

REFORM AND PRACTICE OF ENGLISH PHONETICS TEACHING IN HIGHER VOCATIONAL COLLEGES BASED ON OBE

Han Luo¹, and Ch'ng Laykee^{2,*}

^{1,2}City Graduate School, City University Malaysia, 46100 Petaling Jaya, Selangor, Malaysia.

¹Preschool Education Department, Sichuan Preschool Educators' College, 621010 Mianyang, China.

ABSTRACT – As an indispensable part of English teaching, phonetics teaching can not only enrich students' phonetic knowledge and improve their phonetic level but also facilitate the cultivation and improvement of English listening and speaking ability. While teachers in colleges in China mainly focus on students' vocabulary, grammar, and reading but ignore English phonetic teaching, resulting in students' poor expression ability and communication abilities. For a long time, although its teaching content and teaching methods have been improved with the emergence of various teaching theories, most teachers have always failed to break the traditional teaching mode and build a new teaching system. In recent years, applying the theory of Outcome-based Education to various subjects has changed traditional teaching methods to improve student learning achievement at home and abroad. This paper is to point out the necessity and urgency of the reform of English phonetics teaching in higher vocational colleges through the analysis of the current situation of English phonetics teaching in higher vocational colleges and discuss how to adopt the teaching design from top-down design under the guidance of achievement-oriented education concept and explore the suitable reform and practice of OBE teaching model for English phonetics teaching in higher vocational colleges in China. The English phonetic teaching method, based on the theory of Outcome-based Education, is worth popularising and helps teachers to innovate teaching methods and students to improve learning achievement constantly.

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INTRODUCTION

As the second language of most students in China, English is very important to the all-round development of students, whether in the entrance examination or the future work and study. And pronunciation is the primary content of learning English, which is inevitable. Good pronunciation can greatly improve listening, speaking and reading abilities, while poor pronunciation will affect the effect of various skills training. Gimson, a British linguist, believes: "To learn to speak any language, it is enough to learn 50%~90% of the grammar and 1% of the vocabulary of the language, but the knowledge of pronunciation must be nearly 100% mastered" (Garrison D R & Kanuka H, 2004). This shows the importance of phonetic teaching. English pronunciation is key content in English teaching and the basis for learning English well. Therefore, English phonetic teaching is also very important to higher vocational students.

However, the traditional English phonetic teaching content is monotonous, and the teaching method is single, so it is difficult to mobilise students' learning enthusiasm, resulting in poor teaching effect, and students do not benefit much. Under the background of the new era, how should English phonetic teaching be reformed to achieve the ideal teaching and learning goals to meet the development needs of workplace and vocational students?

By analysing the current situation of English phonetics teaching in higher vocational colleges, this paper starts from the Outcome-Based Education theory to point out the necessity and urgency of teaching reform of English phonetics teaching. Then, it explores the concept, teaching principles and reform direction of English phonetics course teaching from the perspective of Outcome-based Education to explore a new mode of English phonetic teaching in higher vocational colleges.

PROBLEM STATEMENT

Students can achieve free English communication and improve self-confidence by mastering English pronunciation. At the same time, there are millions of English words in total. Although the number of English words is huge, it is easy to recite words as long as you have mastered the rules between English pronunciation and spelling. In addition, practising English pronunciation can also improve the reading level, help students improve their sense of language and enhance their understanding ability (Gao Wei, 2015). Therefore, the foundation of learning English well is to master correct pronunciation rules. English teachers should attach importance to pronunciation teaching and strive to build a scientific English pronunciation teaching model to promote students' learning and development. However, the current situation of English pronunciation teaching in vocational colleges is not optimistic.

English class is often examination-oriented in China (Ou Chen, 2017). China has been attaching importance to students' English learning, listing it as the main subject of important entrance exams such as high school entrance, college entrance, postgraduate entrance, etc. Still, traditional English teaching pays more attention to students' test-taking ability, which is generally developed as a written test, focusing on training students' reading, writing and listening abilities, ignoring the importance of pronunciation teaching. Most college students cannot correctly grasp phoneme pronunciation's mouth shape and tongue position, and some almost have no concept of super segmental phonemes (Ou Chen, 2017). Regarding paragraph reading, students' pronunciation and intonation are unnatural, and they do not systematically understand pronunciation skills and intonation. (Li Yan, 2020).

