

Research on School-based Textbook Development and Teaching Resource Construction of Service English Based on OBE Concept

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Abstract

In recent years, China's vocational education reform has been continuously deepening, and some colleges have gradually transformed into applied vocational undergraduate universities, focusing on cultivating high-level technical and skilled talents. The OBE education philosophy advocates student-centered and outcome oriented education, emphasizing the expected learning outcomes of students and the cultivation of their practical abilities. This has important guiding significance for the development of school-based teaching materials and the construction of teaching resources in vocational colleges. This article takes the school-based textbook "Service English" as an example, and deeply integrates the OBE education concept into the construction and reform of vocational college English courses from two aspects: textbook development and teaching resource construction. This is conducive to the improvement of the quality of college English courses in the context of vocational education, and at the same time helps vocational colleges truly achieve the goal of cultivating applied talents, thereby enhancing their core competitiveness.

Keywords

OBE educational concept; Service English; School-based textbook development; Teaching resource construction.

1. Introduction

In recent years, multiple institutional measures related to the reform and innovative development of vocational education have been introduced, providing a solid institutional guarantee for the deepening of vocational education reform. Since 2019, the Ministry of Education has approved multiple colleges to carry out pilot programs for undergraduate vocational education, encouraging applied vocational colleges to effectively improve the supply capacity of high-level technical and skilled talents. To meet the new requirements of vocational education development, vocational colleges inevitably need to make corresponding improvements in teaching materials and curriculum construction. The OBE education concept, as a learning output based education model, emphasizes student-centered approach, guided by achieving expected learning outcomes, and continuous improvement. This concept is in line with the talent cultivation needs of applied universities and provides important theoretical guidance for the development of school-based textbooks and teaching resource construction in vocational colleges.

2. The Current Situation of College English Teaching in Vocational Colleges and the Necessity and Urgency of Reform

At present, college English teaching still follows the traditional teaching mode of the past, which is highlighted by the following characteristics.

Firstly, traditional teaching concepts are relatively lagging behind, and the positioning of teaching objectives is not accurate. The traditional English teaching model often centers around the teacher, with classroom teaching as the main teaching objective, and the mastery of knowledge as the evaluation focus, resulting in passive learning for students. In addition, most vocational colleges still position the teaching goal of college English as mastering basic language knowledge, failing to take into account the needs of social development and the future employment needs of students, which is not in line with the development characteristics of vocational education. This lagging teaching philosophy generally has problems such as low teaching efficiency, poor subjective initiative of students, disconnection between teaching content and social needs, and outdated textbook forms[1], which seriously affect the achievement of talent cultivation goals in vocational colleges.

Secondly, the teaching content does not match the social needs. The teaching content of vocational colleges still follows the teaching mode of ordinary universities, focusing on imparting language knowledge to students, but neglecting the improvement of their language abilities. In terms of selecting teaching content, emphasis is placed on conventional discourse with strong humanistic qualities, and less emphasis is placed on professional English knowledge that can meet the future career development needs of students. This de-contextualized general English lacks the cultivation of professional English skills, making it difficult for students to be competent in future job positions, resulting in a serious disconnect between talent cultivation and social needs.

Thirdly, curriculum implementation neglects the cultivation of students' practical application abilities. In the actual implementation of college English courses, most vocational colleges still generally adopt the single mode of teachers' speaking and students' listening in college English teaching due to the lag of teaching philosophy, inaccurate orientation of course objectives, large class sizes, tight class hours and other reasons. The knowledge presents one-way flow, and the classroom is completely controlled by teachers. It is difficult to carry out participatory teaching activities, and students' language application ability cannot be cultivated. Knowledge learning cannot be effectively transformed into practical ability development.

Fourthly, course evaluation mode is single. The traditional evaluation model emphasizes theory over practice, and assesses students based on exam scores, often resulting in a phenomenon of high scores but low abilities, because this static evaluation method cannot reflect the true practical ability of students. In addition, the evaluation subject is single, and the evaluation power is completely in the hands of teachers. Students lack the right to speak, resulting in unreasonable evaluation results. Therefore, it is necessary to adjust this single evaluation model for the new education and teaching methods in the context of vocational education, and adopt a combination of process assessment and summative assessment to comprehensively evaluate the dynamic learning situation of students.

The teaching objectives of vocational college courses should be in line with the development needs of vocational education. Based on the current situation of college English teaching mentioned above, it is necessary to explore the curriculum construction guided by the OBE concept in college English courses, and continuously improve in textbook development and teaching resource construction.

3. Development path of school-based textbooks for vocational colleges based on OBE concept

The OBE education concept emphasizes student-centered, outcome oriented, and continuous improvement. This type of education with learning outcomes as the core element focuses more on cultivating students' practical abilities, improving their learning outcomes, and continuously consolidating learning outcomes[2]. Based on the core connotation of the OBE concept mentioned above, combined with the current situation of teaching reform and textbook construction in our school, the construction of school-based textbooks based on the OBE concept mainly includes the following four aspects.

