Research on English Phonetics Teaching Based on OBE Theory

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ABSTRACT

With the increasing application of Outcome-based Education (OBE) in higher education, this paper aims to explore the reform of teaching models for the "English Phonetics" course based on the OBE concept. By analyzing the existing problems in the current "English Phonetics" course, this paper proposes a teaching design approach based on the OBE concept and conducts empirical research with specific cases. The results show that the OBE-based teaching model can effectively improve students' phonetic level and self-directed learning ability, promoting the development of their overall language proficiency. This study provides theoretical basis and practical guidance for the reform of the "English Phonetics" course.

Keywords: OBE Concept, English Phonetics, Teaching Model, Reform, Self-Directed Learning

INTRODUCTION

Research Background

With the acceleration of globalization, the importance of English as an international language has become increasingly prominent. However, pronunciation teaching is often overlooked in English language teaching at many universities, limiting students' language expression and communication skills. In recent years, teaching reforms based on the concept of Outcome-Based Education (OBE) have gradually gained attention. OBE emphasizes student learning outcomes and ensures that students can achieve expected learning goals through systematic design and evaluation. This paper aims to review the research on English Phonetics teaching based on OBE theory, explore its application effects in improving students' learning motivation, engagement, and pronunciation skills, and provide references for future research and practice.

Phonetics, as the foundation of language learning, directly influences students' overall language proficiency. However, there are still many issues in the teaching of the "English Phonetics" course in higher vocational colleges in China, such as monotonous teaching methods and insufficient self-directed learning ability of students. These problems not only hinder the improvement of students' phonetic skills but also affect the development of their comprehensive language proficiency. Therefore, this paper aims to explore a new teaching model for the "English Phonetics" course by introducing the OBE concept, in order to effectively improve students' phonetic level and self-directed learning ability, and promote the development of their overall language proficiency.

Research Purpose

This study aims to introduce the OBE concept to explore a new teaching model for the "English Phonetics" course, with the goal of enhancing students' pronunciation levels and self-directed learning abilities. Specifically, this study aims to achieve the following objectives:

1) Analyze the existing problems and deficiencies in the current teaching of the "English Phonetics" course to clarify the direction and focus of reform.

2) Propose a new teaching model for the "English Phonetics" course based on the OBE concept, including the establishment of teaching objectives, design of teaching activities, development of teaching resources, and construction of an evaluation system.

3) Validate the effectiveness and feasibility of this model through empirical research, providing a theoretical basis and practical guidance for the teaching reform of the "English Phonetics" course.

Significance of the Study

This study not only helps to improve the teaching quality of the "English Phonetics" course but also provides a reference for the teaching reform of other English courses. Specifically, the significance of this study lies in:

1) Promoting innovation in the teaching model of the "English Phonetics" course. By introducing the OBE concept, this study aims to break away from traditional teaching models and construct a new student-centered, outcome-oriented teaching model to stimulate students' interest in learning and their ability for self-directed learning.

2) Enhancing the teaching effectiveness of the "English Phonetics" course. The OBE-based teaching model focuses on the clarity and operability of teaching objectives. Through scientific teaching methods and a comprehensive evaluation system, it ensures that students achieve the desired learning outcomes, thereby improving teaching effectiveness.

3) Providing a reference for the teaching reform of other English courses. This study applies the OBE concept to the teaching reform of the "English Phonetics" course and has achieved significant results. This successful experience can provide valuable reference and insights for the teaching reform of other English courses.

By analyzing the existing problems in the teaching of the "English Phonetics" course in detail, this paper proposes a teaching design approach based on the OBE concept. This approach focuses on students, emphasizes outcome-orientation, and highlights continuous improvement. It aims to build a student-centered, outcome-oriented teaching model for the "English Phonetics" course through clear teaching objectives, rich teaching activities, diverse teaching resources, and a comprehensive teaching evaluation system. The results show that the OBE-based teaching model can significantly improve students' phonetic skills, enhance their self-directed learning ability, and lay a solid foundation for their future learning and career development. This study not only provides theoretical basis and practical guidance for the reform of the "English Phonetics" course but also offers useful insights for the reform of other English courses.