The teaching method is traditional, and the evaluation mode is single. Besides, the teaching content is limited to the scope of the textbook, and the teaching focuses on the systematic explanation and repeated practice of the segments. The teaching method is the demonstration for teachers and imitation and practice for students. The traditional teaching mode usually makes students feel tired and bored with low learning enthusiasm. Moreover, some teachers often acquiesce that students have learned phonetics, resulting in gaps in knowledge cohesion.

The phonetics course is systematic but lacks time. Learning English pronunciation includes teaching phonetic symbols, vowels, consonants, stress and syllables. The correct pronunciation can be guaranteed only by being familiar with the spelling rules, linking, weak reading and intonation, etc. (Ou Yan, 2014). These require more than 30 class hours of learning for English majors. However, the class hours of English in vocational colleges are limited. Most of them only have 1-2 hours of College English instead of professional phonetic courses. What is worse, some teachers have inaccurate pronunciation and localised accents, deeply affecting students' imitation and learning.

The quality of English pronunciation strongly correlates with cultivating other aspects of English ability. Students with poor English pronunciation are often afraid to communicate in English, and this phenomenon will seriously affect students' confidence in learning, which is not conducive to improving students' English listening and speaking ability (Li Yan, 2020). To sum up, the reform of English phonetics teaching is imperative. The course of English phonetics should be under the guidance of a new teaching theory to design teaching objectives that meet the market's needs and students' development to promote teaching reform and improve teaching quality. Based on the objectives of English pronunciation teaching, this study applies Outcome-based Education in English pronunciation teaching at higher vocational colleges to improve students' English pronunciation.

RESEARCH OBJECTIVES AND RESEARCH QUESTIONS

Outcome-based Education comprises three elements: expected learning achievement, teaching activities and outcome evaluation. Therefore, the curriculum system should be based on students' learning outcomes, and teaching activities should be based on students' learning styles, cognitive characteristics and ability levels. Besides, the teaching content should be close to the students' recent development area, and the teaching evaluation should be continuous, diversified and based on students' learning outcomes. Therefore, the paper's research objectives are to explore higher vocational English phonetic teaching under the guidance of achievement theory through accurate positioning course

objectives, scientific construction course mode, and effective teaching strategy use, with diversified multiple evaluations.

The research questions are presented as follows according to the research objectives.

1. What are the expected English Phonetics objectives in higher vocational colleges based on OBE?
2. What kind of teaching principles and methods can help students achieve learning outcomes under the guidance of OBE?
3. How to evaluate the learning outcomes?

LITERATURE REVIEW

An Overview of Literature Review

This part reviews the literature on the history of phonetic teaching abroad and phonetic teaching in China and then studies how to learn from Outcome-based Education to seek a new mode of English pronunciation teaching in China.

Studies on Phonetics Teaching Abroad

Though language teaching research has a long history, the study of phonological teaching did not enter the public view until very late, and phonological teaching did not occupy the most important position in linguistics. The teaching of English pronunciation officially appeared at the end of the 19th century. At that time, the foreign language teaching reform began in Europe, which made people realise that language should pay attention to the form of oral communication to promote the development of phonetic teaching and learners' understanding of language. Due to the influence of the "Reform Movement", the researchers established the International Phonetic Association. They determined the international phonetic letter symbols, which laid a solid foundation for developing English phonetic teaching (Kenworthy J.,1987).

At the beginning of the 20th century, the "Direct Teaching methods" emerged. This method emphasises that learners should directly connect what they want to express with what they have learned. Teachers should try to avoid or minimise using their mother tongue in foreign language teaching. It requires teachers and students to communicate verbally with new requirements. The importance of phonetic teaching mainly uses the mode of "intuition-imitation repetition" and has been used to organise phonetic teaching.

The "Listening and Speaking Method" based on structuralist linguistics theory became popular. Cultivating students' pronunciation habits and sentence patterns practice was emphasised from the 1940s to the 1950s. At this stage, the effectiveness of phonetics teaching had been greatly enhanced.

