Reform of Hospitality English Teaching Based on the Educational Concept of Outcome-Based Education (OBE)

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Abstract: The Outcome-Based Education (OBE) educational concept, proposed by renowned American educator Spady, aims to guide students in mastering learning laws and ultimately achieving expected learning outcomes. The application of OBE educational concept in Hospitality English curriculum not only can effectively enhance the learning effect but also promote the reform of the Hospitality English curriculum, thus improving students' learning enthusiasm. Therefore, taking the Hospitality English curriculum as an example, this paper points out the existing problems in the teaching of this course and suggests the reform measures based on the OBE teaching concept, hoping to provide guidelines for related educational work.

Keywords: Outcome-Based Education (OBE) educational concept; Hospitality English curriculum; Teaching reform; Practical strategy

1. Introduction

With the booming development of the global tourism industry, the demand for the hospitality industry is increasing. Hospitality English, as a professional English course with strong applicability, plays a vital role in cultivating talents who can adapt to the hospitality working environment and possess comprehensive qualities. However, there are certain problems in the traditional teaching mode of the Hospitality English course, which cannot effectively meet the needs of the modern hospitality industry. Therefore, the teaching reform of the Hospitality English course based on the Outcome-Based Education (OBE) educational concept is imperative.

2. Explanation of the connotation of OBE teaching concept

OBE teaching concept is a teaching method that focuses on student learning outcomes and ability development. It emphasizes the learning outcomes that students should achieve in the learning process and determines the quality of the teaching effect by evaluating these outcomes.

The connotation of OBE teaching concept mainly includes the following aspects:

(1) Focusing on learning outcomes: The OBE teaching concept believes that the goal of education should revolve around students' learning outcomes, instead of merely imparting knowledge. Students should be able to acquire practical skills, knowledge, and capabilities in the learning process to tackle future challenges and needs.

(2) Highlighting students' needs: The OBE teaching concept highlights the importance of personalized education and student participation. Teachers should design and implement teaching activities according to the individual needs and development levels of students to stimulate students' interest and enthusiasm for learning.

(3) Emphasizing students' learning ability: The OBE teaching concept focuses on cultivating students' ability to learn independently and solve problems. The role of the teacher is not merely to convey knowledge but also to act as a counselor and guide for student learning, guiding students to explore actively and think critically.

(4) Underscoring evaluation and feedback: The OBE teaching concept believes that evaluation is an indispensable part of the teaching process. By assessing students' learning outcomes, we can understand students' learning progress in a timely manner and provide students with personalized feedback and guidance to help students better improve themselves.

3. Importance of implementing teaching reform on Hospitality English curriculum based on OBE teaching concept

(1) The OBE teaching concept helps promote the diversity of teaching methods in the Hospitality English curriculum. Under the OBE teaching mode, teachers need to adopt various teaching methods such as case teaching, role-playing, and problem exploration according to the teaching objectives and students' actual conditions to inspire students' learning interest and improve their learning enthusiasm. This teaching method can not only better adapt to the hospitality business scenario but also effectively improve students' communication and problem-solving skills.

(2) The OBE teaching concept is conducive to improving the teaching quality of the Hospitality English course. The OBE teaching mode emphasizes high-quality teaching effects. By setting clear teaching objectives, organizing teaching activities in strict accordance with teaching objectives, and objectively evaluating the teaching results, this teaching mode can enable teachers to better understand and meet the industry characteristics and student needs of hospitality English, thereby further improving teaching quality.

(3) The OBE teaching concept aids in promoting the all-round development of students in the Hospitality English course. The OBE teaching mode focuses on individual differences, emphasizes personalized teaching, and encourages students to choose the content and method of learning according to their interests and needs. This teaching mode can fully stimulate students' initiative and creativity, cultivate students' independent learning and critical thinking abilities, and promote students' all-round development [1].

4. Existing problems in the teaching of Hospitality English curriculum in colleges and universities

4.1. Students' fear of learning English

Most students are unsatisfied with their English scores at the high school level and lack a systematic method

and the skills for learning English. Therefore, students always think that learning English is uninteresting and dull after stepping into the university, lacking sufficient interest in learning, thus resulting in the uneven current English level of college students and not fully realizing the importance of learning Hospitality English course. Therefore, in the teaching of Hospitality English, we should pay attention to cultivating students' interest in learning so that students can psychologically accept the Hospitality English course, which enables them to recognize the importance of mastering English for their future development.

4.2. Outdated teaching mode

Under the background of "Internet +," on the one hand, students have become the main body of learning and they can use the Internet to acquire knowledge and complete learning tasks independently. On the other hand, there have been changes in the methods of education and teaching. Through new media platforms, multimedia devices, and other means, there is further development of the teaching content and methods in the classroom. Teachers need to combine new media technology and artificial intelligence in the process of teaching to achieve new developments. However, currently, many teachers are still clinging to traditional education methods, and the English knowledge in the teaching content is too simple to integrate with new media. Plus, they are still measuring the teaching effectiveness solely by final exam results, which will not only affect the learning enthusiasm of students but also impact the educational outcomes.