LITERATURE REVIEW

Before discussing the reform of the "English Phonetics" course teaching model based on the OBE concept, it's essential to first review the literature on the OBE concept and its application in English language instruction. Originating in the United States during the 1980s, the OBE philosophy centers on student learning outcomes, emphasizing the practicality and effectiveness of education. This approach stresses a student-centric focus, paying attention to students' learning needs and outcomes, and ensures that students achieve expected learning results through clear educational goals, scientific teaching methods, and comprehensive evaluation systems.

In recent years, with the acceleration of globalization and deepening educational reforms, the OBE concept has been widely applied in higher education. Many scholars and educators have begun exploring how to apply the OBE concept to English teaching to improve students' language proficiency and autonomous learning abilities. Some studies indicate that an English teaching model based on the OBE concept can stimulate students' interest in learning, promote active learning, and enhance their overall ability to use the language.

However, despite the achievements made in applying the OBE concept to English teaching, there remain certain issues and challenges. For instance, accurately setting educational objectives to ensure they meet students' learning needs while reflecting the characteristics and requirements of English teaching; designing scientifically effective teaching activities to inspire students' interest in learning and promote active engagement; and constructing a comprehensive evaluation system to objectively and accurately assess students' learning outcomes.

This literature review aims to explore the current status and issues in English Phonetics teaching by reviewing relevant research, analyzing their underlying causes, and proposing improvement suggestions.

Current Status of English Phonetics Teaching

English Phonetics teaching exhibits different characteristics across different countries and regions. In Japan, English pronunciation teaching has long focused on grammar and vocabulary learning, neglecting the cultivation of speaking skills. Chujo (2010) pointed out that in Japan's English education system, pronunciation teaching is often marginalized, with teachers lacking confidence in their own pronunciation and a systematic theoretical foundation for pronunciation teaching. This results in students struggling to effectively apply their learned English knowledge in actual communication.

In China, with the promotion of international education, all-English instruction has become a trend. Qian's (2023) research indicates that the all-English instruction model has a positive impact on enhancing students' comprehensive abilities and cross-cultural adaptability. However, this model also faces issues such as unclear course selection, vague teaching objectives, lack of targeted teaching methods, and an imperfect teaching evaluation mechanism. These issues, to some extent, limit the effectiveness of all-English instruction.

Issues in English Phonetics Teaching

The main issues faced by English Phonetics teaching can be summarized as follows:

1) Singularity of Teaching Methods: Traditional English Phonetics teaching methods often overly rely on mechanical practice and imitation, lacking systematic explanation of pronunciation rules. Celce-Murcia et al. (1996) proposed that modern pronunciation teaching should combine intuitive-imitative and analytic-linguistic methods, using various means to help students understand and master the characteristics of English Phonetics. However, many teachers still adhere to traditional teaching methods, failing to fully mobilize students' learning enthusiasm.

2) Insufficiency of Teaching Resources: The richness and appropriateness of teaching resources are crucial to the effectiveness of pronunciation teaching. Chujo (2010) designed a series of English Phonetics teaching materials based on emotional activities, which successfully improved students' participation and speaking abilities through interesting and easily understandable materials. However, high-quality teaching resources like these are still scarce in many regions, posing significant challenges for teachers in selecting and using teaching resources.

3) Imperfection of Evaluation Mechanisms: An effective evaluation mechanism can provide timely feedback on students' learning progress and help teachers adjust their teaching strategies. Tanaka (2012) pointed out that Japanese university English education lacks clear evaluation standards and a systematic learning outcome assessment mechanism, making it difficult to objectively evaluate students' learning effects. Furthermore, standardized tests sometimes fail to accurately reflect students' actual English proficiency, necessitating the establishment of a more comprehensive and scientific evaluation system.

Solutions and Improvement Suggestions

In response to the aforementioned issues, researchers have proposed the following solutions and improvement suggestions:

1) Innovating Teaching Methods: Traditional pronunciation teaching methods need to be reformed by introducing more interactive and practical teaching activities. The various teaching methods proposed by Celce-Murcia et al. (1996), such as listening and imitation exercises, pronunciation training, minimal pair exercises, contextualized minimal pair exercises, visual aids, tongue twisters, developmental approximation exercises, word stress and intonation variation exercises, reading aloud and recitation, and recording, can effectively improve students' pronunciation skills. Teachers should flexibly apply these methods to stimulate students' learning interest.