The "Communicative Teaching Method" emerged in the 1970s, considering communication was the most important purpose of language learning (Levis et al., 2005). The communicative function of the language improved the status of English phonetic teaching. People gradually realised the purpose of phonetic teaching was to achieve the comprehensibility of phonetic communication instead of attaining the standard pronunciation level of native English speakers.

Above all, English phonetics teaching has developed gradually from being ignored to being noticed. It pointed out the direction of development and established the teaching goal, in which cultivating learners' language communication competence is very important.

Studies on Phonetics Teaching in China

The research on domestic scholars mainly focuses on the current situation, existing problems and related countermeasures of English phonetics teaching. Still, teachers' attention is more on writing teaching and reading teaching. In the 1950s, because of the great influence of Western countries on the development of linguistics, Chinese scholars began to pay more attention to the study of language (Gao Xia, 2006). English phonetic teaching has always been a weakness in English teaching because students rarely have the opportunity to communicate in English, making English phonetic teaching difficult. But with the development of globalisation, English phonetics has been gradually emphasised.

Generally speaking, the research on English phonetics teaching in China is far inferior to vocabulary, grammar, listening, speaking, reading and writing. From the perspective of the research content, some researchers focus on the role of phonetics ability, the attention of phonetics teaching and the specific problems of phonetics teaching and learning (Luo & Zhang, 2002). From the perspective of research types, some studies include the introduction of phonetics teaching theory and empirical research (Ou Chen, 2017). From the corpus perspective, some papers discuss the causes of phonetic swallowing in Chinese English learners (Feng You, 2005). Some discuss how to use tongue twisters to improve students' phonetic discrimination ability from the perspective of cognitive psychology and second language acquisition. Some analyse phonetic learning from the perspective of gender differences (Lin Quiming, 2013) and put forward phonetic teaching ideas from the perspective of testing. Some papers explore effective means to promote English pronunciation teaching from the perspective of reinforcement theory.

The above introduction provides a scientific basis for the localisation research of English phonetic teaching theory. The analysis of common phonetic problems shows that the phonetic problems of higher vocational college students are universal and have value for further study. The research on phonetics teaching from different perspectives illustrates the necessity of multi-perspective research, broadens our vision, and provides a good reference for discussing English phonetics teaching from the perspective of outcome-based education.

Outcome-based Education

The concept of Outcome-based Education, namely OBE, is an advanced education concept which was first proposed by American scholar William Spady (Harden et al., 2019). "Outcome" refers to the ability that students should have and the goal that teaching should achieve when the course teaching is completed. The core of the concept of OBE is that it does not take teachers as the centre of the classroom but takes students as the main body of teaching and learning. Since the rise of the 1980s, the research on the concept of OBE has gone through the exploration of the principle of the education concept, the engineering certification, and the application practice of cultivating professional talents. The research perspective has also experienced the expansion from the macro talent training education concept to the micro curriculum theory. After about 20 years of development, a relatively complete theoretical system has been formed.

Outcome-based instructional design follows the principle of reverse design. The curriculum design starts from the curriculum objectives to determine the teaching appropriateness (Li Zhiyi, 2015). The starting point of teaching is not what the teacher wants to teach but how to achieve good teaching results. The traditional forward design is curriculum-oriented, and the teaching design starts from the construction of the curriculum system to determine the suitability of achieving the curriculum teaching objectives. Reverse design starts from the demand, which determines the objectives, then the teaching objectives determine the graduation requirements, and then the graduation requirements determine the curriculum system. Outcome-based education is the reverse design and positive implementation. At this time, "demand" is both the starting point and the endpoint so as to ensure the consistency of educational goals and results to the greatest extent.

Studies on Outcome-based Education Abroad

OBE first appeared in Spady's representative book, *Outcome-based Instructional Management: A Sociological Perspective*, which advocates that schools focus all curriculum and teaching energy on clearly defined learning outcomes to encourage students to be guided by expected outcomes. In the end, it can show the learning expectations of the course. Spady's idea is based on the basic belief that all students can learn and succeed, but the learning progress differs from the learning method (Spady, 1994). Success can promote more success. Schools can create conditions for success, pay attention to the peak results that students can achieve when they graduate and their curriculum design and evaluation based on high-level learning results, and investigate the responsibilities of different stakeholders, such as learners, teachers, employers and experts in the field, and promote the reform of schools in curriculum, teaching and evaluation (Harden R. M., 1999).