3.1. Putting students at the center and unleashing their subjectivity

The focus of vocational college English courses is on cultivating language application abilities. OBE emphasizes the cultivation of students' various abilities in teaching activities, allowing knowledge and abilities to develop synchronously. Therefore, the development of textbooks should first establish student-centered teaching objectives and adhere to the student-centered position. In the development process of textbooks, full consideration should be given to the learning ability and psychological characteristics of vocational college students, close attention should be paid to the future career requirements of vocational college students, teaching objectives should be clearly defined, teaching emphasis and difficulties should be determined, and the content of textbooks should be arranged with moderate difficulty, from simple to complex, using a modular approach to present teaching content, effectively combining modular tasks, learning situations with students' knowledge and abilities so as to assist vocational college students in their future career development.

3.2. Guided by achievement goals, design teaching materials and content in reverse according to course training objectives

Result oriented education emphasizes that students should have clear learning objectives and connotations from the beginning of learning, and teachers should also be clear on how to guide students to achieve learning objectives[3]. Compared with ordinary higher education, vocational education textbooks should highlight the vocational and practical nature of the content. Textbook development should adhere to the development concept guided by achievement goals, adhere to the ability oriented approach, and regard the needs of vocational positions as the goal of talent cultivation, in order to determine curriculum training goals and teaching content. Based on this, the development of textbook content adopts a reverse design method, which clarifies the professional talent training goals of vocational colleges according to the employment types and requirements of enterprise positions, deduces the professional abilities that students should possess upon graduation, and then designs course teaching content based on these graduation requirements.

3.3. Using continuous improvement as a means to update teaching content in a timely manner

Based on the OBE concept, vocational education school-based textbooks should be based on the characteristics of the school, highlighting the characteristics and style of vocational education. The construction of textbooks should start from the development requirements of vocational education and continue to improve, thereby promoting the professionalization and specialization of vocational education textbook construction. The content of the textbook is arranged in a modular manner based on the nature and division of labor of the position. Teachers can adjust and update the teaching content according to actual teaching needs, timely connect with social hot topics and job demands, continuously improve related teaching

resources, and organically integrate social hot topics and job demands into the textbook content to ensure continuous updating of teaching content.

3.4. Taking ability as the standard, innovate teaching evaluation forms

Course evaluation is an important part of teaching and a crucial reference for continuous improvement of the curriculum. Under the guidance of the OBE concept, whether the teaching implementation can achieve the expected teaching objectives is the key to teaching evaluation, which needs to be verified by the actual learning outcomes of students. Therefore, in terms of teaching evaluation, the weight of formative evaluation in the evaluation system should be increased, and the assessment of English language application ability related to teaching objectives should be added. Relevant evaluations and feedback should be set up in the learning process of each course module to continuously improve students' English application ability.

4. Development Example of School-based Textbook Service English

4.1. Revising the teaching syllabus, determining the teaching reform plan, clarifying the goals and achievements

The OBE education concept advocates a learning output oriented approach, with a focus on learning outcomes, emphasizing that teaching objectives, curriculum design, curriculum evaluation, etc. should all serve the ultimate learning outcomes. The reform of college English curriculum based on this concept starts with the revision of the teaching syllabus, clarifying the teaching objectives of the course and providing a basis for the reverse design of textbook content[4]. The College English Teaching Guidelines (2020) position college English courses as an important component of higher education in China, playing an important role in the coordinated development of knowledge, abilities, and qualities among college students, and possessing both humanistic and instrumental qualities[5]. Based on the overall requirements of teaching and reform of college English courses, closely following the characteristic construction of "foreign language+major" and "major+foreign language" talent cultivation in our university, adhering to the educational philosophy of "people-oriented" and "tailored teaching", following the teaching principle of "student-centered", integrating the work process into the course theory and practical teaching, and taking typical work tasks of relevant vocational positions as the entry point, combining the cultivation of foreign language application ability with the improvement of vocational skills, while dividing foreign language learning into entry-level, competent, and proficient stages, three different goal requirements are set for each task module in typical work processes: entry-level, competent, and proficient. Adhere to the concept of "student-centered", "ability oriented", and "employment oriented", cultivate students' practical English application skills in vocational positions, and lay a solid foundation for the sustainable development of their career.

The target of this teaching reform is non-foreign language majors at the vocational level of our school. The pilot majors related to this project are tourism management, hotel management and digital operation, flight attendant services, and civil aviation transportation services. After summarizing and refining the commonalities of the above majors, it is determined to write a school-based textbook called "Service English".

4.2. Organizing the textbook writing group

After determining the teaching reform plan, first select teachers with relevant enterprise work or practical experience to form a textbook writing group for Service English. Based on the OBE achievement output concept, before writing the textbook, we carefully study the talent cultivation plans of each major, hire relevant professional course teachers, and understand the future employment positions and professional ability requirements of students. By studying the reform ideas of English teaching in our university, fully tapping into the potential of our

teachers, studying the needs of our students, and based on this, conducting research on school-based textbooks[6].