2) Enriching Teaching Resources: High-quality teaching resources are essential for improving the quality of pronunciation teaching. The English Phonetics teaching materials designed by Chujo (2010) based on emotional activities have successfully enhanced students' participation and speaking abilities. Teachers should actively

seek and utilize various teaching resources, such as multimedia teaching software, online courses, and interactive teaching platforms, to enrich teaching content and forms.

3) Improving Evaluation Mechanisms: Establishing a scientific evaluation system is a crucial means of ensuring teaching effectiveness. Tanaka (2012) suggested that clear evaluation standards and a systematic learning outcome assessment mechanism should be developed to provide timely feedback on students' learning progress. Additionally, evaluation methods should be diversified, including self-assessment, peer assessment, and teacher assessment, to comprehensively reflect students' actual abilities.

In summary, English Phonetics teaching faces similar issues across different countries and regions, such as teachers' pronunciation problems, singularity of teaching methods, students' learning motivation, insufficiency of teaching resources, and imperfection of evaluation mechanisms. To address these issues, researchers have proposed solutions such as strengthening teacher training, innovating teaching methods, stimulating students' learning motivation, enriching teaching resources, and improving evaluation mechanisms. The implementation of these measures will help improve the quality of English Phonetics teaching and promote students' comprehensive development.

Reforming the Teaching Model of the English Phonetics Course Based on the Obe Concept

Reforming the teaching model of the "English Phonetics" course based on the OBE concept can be approached from the following aspects:

1）Clarify Learning Outcomes

The core of the OBE philosophy is the learning outcomes of students. Therefore, it is essential to first clarify the learning outcomes of the "English Phonetics" course. These outcomes should be specific, measurable, and closely related to the future career development of students. For example, the following learning outcomes can be set:

Students will be able to accurately master the basic pronunciation rules and skills of English phonetics.

Students will be able to fluently read English materials with good pronunciation and intonation.

Students will be able to effectively communicate in spoken English, with good vocal expression abilities.

2）Reverse Design of Teaching Structure

According to the OBE concept, the teaching structure should be designed in reverse, that is, starting from the learning outcomes and working backwards to derive teaching content, teaching methods, and evaluation systems. The specific steps are as follows:

Determine teaching content: Based on learning outcomes, identify the teaching content that the "English Phonetics" course needs to cover, such as pronunciation rules, voice and intonation, and oral communication skills.

Select teaching methods: Based on the teaching content and student characteristics, choose suitable teaching methods. For example, lectures, comparative analysis, imitation exercises, group discussions, etc., can be used to stimulate students' interest and enthusiasm.

Design evaluation systems: Based on learning outcomes, design a scientific and reasonable evaluation system. The evaluation system should include formative and summative assessments to fully evaluate students' learning outcomes and progress.

3）Implement Blended Learning Models

Blended learning models are an effective teaching model under the OBE concept, combining the advantages of online and offline teaching to provide students with more flexible and diverse learning methods and resources. In the "English Phonetics" course, the following blended learning models can be implemented:

Online self-paced learning: Use online platforms to provide a wealth of phonetics learning resources and exercises for students to study and practice independently. Students can choose learning content and difficulty levels that suit their progress and needs.

Offline interactive teaching: In the classroom, teachers can use lectures, demonstrations, imitations, discussions, and other methods for interactive teaching with students. Through face-to-face communication and guidance, teachers can promptly correct students' pronunciation mistakes and improve their phonetic level.

Practical application: Organize students to engage in oral communication, reading competitions, role-playing, and other practical activities, allowing students to apply the phonetic knowledge and skills they have learned in practice, thereby improving their oral expression abilities and self-confidence.

4）Focus on Process Evaluation and Feedback

Under the OBE concept, process evaluation and feedback are indispensable. Teachers should pay attention to the learning process of students, provide timely guidance and feedback, and help students identify and improve problems. Specific practices include:

Regular assessments: Regularly assess students' learning progress and outcomes through class quizzes, homework, etc.