Based on Spady's proposition, researchers have successively promoted deduction. The key points are as follows: OBE is not only a process focusing on "what to learn" (learning achievement) (Kenworthy, J., 1987.) but also a student-centred and outcome-based system, which expects all learners to learn and succeed (Towers. G.C. & Towers. J.M., 1996), as well as an educational model. Its teaching and evaluation focus on students' learning results, which can encourage schools to pay continuous attention to learning and be responsible for students' learning (Lin Qiuming, 2013).

Acharya (2003) proposed the systematic content of outcome-based education and, at the same time, improved the four basic principles of outcome-based education, namely, clear focus, expanded opportunities, high expectations and reverse design. Jonathan initially traced the origin of OBE, introduced the four operating principles of OBE, and probed into the definition of results, which requires a paradigm shift in assessment practice (Kenworthy, J., 1987). The results showed that the outcome-based evaluation would bring many benefits if appropriately implemented.

OBE has been widely used in curriculum development models, educational reform, education certification and evaluation by the United States, Canada, Australia, South Africa and other countries and regions (Ou Cheng, 2017).

Studies on Outcome-based Education at Home

In China, the research on the concept of OBE is still in its infancy, especially in combining the concept of OBE with specific disciplines in higher vocational education. Most domestic research on OBE focuses on the following three aspects. The first aspect is about the connotation, nature and principles of OBE. For example, Xiao Yu analysed the basic principles, key points and key points of how to apply the concept of OBE in English classes in vocational colleges (Xiao Yu, 2018). The second aspect is constructing a teaching evaluation system under the guidance of the OBE. For example, Tian Wenyan & Chu Jinfang tried to build an objective evaluation system of undergraduate talent training under the OBE theory's guidance (Tian Wenyan & Chu Jinfang, 2019). The last aspect is the teaching mode based on OBE. For example, Song Hui and Ma Yingxin explored the "Golden Curriculum" construction strategy of college English in the new era based on OBE (Song, Ma, 2019).

The previous research on Outcome-based Education mainly includes review and empirical evidence. The reviewed literature focuses on constructing and developing theoretical systems (Luo Lisheng & Zhang Laixiang, 2002). From the perspective of the research content, the empirical literature includes English writing, English reading, English pronunciation, and overall English level. English pronunciation research is relatively less than writing and reading (Li Zhiyi, 2015). From the perspective of research objects, previous research on outcome orientation mainly focuses on the middle school and undergraduate stages, with less research on higher vocational colleges.

Outcome-based English Phonetics Teaching Concept

English phonetics teaching should focus on curriculum design and teaching mode reform. The outcome-based education focuses on student-centred achievement output. The student-centred

education clarifies the curriculum objectives and teaching activities, breaks traditional knowledge-based restrictions, and attaches importance to student-based education (Gong Jianmin, 2017). Specifically, English phonetics courses directly affect the cultivation of students' pragmatic competence, so the course objectives need to be set based on student's learning outcomes so that the teaching content can meet students' cognitive needs (Li Kunchong, 2009). In the arrangement of educational activities, students can actively participate in the learning process and create a good learning environment and atmosphere for students to meet the needs of different basic students with diversified choices. Based on OBE, the importance of diversified evaluation should be attached (Gong Jianmin, 2017). After determining the objective of English pronunciation teaching, the corresponding teaching implementation is also in line with the law of language cognition, which has important theoretical significance and can help students better achieve the expected learning goals.

Generally speaking, the research on OBE in China is still in the formation and development stage, and there is little research on how to integrate the teaching of English pronunciation with the concept of OBE. Because of this, this study is based on OBE to explore the suitable reform and practice of English phonetics teaching in higher vocational colleges in China.

METHODOLOGY

The action Research Method is mainly applied in the study. Action research refers to a scientific method in which teachers and researchers cooperate them systematically to solve the practical problems arising in the teaching practice (Li Zhiyi, 2014). It puts forward some existing problems in education teaching, combines with existing literature content and opinions of experts to take action through interviews with students or teachers to observe the classroom teaching to verify the effect of the teaching plan and to modify the subsequent action research plan according to the implementation effect.