4.3. Lack of practical training conditions

The teaching of hospitality English involves much language knowledge, which requires students to have strong practical skills. Yet, most schools currently do not establish special practice classrooms, and most students lack the opportunity to experience the real hospitality environment. The lack of special training places for students and imperfect training equipment will lead to students' lack of corresponding practical skills. Therefore, schools should actively cooperate with hospitality to create more training opportunities and conditions for students, thereby further improving students' English level [2].

5. Hospitality English course teaching reform strategies based on OBE educational concept

5.1. Adjusting the teaching goals of Hospitality English course

Under the OBE educational concept, it is necessary for higher education institutions to adjust the teaching objectives of the Hospitality English course. Firstly, university teachers need to realize that the OBE teaching concept emphasizes the knowledge and skills that students learn, rather than how teachers teach. Therefore, when setting the teaching objectives of the Hospitality English course, teachers need to clarify the knowledge and skills that students should master after graduation. Secondly, teachers should design the course content according to the specific teaching objectives. For example, if the teaching objective is to make students better fit the job of hotel front desk reception, then the course should include relevant content, such as the hospitality reception process, common hospitality reception issues, and how to solve these issues, etc. Similarly, if the teaching objective is to enable students to solve customer problems, then students should be taught on how to communicate effectively in English, and how to use appropriate language to respond when encountering different types of problems. In addition to adjusting the teaching objectives of the Hospitality English course, teachers should not ignore students' individual development needs. As each student's learning style and speed are different, teachers should try their best to meet the personalized demands of students in teaching. For instance, they can provide various levels or directions of course content based on students' learning progress

and interests so that students can explore deeper into their area of interest, thereby truly cultivating high-quality talents that meet industry needs.

5.2. Optimizing the teaching content of Hospitality English course

Under the OBE educational concept, teachers should actively adjust the content of Hospitality English teaching, change the previous teaching mode that merely emphasized vocabulary and lessons, truly make the student as the subject, and focus on improving students' English application and problem-solving skills. In practical teaching, teachers can organically combine grammar and listening trainings so that students can sum up a scientific and effective way to understand English phrases through the trainings, further improving students' practical application abilities and enriching the knowledge connotation of the Hospitality English course. In Hospitality English teaching, teachers should also explain the cultural background correspondingly, so that students can deepen their understanding and comprehension of the text content, thereby stimulating students' enthusiasm for learning English knowledge. In addition, in the structure of the teaching content of the Hospitality English course, teachers should enhance students' English writing level through training vocabulary, explaining words, using grammar, and practicing oral English, and a complete knowledge system should be established, thus better achieving the educational objectives [3].

5.3. Establishing a combination system of theoretical teaching and practical training

Under the OBE educational concept, the Hospitality English course should establish a teaching system that combines theoretical knowledge with practical training. This can be specifically carried out in the following five aspects. Firstly, a teaching mode that includes a hospitality English practical training course is designed. Teachers can divide the practical course into basic practice and comprehensive practice. The basic practice mainly allows students to master the basic English expression methods of serving guests. The comprehensive practice, through simulating various situations that may be encountered in the real hospitality work environment, could help students familiarize with and master the professional English expressions for dealing with these situations. Secondly, diversified teaching methods should be implemented. Teachers can utilize various teaching methods such as classroom explanation, simulation training, case analysis, group discussion, and independent study in teaching. They can make appropriate combinations according to different course contents. For example, for basic knowledge teaching, teachers can carry out more classroom explanations and self-study. For practical skills training, teachers can focus on carrying out simulated training and case analysis. Thirdly, teachers should use multimedia to provide simulations of related hostels and resorts. Teachers can create videos that simulate hostels and resorts, set different tasks, and allow students to use learned knowledge in simulated situations for practice. For instance, setting up different scenes such as receiving customers, dealing with customer complaints, etc., allows students to deepen their understanding and application of the knowledge in the simulated scenarios. Fourthly, group work discussion can be carried out in the teaching of hospitality English. Teachers can set group discussion topics for students based on teaching content, guide students to solve problems through group discussion, and share their actual experience. This not only improves students' teamwork ability but also better enables students to master professional knowledge and further strengthen their professional quality and skills [4].

5.4. Enhancing teachers' teaching abilities in Hospitality English

It is important to note that the teaching level of the teaching staff directly affects the effectiveness of education. Therefore, in order to further improve the quality and effectiveness of hospitality English teaching, universities should not only increase the efforts to introduce high-quality talents but also actively recruit educated and high-

level talents through various means. In addition, it is necessary to provide training for existing teachers, offering learning opportunities through various forms such as teaching observation activities and teaching seminars. Furthermore, inviting industry experts to provide training for teachers can also be a useful approach. On the other hand, it is crucial to strengthen the connection with the hospitality management industry. Universities should actively establish connections with the hospitality management industry and organize activities such as teacher participation in enterprise practice or school-enterprise cooperation and exchange programs. By establishing connections with hospitality, teachers can understand the specific development status of the industry and make timely adjustments to Hospitality English curriculum teaching plans and programs, enabling higher education Hospitality English courses to better serve the development of enterprises [5].