Personalized feedback: Provide personalized guidance and feedback for each student's pronunciation characteristics and issues. Encourage students to imitate and practice more to continuously improve their phonetic level.

Self-reflection: Guide students to reflect and summarize on their own, discover their shortcomings, and develop improvement plans.

5）Continuously Optimize Course Design

Course design is a continuous optimization process. When implementing the "English Phonetics" course teaching model under the OBE concept, teachers should continuously collect student feedback and learning outcome data to continuously improve and optimize the course design. For example, teaching content and methods can be adjusted according to students' learning needs and interests; teaching progress and difficulty can be adjusted based on evaluation results.

In summary, reforming the teaching model of the "English Phonetics" course based on the OBE concept requires efforts in clarifying learning outcomes, reverse designing teaching structures, implementing blended learning models, focusing on process evaluation and feedback, and continuously optimizing course design. Through the implementation of these measures, the pronunciation level and oral expression abilities of students can be improved, laying a solid foundation for their future development.
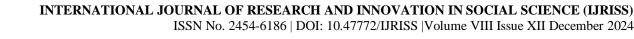
The Teaching Model of the English Phonetics Course Based on the Obe Concept

Certainly, we can further refine the steps and contents of reforming the teaching model of the English Phonetics course based on the Outcome-Based Education (OBE) concept to ensure the depth and effectiveness of the reform.

1). Clarify Learning Outcomes (Refinement)

In the stage of clarifying learning outcomes, apart from the basic goals mentioned previously, we can further refine them to include:

Pronunciation Accuracy: Students should accurately grasp the pronunciation of vowels and consonants, as well as phonetic phenomena such as liaison, weak forms, and stress.

Intonation and Tone: Students should correctly use intonation to express different emotions and attitudes, such as questions, statements, exclamations, etc.

Oral Fluency: Students should be able to express their thoughts fluently, reducing pauses and repetitions, and improving the coherence and naturalness of their speech.

Listening Comprehension: Through pronunciation training, students should better understand English materials with different speaking speeds and accents, enhancing their listening skills.

Intercultural Communication Skills: Students should understand and respect different cultures and language habits, using English for effective interpersonal interactions.

2) Reverse Design of the Teaching Structure (Refinement)

When reversely designing the teaching structure, it is necessary to plan the teaching content, teaching methods, and evaluation system in more detail:

Teaching Content:

Pronunciation Training: Practice in pronouncing vowels and consonants, as well as explanation and practice of phonetic phenomena like liaison, weak forms, and stress.

Intonation and Tone Training: The use of intonation, such as rising, falling, and flat tones, as well as the expression of different emotions and attitudes.

Oral Communication Training: Daily conversations, speeches, debates, and other oral activities to improve students' oral fluency and expression abilities.

Listening Training: Selecting English materials with different speaking speeds and accents for listening comprehension and imitation practice.

Intercultural Communication Training: Introducing the cultures and language habits of different countries and regions to cultivate students' intercultural communication skills.

Teaching Methods:

Lecture Method: Teachers explain pronunciation rules and techniques, providing demonstrations and models.

Comparative Analysis Method: By comparing and analyzing the characteristics of different pronunciations and intonations, help students master correct pronunciation and intonation.

Imitation Practice Method: Students imitate teachers' pronunciation and intonation through extensive practice.

Group Discussion Method: Students discuss pronunciation issues in groups, correct each other's pronunciation errors, and improve their oral expression abilities.

Role-Playing Method: Students play different roles in oral communication to enhance their oral fluency and naturalness.

Evaluation System:

Formative Evaluation: Through classroom quizzes, after-school assignments, group discussions, etc., timely assess students' learning progress and outcomes, identify problems, and provide guidance.

Summative Evaluation: Through final exams, oral tests, etc., comprehensively evaluate students' learning outcomes, including pronunciation accuracy, intonation and tone, oral fluency, etc.

Self-Evaluation and Peer Evaluation: Encourage students to engage in self-reflection and peer evaluation, identify their shortcomings, and formulate improvement plans.

4) Implementation of a Blended Learning Mode (Refinement)

When implementing a blended learning mode, the content and methods of online and offline teaching can be further refined:

Online Teaching:

Utilize online platforms to provide abundant pronunciation learning resources and exercises, including pronunciation videos, voice practice software, online tests, etc.