Research Design

Under the guidance of OBE, the paper considered the learning achievements as the starting point; English phonetics teaching is carried from the top-down curriculum design. The population in the study is the college students majoring in English at Sichuan Preschool Educators' College in China.

The object of the study is two parallel classes majoring in English in Grade 1 of the Primary Education Department at Sichuan Preschool Educators' College. They were chosen to be samples of the research. They carried out the teaching practice based on OBE to seek a new mode of English phonetic teaching. Due to the impact of the epidemic and the limited vocational English schedule, only one round of action research was conducted in this study.

Research Procedure

The specific research routes are described as follows. First, read relevant research papers and materials at home and abroad and discuss the specific connotation of OBE, the principles of OBE, and the combination of the English phonetics teaching method to lay a solid theoretical foundation. Secondly, English phonetic teaching was carried out in the two parallel classes of grade one majoring in English with the guidance of OBE. Before the beginning of the course, during the course and after the end of the course, scientific questionnaires, including teacher and student questionnaires, were designed to track the problems and reform practice in time.

Finally, after the end of each round of phonetics teaching practice, feedback on the whole curriculum reform practice from students and teachers were collected to modify and improve English phonetic teaching by the analysis of detailed record and research data, summarises to put forward the new English phonetic teaching reform (including teaching objectives, teaching principles and teaching methods and evaluation mechanism).

Data Collection

This study mainly adopts data collection instruments such as questionnaires and teaching experiments.

According to the expectations of teachers and students on the learning results of the course, as well as students' needs for their English pronunciation development, and combined with the needs of higher vocational talent training program, social development and the needs of the current workplace, the new English Phonetics teaching objectives are determined. Secondly, under the guidance of the teaching objectives, specific teaching contents and teaching methods are formulated and applied to classroom practice to help students achieve the expected learning outcome effectively. Then, according to the teaching content, a scientific and effective evaluation mechanism should be formulated to promote teaching and learning through evaluation. Finally, in each round of teaching reform and after the end of the course, we will judge whether the students have achieved the expected learning results through evaluation and questionnaire survey. The first-hand information was collected for the teaching reform of English phonetics.

RESULTS

After analysing detailed teaching practice materials and research data, the new English phonetic teaching mode based on OBE theory has been put forward from teaching objectives, teaching principles, methods, and evaluation mechanisms.

Outcome-Based English Phonetics Teaching Objectives

Formulating scientific and reasonable teaching objectives for English phonetics is important. English phonetics teaching objectives should be improved on the traditional teaching objectives, which should focus on pronunciation knowledge and pronunciation accuracy and emphasise more students' learning initiative according to the graduation requirement and workplace needs. The teaching objective of the English phonetics course can be listed as follows. Firstly, students can read and communicate with correct pronunciation and intonation based on understanding English pronunciation knowledge and express thoughts and exchange feelings in the workplace or through normal daily communication. Secondly, students can communicate with others fluently with proper speed by mastering pronunciation skills, such as linking, stress, word groups, etc. Only in this way can students improve their self-confidence in English speaking and gradually get rid of dumb English to grasp the opportunities in the workplace better and meet the social requirements.

Teaching Principles of Outcome-Based English Phonetics Teaching

Focus on Teaching Objectives.

The primary principle of OBE-based English phonetics courses should be focusing on teaching objectives and promoting students' ability development (Gao Xia, 2006). Specifically, it is to clarify what level of students' ability needs to reach and how to measure their learning level with learning achievements (Xiao Yu, 2018). As the implementer of teaching reform, teachers must be clear about students' achievement goals to teach English pronunciation. For example, the teaching content includes monosyllabic, intonation teaching and intonation teaching includes sentence stress, rhythm differentiation, tone difference, etc. In the initial teaching stage, teachers should focus on monophonic teaching and consider this part of the content basic. When students are exposed to English, they know that English is composed of sound symbols. Correct language and intonation can enable students to read sentences and texts more fluently. This part of the content can be put into the reading text. Both teaching design and teaching evaluation should be based on students' learning achievements to change the traditional teaching methods with teachers as the main body, promote communication between teachers and students, and carry out active and effective interactive teaching activities.

