs, closely integrating industry with teaching to support and promote each other, forming an integrated school-enterprise operation mode.^[1]

2.1 Basis of OBE Educational Philosophy

OBE (Outcome-Based Education) is a goal-oriented and student-centered curriculum design philosophy that uses reverse thinking. Its core idea is to conduct targeted training based on the needs of social and economic development and the abilities required for talent. The learning curriculum is designed in reverse, shifting the focus from teacher-centered to student-centered learning, addressing the shortcomings of traditional education methods. The students' ability levels, guided by outcome goals, align with the capability indicators required by industry-education integration. Therefore, teachers should design a curriculum system that matches the abilities and levels students should achieve upon graduation, including teaching goals, content, design, and evaluation. By reforming the listening and speaking courses based on the policies of industry-education integration and the guidance of outcome-oriented principles, vocational colleges can cultivate a group of compound talents proficient in foreign languages that meet industry needs and truly achieve industry-education integration.

2.2 Current Research on OBE Educational Philosophy in China

First, combining OBE educational philosophy with different research backgrounds, studies have explored multimodal teaching, teaching mode construction, and teaching strategies. For example, Zhang Chi's research on "OBE-Based Multimodal Teaching of College English in the Internet+ Era" emphasizes the practical application of OBE philosophy in college English teaching. Chen Chen's study on "Construction of College English Teaching Mode Based on OBE Philosophy in the Big Data Context" suggests setting three levels of teaching goals and innovating the teaching mode under the guidance of OBE philosophy. Additionally, some researchers focus on diversified assessments of OBE implementation to cultivate high-quality foreign language talents for the new era.^[2]

Second, research on "Golden Course" construction under the guidance of OBE philosophy suggests that OBE focuses on final learning outcomes and emphasizes the development of students' advanced abilities, aligning with the "two high-levels and one characteristic" standard of Golden Courses. For instance, Lu Xiaofang's study on "Construction of Mixed 'Golden Courses' for Private College English under the Guidance of Outcome-Based Education" analyzes how to build an outcome-oriented blended teaching structure for college English; Wen Tong's research on "Construction of Mixed 'Golden Courses' for College English under the Guidance of Outcome-Based Education" discusses the importance of OBE philosophy in building first-class blended undergraduate courses.

Finally, some scholars focus on teaching modes, teaching reflection, and teaching reform under the guidance of OBE philosophy. For example, Du Jing's research on "Exploration of College English Writing Mode Based on OBE Philosophy" and Fang Yue's "Reflection on Applied University College English Teaching under the Guidance of OBE Philosophy."

2.3 Current Research on Industry-Education Integration in China

From the literature review, domestic research on industry-education integration mainly focuses on the following two aspects: First, many scholars use industry-education integration as a background to study the construction of talent training systems, the dilemmas and countermeasures of talent training, and the exploration of school-enterprise cooperation talent training modes. For instance, Yang Peng's study on "Construction of New Engineering Talent Training System in Local Universities under the Background of Industry-Education Integration" points out that local universities use the new engineering talent training system to provide high-tech skilled talents for enterprises, thereby promoting domestic economic development. He Chunyu's research on "Exploration of School-Enterprise Cooperation Talent Training Mode in Vocational Colleges under the Background of Industry-Education Integration" analyzes the connotation of industry-education integration and school-enterprise cooperation in vocational colleges and proposes targeted solutions based on the shortcomings of school-enterprise cooperation from the perspectives of government, schools, and enterprises.^[3]

Second, many scholars study the application practice of industry-education integration in different disciplines. For example, Ding Jie, in "Exploration of Talent Training in the Commercial Software Industry under the Perspective of Engineering Education and Industry-Education Integration," proposes that based on outcome-oriented education philosophy, the path of deepening industry-education integration should be continuously explored to achieve the goal of training applied compound talents in software engineering. Zhu Xiaozhuo's study on "Connotation and Practical Path of Industry-Education Integration Courses for Elderly Care Talent Training" suggests that vocational education can build an

ecological circle for elderly care talent training through industry-education integration, which is beneficial for integrating resources and improving industry adaptability.