Students can learn and practice autonomously, choosing suitable learning content and difficulty based on their progress and needs.

Teachers can provide remote tutoring and answer questions through online platforms, promptly addressing students' inquiries.

Offline Teaching:

In the classroom, teachers can adopt various interactive teaching methods such as lectures, demonstrations, imitations, and discussions.

Teachers can organize practical activities such as oral communication, reading competitions, and role-playing to enhance students' oral expression abilities and confidence.

Teachers can provide personalized guidance and feedback based on students' pronunciation characteristics and issues, helping them correct pronunciation errors.

4) Emphasis on Process Evaluation and Feedback (Refinement)

In emphasizing process evaluation and feedback, the evaluation content and methods can be further refined:

Regular Testing: Through classroom quizzes, after-school assignments, etc., regularly assess students' learning progress and outcomes. Teachers can provide timely guidance and feedback based on students' performance.

Personalized Feedback: For each student's pronunciation characteristics and issues, teachers can provide personalized guidance and feedback. For example, for students with inaccurate pronunciation, teachers can provide pronunciation demonstrations and practice suggestions; for students with unnatural intonation, teachers can offer intonation application techniques and practice methods.

Peer Evaluation: Encourage students to engage in peer evaluation, mutually correcting pronunciation errors and intonation issues. This not only improves students' oral expression abilities but also cultivates their cooperation spirit and team awareness.

Self-Reflection: Guide students to engage in self-reflection and summarization, identify their shortcomings, and formulate improvement plans. Teachers can provide reflection templates or guidance methods to help students better engage in self-reflection and summarization.

5) Continuous Optimization of Course Design (Refinement)

In continuously optimizing course design, the content and methods of optimization can be further refined:

Collect Feedback: Through questionnaires, forums, etc., collect feedback from students and teachers to understand their views and suggestions on course content and teaching methods.

Analyze Data: Conduct statistical analysis on students' learning outcome data to understand their learning situations and progress. Based on the data analysis results, adjust teaching content and methods to improve teaching effectiveness.

Adjust Teaching Pace and Difficulty: Based on students' learning situations and feedback, adjust the teaching pace and difficulty. For students with faster learning progress, provide more challenging learning content; for students with slower progress, provide more tutoring and support.

Introduce New Technologies and Methods: Stay attentive to new developments in educational technology and introduce new technologies and methods into the course. For example, utilize speech recognition technology for pronunciation assessment and feedback; use virtual reality technology for oral communication training. These new technologies and methods can enhance students' learning interest and enthusiasm, improving teaching effectiveness and quality.

In summary, reforming the teaching mode of the English Phonetics course based on the OBE concept requires refinement and depth from multiple aspects. By implementing measures such as clarifying learning outcomes, reversely designing the teaching structure, implementing a blended learning mode, emphasizing process evaluation and feedback, and continuously optimizing course design, we can improve students' pronunciation skills and oral expression abilities, laying a solid foundation for their future development.

METHODOLOGY

Participants

The study comprised 65 undergraduate students enrolled in the "English Phonetics" course at Pingdingshan University. The participants were equally distributed in terms of gender and proficiency levels, ensuring a diverse representation of English phonetic abilities. Inclusion in the study was based solely on course enrollment.

Procedures

A quantitative approach was adopted to assess the effectiveness of the OBE-based teaching model. The intervention spanned one semester and was structured into three phases:

1. Pre-intervention Phase

Prior to the intervention, participants completed a baseline assessment, which included: A pronunciation test assessing accuracy and fluency. A survey measuring attitudes and capabilities towards self-directed learning. These assessments served as benchmark data for the study.

2. Intervention Phase

During this phase, the OBE-based curriculum was implemented, incorporating:

Blended Learning: Online resources, such as phonetics exercises and instructional videos, were utilized to facilitate self-directed study.

Classroom Workshops: Teachers conducted interactive lessons focusing on phonetics rules, imitation practices, and role-playing exercises.

Task-Oriented Projects: Students engaged in group projects involving the analysis of authentic English audio and the presentation of oral tasks.