Set Up Student-centred Teaching.

Teaching English pronunciation courses under the guidance of the OBE theory is student-centred teaching and learning, which will greatly improve students' enthusiasm and initiative, enhance students' participation in pronunciation learning, and thus improve the efficiency and quality of learning. The English pronunciation class should be conducted in the speech room or multimedia classroom. Modern teaching technology and learning software, such as Xuexitong, Qupeiyin, etc., should be fully used to create a relatively real speech application environment for students. Then, situational teaching methods, blended-teaching methods, task-based teaching methods and other teaching methods can be used to teach basic pronunciation knowledge and language application ability through group discussion, personal display, collective display and other learning methods. In class, the teacher can mobilise students' learning enthusiasm and activity through group discussion, situational performance, group competition and other ways to form a good learning atmosphere to achieve student-centred learning. To ensure that students master the relevant phonetic knowledge, class reading, individual reading, team reading, and reading one by one can be adapted to provide more channels for communication between teachers and students.

Attach Importance to Teaching Design.

Traditional education is divided based on discipline and speciality settings, and the systematicness of the discipline knowledge system is paid attention to (Gao Wei, 2015). The experimental teaching design pays too much attention to the needs of subject achievements and may neglect the requirements of professional ability to a certain extent. OBE emphasises the professional training objectives and ensures that the professional objectives are consistent with learning achievements. For example, teachers must guide students in teaching to pay attention to basic language and tone training. After practice, students can also master the rules and intonation structure, apply this knowledge to oral practice, and further understand the emotional function of English pronunciation. In the teaching design, teachers should fully consider students' personality characteristics and English pronunciation levels and design plans according to the actual situation to encourage students with different English levels and talents to progress in scientific and effective pronunciation teaching. Teachers can use existing learning resources or the second classroom to give students personalised learning guidance to move towards their goals according to their rhythm gradually. The rapid development of modern information technology can make the role of network resources more prominent. English pronunciation teaching can consolidate professional knowledge with the help of film and television textbooks or video materials so that students can use network resources to mobilise relevant information. Specifically, teachers can emphasise the connection between in-class and after-class learning through micro videos, micro classes, flipped classrooms and other modes. Teachers can also place these teaching resources on the campus network, campus micro-blog, and WeChat public platform. Students can actively consult or download them according to their needs and obtain resources anytime and anywhere so that more general professional knowledge can provide student services. For example, for difficult vowel pronunciation learning, teachers can make courseware to enable students to understand the changes in pronunciation from the courseware and compare it with their pronunciation to realise and make up for their shortcomings in pronunciation.

Improve Teachers' Comprehensive Quality.

Among the large team of English teachers in China, only a few have accurate pronunciation and authentic English teachers (Xiao Yu, 2018). Most Chinese students do not grow up in a bilingual environment. English is a strange language to them. Although Chinese students are young at the beginning of learning English, after decades of English learning, most students cannot master the application of English core competence. This is closely related to the low English pronunciation quality of primary and secondary school English teachers. The construction of English teachers should be strengthened to improve the outcome of English pronunciation teaching, and their comprehensive quality and teaching level should be improved. For example, English teachers should be trained

professionally during the winter and summer holidays. The training content can involve English pronunciation correction and how to improve students' English pronunciation level to keep pace with the times and comprehensively improve the comprehensive quality of English teachers to improve students' comprehensive English application ability. If the conditions are allowed, the school can appropriately hire foreign teachers so that students can access authentic English and feel the real English application scene.

Outcome-Based Reform Measures of English Phonetics Teaching

Reasonably Construct the Curriculum System.

The basic units of teaching work should provide an effective reference for teaching and determine the teaching content. According to the requirements of the competence standard, a system that combines explicit courses with implicit courses should be built. In addition to mastering basic pronunciation and intonation, paying attention to students' personalised needs and expanding their learning opportunities is extremely important. For example, in stress learning, English stress can be divided into word stress and sentence stress. At least one syllable of each word has word stress; sentence stress is the stress accepted by stressed words in consecutive sentences, and the stress in English rhythm is sentence stress. During the construction of the curriculum system, teachers should pay attention to the importance of different words in sentences and adjust teaching methods.