4.3. Optimizing teaching content and adjusting teaching strategies

The OBE concept focuses on learning outcomes and on what abilities students can acquire after receiving education. Based on this, the teaching content of “Service English” adheres to the starting point of imparting knowledge, cultivating abilities, and improving quality, focusing on improving students’ ability to handle typical work tasks in the workplace in foreign languages; Adhere to the student-centered approach, with application as the goal. While balancing knowledge goals and ideological and political education goals, always prioritize the cultivation of students' vocational skills.

The textbook arrangement focuses on the service process and determines the various writing modules of the textbook, including six modules: travel consultation, at the airport, in-flight services, at the hotel, tourism services, and traditional Chinese culture. Under each module, according to the difficulty of the task, it is divided into three stages: beginner, competent, and proficient, gradually helping students master relevant knowledge. In the content arrangement of each stage, emphasis is placed on practical orientation, with project-based teaching as the main approach, setting corresponding career simulation scenarios for students, and strengthening the workflow of work positions.

In terms of teaching implementation, the curriculum system should be restructured based on the seven stage model of skill acquisition. The achievement of learning goals for students during their school years should be divided into three stages: introductory, competent, and proficient, and this principle should be deeply integrated into each module of the curriculum. From the perspective of student language learning process, the course content and requirements gradually increase from beginner to proficient; From the specific tasks of each module included in each stage, the teaching requirements and objectives gradually increase from beginner to proficient, and each ability to achieve learning outcomes is supported by clear learning tasks. Teachers adopt a blended learning model, with more emphasis on presenting knowledge-based content in the classroom. Outside of the classroom, various language activities are provided to students, especially workplace simulations, to enhance their language output ability and lay a solid foundation for their future job requirements.

4.4. Adopting multiple evaluations and improving assessment methods

The OBE concept focuses on the final learning outcomes of students, which does not mean that the learning process is not emphasized. The ultimate result cannot be achieved without the accumulation of process learning, therefore, curriculum evaluation guided by the OBE concept should be diverse and dynamic. Based on the characteristics of combining theoretical and practical teaching materials, combining written and practical teaching, and combining process and results, process evaluation and summative evaluation are organically combined when conducting assessment and evaluation. Teachers and students can monitor and record their learning achievements in each stage in real time on the Chaoxing teaching platform, and conduct stage evaluation on this basis, so as to dynamically reflect the learning process of students. Increase the proportion of process assessment, leverage the motivating effect of diverse assessments, and guide students to actively learn and practice through real-time feedback of online learning data, thereby achieving value-added evaluation.

5. Teaching Resource Construction for Service English

The construction of teaching resources is a systematic project that involves multiple aspects such as curriculum system, teaching content, and teaching practice. It is an important way to meet the personalized learning needs of students. The construction of teaching resources for

Service English is based on the OBE education concept, with the goal of cultivating applied talents, focusing on the output of students' achievements, and jointly promoting the construction of teaching resources from both theoretical and practical aspects.

5.1. Utilizing digital means to connect online and offline teaching resources

The online resources are constructed by the course lecturer relying on the Chaoxing learning platform and the FIF oral correction system to carry out digital teaching resource construction, including pre-class, in-class, and after-class, ensuring the continuity of the learning process. At the same time, relying on the college's WeChat official account, Chaoxing and other highly popular online platforms, the lecturers irregularly push the development trends related to vocational English, foreign language ability requirements for talent recruitment, foreign related industry development trends and other trends highly related to the cultivation of students' professional abilities. As for the offline resources, a textbook writing team is formed by the teaching unit in conjunction with the secondary college to jointly develop and design textbooks. Actively communicate with enterprises, continuously update the content of textbooks, and highlight the key and difficult points of teaching. In addition, establish a foreign language training workshop for teachers and students, and regularly carry out workplace English practical activities highly related to course module settings.

5.2. Simulating the working environment and creating a practical training course system

In the teaching process, simulate the actual working environment of students in the future as much as possible and create a practical training curriculum system. For example, in the chapters on airport services and onboard services in Service English, students can perform airport check-in, security checks, customs clearance, and other operations in the simulated aviation training room, allowing them to experience a real work environment and providing immersive learning opportunities, thus creating a distinctive training course system.

5.3. School-enterprise cooperation to jointly build practical training bases

By relying on school-enterprise cooperation units such as Shanwai Wenyuan Hotel, Xuehai Travel Agency, Lvxiaojiang Bakery, and other major cooperative airlines, we can not only integrate the production practices of enterprises into classroom teaching, but also provide practical opportunities for students to exercise their practical abilities.

6. Conclusion

After nearly two years of teaching practice, the reform of college English courses guided by the OBE concept has achieved significant results. With the modular curriculum system increasingly perfect, teaching content more innovative, teaching resources more abundant, and teaching methods more flexible, students' English learning motivation is significantly enhanced, English practical ability is gradually improved, and the curriculum construction of applied vocational undergraduate colleges with local characteristics has been preliminarily formed, laying a foundation for achieving the goal of cultivating applied talents.

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