3. Post-intervention Phase

At the end of the semester, participants underwent: A final phonetics test, comparable to the pre-test, to measure improvements in pronunciation accuracy and fluency. A feedback survey to evaluate the overall effectiveness of the OBE-based teaching model.

Data Collection

Data were collected through quantitative assessments. Pre- and post-test scores were used to measure changes in phonetic accuracy and fluency. Responses to a Likert-scale survey were collected to quantify improvements in self-directed learning attitudes and capabilities.

Data Analysis

Statistical analysis was conducted to interpret the collected data: Paired t-tests were employed to compare pre- and post-test scores, determining the statistical significance of observed improvements.

Descriptive statistics were used to summarize the survey results, highlighting trends in student progress and attitudes towards self-directed learning.

RESULTS

1. Improvement in Phonetic Accuracy

Pre-test scores revealed an average phonetic accuracy of 68%. Post-test scores showed a statistically significant increase to 84%, as indicated by a paired t-test ($p<0.01p < 0.01p<0.01$).

Specific improvements were observed in complex phonetic patterns such as:

Weak Forms: Accuracy improved from 62% to 82%.

Liaison and Linking: Scores increased from 65% to 85%.

2. Self-Directed Learning:

Survey responses indicated notable progress in self-directed learning capabilities.

Confidence in Independent Practice: 75% of students reported feeling more capable of managing their learning after the intervention, compared to 40% pre-intervention.

Usage of Online Resources: Engagement with online modules increased by 50% during the semester.

3. Overall Engagement:

Classroom participation data showed a 45% increase in student involvement in activities such as group discussions and oral presentations, reflecting higher motivation and engagement levels.

The paired t-test was used to assess the significance of the changes in test scores. Results showed:

Pronunciation Accuracy: $t=4.23$, $p<0.01$, indicating a significant improvement.

Self-Directed Learning Survey Scores: Mean scores increased from 3.2 (pre-intervention) to 4.1 (post-intervention) on a 5-point scale, reflecting a statistically meaningful enhancement.

DISCUSSION

The results demonstrate the effectiveness of the OBE-based teaching model in addressing key challenges in English phonetics education, particularly in improving phonetic accuracy and fostering self-directed learning. These findings align with previous research emphasizing the advantages of outcome-based education frameworks in language instruction (Luo & Cheng, 2023).

Key Contributions of the study include:

1. Enhanced Phonetic Skills:

The statistically significant improvement in phonetic accuracy underscores the efficacy of targeted OBE strategies. The focus on specific phonetic phenomena, such as weak forms and liaison, directly addressed students' common challenges in pronunciation.

2. Promoting Independent Learning:

Increased confidence and engagement in self-directed learning suggest that the blended learning approach successfully empowered students to take ownership of their education. The integration of online resources complemented classroom instruction, allowing students to reinforce learning at their own pace.

3. Increased Engagement:

The rise in classroom participation highlights the motivational impact of interactive and task-oriented teaching methods. Activities such as role-playing and oral presentations provided practical applications of phonetics knowledge, reinforcing learning outcomes.

Diversified Evaluation System

This course not only focuses on the students' final mastery of phonetic skills but also places great emphasis on their growth and changes at every step of the learning process, thanks to the carefully constructed diversified evaluation system.

From the beginning of the semester, students can feel the positive impact of formative assessment. Active participation in class discussions, whether it is speaking up or engaging in lively exchanges with group members, is immediately recorded by the teacher and given positive feedback or constructive suggestions. For example, when sharing an understanding of a phonetic phenomenon and attempting to apply it in group discussions, the teacher will promptly like it and point out the areas of progress and areas for improvement. This immediate feedback greatly encourages students' enthusiasm for learning and helps them clarify their direction of effort.

Group assignments and project evaluations are also a key part of formative assessment. Through activities such as role-playing and situational simulations, students not only focus on the accuracy of pronunciation but also integrate authentic cultural elements, such as polite expressions and body language. Positive evaluations from teachers and peers, especially regarding individual progress in imitation and creativity, allow students to deeply experience the power of teamwork and inspire them to continuously challenge themselves.