Optimise Teaching Strategies.

The choice of teaching strategies will directly affect the teaching results, and teaching strategies also serve the teaching work. Under the concept of OBE, selecting teaching content attaches importance to constructing students' knowledge. After the determination of teaching objectives and teaching resources, teachers should optimise teaching strategies to integrate the learning content of meaning connection, help students actively build situations and internalise knowledge about English pronunciation. English phonetics learning is also behaviour in a certain situation. A relatively real simulated situation helps to improve the effectiveness of learning. Teachers should guide students to actively experience social and cultural situations, improve their ability with activities at different levels, and serve the expected learning goals. There will be a lot of imitation and reading in English phonetics teaching. The difference in students' phonetics foundation will lead to hierarchical teaching in teaching activities to ensure the realisation of teaching activities and learning objectives (Gong Jianmin, 2017). For example, in the teaching process, teachers generally guide students to pay attention to basic language and tone training. For some students with outstanding abilities, teachers should also pay attention to the reading training of address forms and parentheses so that students can master that the tone of these sentences depends on the different positions in the sentences. After a period of intonation training, students can also analyse different intonation structures and their related characteristics, grasp intonation rules, and take sentences as units to achieve non-isolated factor training in communication. With the support of the situation, students will certainly be able to understand the relationship between different phonetic elements, and their oral English ability and listening abilities can be significantly improved.

Build a Diversified Evaluation Model Based on OBE.

Since learning is a dynamic and continuous process, the evaluation method of the English phonetic course should also follow the principle of dynamic and continuous course. A good evaluation system not only objectively and truly reflects the individual learning effect of learners but also can find their problems, carry out targeted subjective learning, and finally contribute to achieving teaching objectives. The traditional evaluation system focuses on the final evaluation: the midterm and final examination. Based on OBE, the evaluation method of English phonetics teaching has completed the transformation from classroom management to full participation. The evaluation system contains all the learning results and comprehensively examines the students' comprehensive pronunciation ability. To

give full play to the promotion and guidance function of evaluation, it is necessary to fully stimulate students' learning interest and make teaching evaluation an important part of phonetic learning (Feng You, 2005). So, the formative evaluation and final evaluation can be involved. The formative evaluation can be conducted after each class or after each stage, and the results of each evaluation can be included in the final result according to a certain proportion. At the same time, teachers can use modern educational technology, such as Superstar learning software, to release formative evaluations. Terminal evaluation at the end of the course should contain the written and oral tests. In the formative evaluation stage, students who get high scores should be allowed to show up in class to promote the atmosphere of learning from each other and making progress together. In this way, a complete evaluation mechanism can be constructed, conducive to the scientific evaluation of students' learning effect and conducive to promoting phonetic learning and teaching through evaluation.

CONCLUSION AND IMPLICATIONS

Based on the teaching practice of English phonetic curriculum reform, this paper introduces the application of Outcome-based education, teaching principles and teaching reform measures of the curriculum. Introducing the OBE concept makes the teaching objectives more accurate, the design more operable, and the course evaluation system more objective and guiding. That is to say, outcome-based English phonetics learning can attach great importance to students' learning achievement, enabling students to have good phonetics learning methods and good pragmatic competence. In future teaching practice, teachers should clarify the teaching purpose, focus on ability training, let pronunciation play a role in language communication, and carry out practical exploration in the teaching process to achieve teaching reform. And that students can have not only good phonetic learning methods but also good oral communication skills. This research is a useful attempt to reform the teaching course of English pronunciation.

However, because the author has limited research ability and practical ability, as well as being influenced by objective factors, some deficiencies and limitations still need to be improved in future practice. In the theoretical aspect, this study is based on outcome orientation. The author's understanding of the theory is insufficient, but in future teaching, the author will have a deeper understanding of the theory system and guide the teaching practice. In practice, the improvement of English pronunciation is a continuous process. In the later stage, teaching experiments can be adopted to verify the effectiveness of English phonetic teaching based on OBE.

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