Although there are numerous studies on industry-education integration and OBE educational philosophy both domestically and internationally, there are relatively few studies on applying OBE philosophy to English listening and speaking courses in vocational colleges within the context of industry-education integration. Therefore, this paper aims to further explore the teaching reform of English listening and speaking courses in vocational colleges based on the guidance of OBE philosophy under the context of industry-education integration.

3. Main Issues in Current English Listening and Speaking Courses in Vocational Colleges

3.1 Unclear Teaching Objectives in English Listening and Speaking Courses

The three major objectives of teaching English listening and speaking courses in vocational colleges are knowledge goals, skill goals, and emotional goals. These are also the core tasks of education and teaching. In traditional listening and speaking teaching, the knowledge goal is solely focused on requiring students to master key vocabulary and sentence structures, answer questions correctly, and achieve high scores. This approach emphasizes input over output, neglecting the implementation and realization of skill and emotional goals. Teachers do not focus enough on developing strategies and designs to improve students' listening skills. Consequently, due to the overwhelming focus on knowledge goals, skill and emotional goals are overlooked and omitted. This neglect results in a lack of improvement in students' scientific and humanistic literacy, as well as their critical thinking and independent thinking abilities.^[4]

3.2 Insufficiently Rich Teaching Content in English Listening and Speaking Courses

The content of English listening and speaking textbooks in vocational colleges is often outdated and inconsistent in difficulty. The outdated content fails to spark students' interest in learning and does not align with their physical and mental development characteristics. The inconsistent difficulty levels also do not adhere to the principle of progressive teaching. Additionally, the teaching content of listening and speaking courses does not effectively integrate the three dimensions of listening, speaking, and viewing. Some teachers focus heavily on listening and speaking while neglecting viewing, or they emphasize viewing and listening while neglecting speaking. This phenomenon is widespread. Some students find English listening and speaking courses more interesting due to the video component, but in the classroom, most students prefer viewing over listening and speaking, turning the course into an entertainment session rather than a learning experience. Furthermore, the content design of the textbooks does not align with industry needs or fully embody the OBE educational philosophy.^[5]

3.3 Unreasonable Teaching Design in English Listening and Speaking Courses

In some vocational colleges, although multimedia technology is widely used in English listening and speaking courses, the teaching model still tends to be teacher-centered. The traditional model where the teacher lectures and students listen remains prevalent. In actual teaching practice, teachers often start by explaining new and difficult words, guiding students to familiarize themselves with listening materials, then using multimedia to play recordings. Students select the correct answers based on listening questions, followed by the teacher addressing frequently incorrect questions, and finally providing the listening transcript to students. This teaching activity lacks sufficient student participation, with a focus on input over output. The design of the teaching process is often based strictly on textbook chapters, with teaching progress calculated according to the textbook, resulting in an unreasonable teaching design.

3.4 Incomplete Teaching Evaluation in English Listening and Speaking Courses

The function of teaching evaluation is to diagnose teaching problems, provide feedback, adjust teaching direction, and assess teaching effectiveness. The exam method for English listening and speaking courses remains a single final exam paper. While this can reflect some problems in student learning and provide partial feedback, it does not accurately assess students' learning levels and abilities, nor does it show whether their listening and speaking skills have improved. It also fails to diagnose specific teaching problems or adjust teaching directions, making this evaluation method incomplete.

4. Application Strategies of OBE Educational Philosophy in English Listening and Speaking Courses in Vocational Colleges under the Context of Industry-Education Integration

In response to the current issues in English listening and speaking courses in vocational colleges, this paper, combining the context of industry-education integration and guided by the OBE educational philosophy, suggests strategies to align educational content and methods with industry needs. Teachers should design teaching goals, content, design, and evaluation based on the actual development needs of enterprises and socio-economic conditions, with an outcome-oriented approach, reverse-engineering the learning outcomes and listening and speaking abilities that students should achieve by the end of the course.