Online learning progress evaluations provide students with the convenience of understanding their learning situation at any time. A large number of exercises completed through online platforms, including pronunciation training, intonation imitation, and listening comprehension, generate personalized learning reports automatically based on the answers and progress, pointing out students' strengths and weaknesses. Students adjust their learning plans according to these reports, strengthen weak links, and gradually improve their phonetic level.

As the semester progresses, the arrival of summative assessments fills students with anticipation. In oral tests and listening comprehension tests, students showcase their learning outcomes. In the oral test, they confidently read English materials with accurate pronunciation and natural intonation; in the listening comprehension test, they successfully understand listening materials with different accents and speeds based on their solid phonetic foundation and good listening skills. These tests not only test students' learning outcomes but also provide a clear direction and motivation for their future learning and career development.

Self-reflection report evaluations encourage students to seriously summarize their learning experiences and reflect on their progress and shortcomings. Through this process, students not only improve self-awareness but also learn how to learn independently and reflect on themselves, abilities that will have a profound impact on their future learning and career development.

Peer evaluations promote mutual learning and common growth among students. In the process of evaluating others, students can also discover details that they have not noticed, thereby comprehensively improving their phonetic abilities. This evaluation method deepens friendships and cooperation among students and jointly promotes the progress of learning.

This series of evaluation methods not only focuses on the objectivity and fairness of the evaluation but also emphasizes the timeliness and personalization of the evaluation. They together form the diversified evaluation

system of the "English Phonetics" course, stimulating students' enthusiasm and confidence for learning, and promoting their comprehensive development. Through this evaluation system, students more clearly recognize their learning progress and areas for improvement, thus continuously making progress in the "English Phonetics" course and laying a solid foundation for future learning and career development.

In the "English Phonetics" course based on the OBE (Outcome-Based Education) concept, the design of evaluation methods is a key link in ensuring comprehensive and fair assessment of student learning outcomes. The entire evaluation system integrates formative and summative assessments while incorporating peer and self-evaluations, aiming to assess the development of students' phonetic abilities from all aspects and perspectives. Formative assessments are conducted throughout the entire teaching process, with classroom participation, group assignments and project evaluations, and online learning progress evaluations allowing teachers to track students' learning dynamics in real-time, provide timely feedback and suggestions, help students adjust their learning strategies, and enhance learning outcomes. Summative assessments, on the other hand, comprehensively examine students' pronunciation accuracy, fluency, intonation use, and listening comprehension skills through oral tests and listening comprehension tests, providing clear learning objectives and directions for effort. Additionally, self-reflection report evaluations encourage students to conduct self-assessments, fostering their abilities for self-reflection and independent learning. Peer evaluations enhance communication and cooperation among students by evaluating each other's pronunciation and intonation, promoting mutual growth. These evaluation methods not only focus on the objectivity and fairness of the assessments but also emphasize their timeliness and personalization, aiming to stimulate students' enthusiasm and confidence in learning and promote their comprehensive development. Through this evaluation system, students can more clearly recognize their learning progress and areas for improvement, thereby continuously making progress in the "English Phonetics" course and laying a solid foundation for future learning and career development.

CONCLUSION

English phonetics teaching based on OBE theory has achieved certain results in practice. On one hand, students' enthusiasm for learning and participation has been increased, and their phonetic abilities and oral communication skills have also been significantly improved. On the other hand, the quality and efficiency of teachers' teaching have been improved, which helps to promote the continuous development of English phonetics teaching. However, some challenges are also faced in practice, such as how to ensure the accuracy and effectiveness of learning outcomes, and how to balance the innovation and practicality of teaching content and methods.

In summary, English phonetics teaching based on OBE theory has made significant achievements in clarifying teaching objectives, innovating teaching content and methods, and constructing a comprehensive evaluation system. However, continuous exploration and improvement are still needed in practice to better adapt to the needs of students and the market. Future research can further focus on the specific application strategies of OBE theory in English phonetics teaching, the assessment methods of learning outcomes, and the innovation of teaching models, providing strong support for the continuous development of English phonetics teaching.

This study reinforces the value of integrating OBE principles into English phonetics education, demonstrating tangible improvements in phonetic accuracy, self-directed learning, and engagement. The findings underscore the need for further exploration of OBE models in diverse educational contexts and suggest practical strategies for scaling and sustaining these innovations.

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