5.5. Increasing the emphasis on practical teaching to achieve deep integration of industry and education

(1) Strengthening the construction of on-campus training facilities: To combine theory and practice in Hospitality English courses, universities should invest more in the construction of on-campus training facilities to provide sufficient training venues for students. This will ensure that students can personally engage in practicing and learning, and improve their skills during the training process. For example, the hospitality English training room can be designed as a simulated classroom scene or a real working environment, allowing students to receive systematic practical training on campus. Additionally, multiple roles should be created in the training room, such as room attendants, front desk attendants, concierge attendants, etc., ensuring that each role has clear job responsibilities and work processes, allowing students to experience real hospitality positions on campus [6].

(2) Strengthening school-enterprise cooperation: In the practical teaching process of Hospitality English courses, schools should actively cooperate with hospitality management enterprises, using enterprise resources to provide students with training venues, training equipment, and training guidance teachers. For instance, companies can provide real service scenarios or simulate real front desk service scenarios, while schools can provide corresponding internship guidance teachers to the enterprises. Through school-enterprise cooperation, not only can students' internship and training needs be met, but their practical skills and professional ethics can also be effectively improved. Furthermore, school-enterprise cooperation can promote further communication and interaction between professional teachers and enterprise managers.

5.6. Establishing a diversified assessment and evaluation system

Firstly, universities should establish clear evaluation criteria and dynamic adjustment mechanisms for Hospitality English courses. The evaluation criteria should include English listening, speaking, reading, and writing skills, as well as professional vocabulary levels and industry knowledge mastery. The evaluation criteria should also aim at the expected learning outcomes of students in order to better reflect the essence of the OBE educational philosophy. The dynamic adjustment mechanism should adapt to students' learning progress and feedback, as well as industry development, to ensure the fairness and timeliness of the evaluation. Secondly, multiple evaluation subjects should be introduced. In addition to teacher-led evaluation methods, peer evaluation, self-evaluation, and expert evaluation should also be used to expand the diversity of evaluation subjects. This not only reduces the evaluation pressure on teachers but also allows comprehensive evaluation of students' learning outcomes from different perspectives and dimensions, enhancing the credibility and effectiveness of the evaluation. Lastly, the evaluation contents should be diverse. A multi-dimensional evaluation system should be constructed, including knowledge understanding, skill mastery, attitude habits, and

ability development, to achieve diversified assessment content. It is necessary to evaluate not only students' knowledge and skills but also their emotional attitudes and learning habits. Attention should also be given to students' ability development and potential, in order to promote students' development through comprehensive and in-depth feedback information [7].

6. Future outlook

In the face of an increasingly globalized world, the teaching reform of Hospitality English courses based on the OBE educational concept is particularly important. In the future, it is necessary to pay more attention to the cultivation of students' practical and innovative abilities. This can be achieved by guiding students to participate in real hospitality management practices, allowing them to improve their professional skills and English communication competencies through practical operations. Under the OBE teaching methodology, teachers are no longer the main driving force of teaching but become guides and helpers for student learning. In the future, teachers should actively design a series of tasks that are in line with the needs of the hospitality management profession, to stimulate students' interest in learning and enhance their professional skills and English communication competencies through task completion. Additionally, the use of new teaching tools and methods is also an important direction for future development. For example, innovative teaching methods such as digital teaching and interactive learning platforms can effectively improve students' learning outcomes. Furthermore, by utilizing modern technology devices, such as VR (virtual reality) technology, simulating hospitality environments can provide students with more opportunities for learning and practice in close-to-real environments. Lastly, the cultivation of cross-cultural communication skills should be emphasized in Hospitality English courses. In the context of globalization, hospitality professionals need to have good cross-cultural communication skills. Therefore, hospitality English curricula based on the OBE educational concept should further increase multicultural communication content and help students understand communication habits and rules in different cultural backgrounds [8].

In conclusion, the teaching reform of Hospitality English courses based on the OBE educational concept provides a new perspective and thinking method, emphasizing student-led learning processes and focusing on the development of practical, innovative, and applied abilities. This change allows the teaching processes to go beyond traditional knowledge transmission and focuses more on improving students' abilities and development. Therefore, hospitality English teachers should fully recognize the importance of applying the OBE educational concept in teaching, actively use various new teaching tools and methods, and design and implement Hospitality English courses that are more in line with the OBE concept. Additionally, universities should actively provide good training bases for students, allowing them to further improve their English expression and problem-solving skills through practice. In summary, universities should make positive contributions to the cultivation of high-quality hospitality management professionals with international perspectives under the guidance of the OBE educational concept, further promoting the development of higher vocational education.

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