4.1 Establishing Clear and Specific Teaching Objectives under OBE Philosophy and Industry-Education Integration Context

Traditional courses usually focus on learning first, followed by deriving learning outcomes. The advantage of reverse design in OBE educational philosophy is that the curriculum system and teaching objectives are designed according to the level and abilities students should achieve by graduation. This ensures that the learning process has a direct impact on achieving the ideal outcomes. Reverse design of the curriculum system and teaching objectives is more effective in helping students acquire the relevant learning outcomes and skills, reaching the expected levels and abilities by graduation. Therefore, under the context of industry-education integration and guided by OBE educational philosophy, teaching objectives should be set according to the specific requirements of industries and enterprises. These objectives should define the comprehensive English skills, especially listening and speaking abilities, that students should achieve by the end of the course.^[6]

4.2 Enriching Teaching Content under OBE Philosophy and Industry-Education Integration Context Based on Clear Teaching Objectives

Once clear and specific teaching objectives are set, all teaching content needs to be meticulously designed to meet these pre-defined goals. Teaching content should be enriched by studying the teaching objectives and incorporating the requirements of industry-education integration policies, i.e., the standards and specific needs of industries and enterprises. The aim is to make the teaching content contemporary, relevant to industry knowledge and skills, and scientifically rigorous. This approach will enhance classroom teaching effectiveness, stimulate students' interest in learning, and improve their enthusiasm, ensuring that students' learning outcomes and skills at graduation align closely with industry standards.

4.3 Constructing Course Teaching Design Based on Clear Teaching Objectives and Enriched Content under OBE Philosophy and Industry-Education Integration Context

Based on clear teaching objectives and enriched content, it is essential to ensure that students achieve these objectives before, during, and after the class. Before class, teachers can upload related listening materials to the teaching platform, assign listening tasks, and review the system's feedback to understand students' listening difficulties and weaknesses. During class, teachers can provide feedback and assessments based on the pre-class understanding of students' listening issues, helping them overcome obstacles and improve their listening and speaking abilities and cross-cultural communication skills. After class, students can conduct self-evaluations and summaries, upload them to the learning platform, and receive timely feedback from teachers, adjusting their learning strategies accordingly to improve overall efficiency. This phased approach, combined with industry-education integration and guided by OBE philosophy, innovates classroom teaching design, focuses on student-centered learning, creates a zone of proximal development, accelerates student development, unleashes their potential, and achieves high-efficiency teaching.^[7]

4.4 Perfecting the Teaching Evaluation System to Make it More Diversified under OBE Philosophy and Industry-Education Integration Context

Based on clear teaching objectives, enriched content, and reasonable teaching design, the teaching evaluation system should be further improved to become more diversified under the guidance of OBE philosophy. The evaluation system should combine formative, summative, and diagnostic evaluation methods. Traditionally, teachers have focused more on summative evaluation. Now, teachers can assess

students based on their improvement in abilities, acquisition of listening skills, and overcoming of listening obstacles. Additionally, diagnostic evaluations can be made based on students' pre-class autonomous learning status, accurately predicting their listening problems and providing timely feedback. By combining multiple evaluation methods, the evaluation system can more accurately and reasonably detect students' learning outcomes, abilities, and existing problems during the learning process.^[8]

5. Conclusion

In conclusion, under the context of industry-education integration and based on the OBE educational philosophy, English listening and speaking courses in vocational colleges can leverage multimedia and other information technologies and tools to conduct educational activities. By designing clear teaching objectives, enriching teaching content, implementing reasonable teaching designs, and employing diversified evaluation methods, the classroom can become more engaging, and student participation can be increased. Particularly, the balance between the input of "viewing" and "listening" and the output of "speaking" should be maintained throughout the teaching process. The goal is to cultivate students' communicative abilities, aiming for the listening and speaking skills that students should achieve by graduation, thereby creating a new learning model for English listening and speaking.^[9]

This teaching model addresses the imbalance in listening and speaking time ratios in traditional courses and enhances student interest through online resources, with teachers supervising both online and offline in real time. This approach also helps students develop good learning habits for English listening and speaking. Ultimately, it fundamentally changes the learning model of English listening and speaking courses in vocational colleges. The students' abilities at graduation align with the capability indicators required by industry-education integration, thereby cultivating a group of compound talents proficient in foreign languages to meet industry needs, truly achieving the integration of industry and education.

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