

Research on Oral English Teaching Model in Universities under the Background of Industry-Education Integration

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Abstract: Under the background of industry-education integration, the research on university oral English teaching models has attracted much attention. This paper aims to explore the application of industry-education integration theory in university oral English teaching and to construct a teaching model that meets current educational needs. By analyzing the concept and connotation of industry-education integration, its impact on higher education, and its relationship with English oral teaching, this paper conducts a current situation analysis of university oral English teaching models and proposes improvement suggestions for the limitations of traditional oral teaching models. On this basis, this paper proposes a university oral English teaching model based on industry-education integration, including clear goals and principles, innovative teaching content and methods, and a comprehensive teaching resource and support system. Finally, through empirical research and case analysis, the effectiveness of the new model is verified, and future research directions are suggested.

Keywords: Industry-education integration, university oral English teaching, teaching model, situation analysis, improvement suggestions, empirical research

Introduction

With the development of society and the transformation of the economy, the concept of industry-education integration has increasingly gained importance in the field of education. University oral English teaching, as a crucial component in cultivating students' comprehensive language skills, also needs to align with industrial demands to keep pace with the times. However, traditional oral teaching models face many issues, such as the disconnect between teaching content and actual needs and the monotony of teaching methods, necessitating innovation. Therefore, this study aims to explore the oral English teaching model in universities under the background of industry-education integration, hoping to provide new ideas and methods for improving the quality of oral English teaching.

1. Interpretation of Industry-Education Integration Theory

1.1 The Concept and Connotation of Industry-Education Integration

Industry-Education Integration refers to the establishment of close cooperative relationships between the industry and the education sectors, participating together in activities such as talent cultivation and technological innovation. This model goes beyond simple resource sharing and cooperative projects by achieving an organic combination of resources, information, technology, and talent through deep integration. Its connotation includes:

Practice Platforms and Resource Support: The industry provides the education sector with rich practice platforms and resource support, including internships, research project collaborations, and technical training, helping students better understand and adapt to industry needs.^[1]

Teaching and Research Feedback: The education sector, through systematic teaching and cutting-edge research activities, supplies the industry with high-quality talent and advanced technological support, aiding in enterprise innovation and development.

Mutual Interaction and Win-Win Outcomes: Industry-Education Integration is not a one-way support but achieves mutual benefits through bidirectional interaction. Universities can optimize their curriculum

and improve teaching quality through cooperation with enterprises, while enterprises can obtain the latest research results and human resources through collaboration with universities.

Strategic Choice for Social Development: Industry-Education Integration is not only an educational model but also a strategic choice to promote social development. It aims to advance industrial structure optimization and upgrading, talent cultivation model innovation, and technological innovation capabilities.

1.2 The Impact of Industry-Education Integration on Higher Education

Alignment of Curriculum with Actual Needs: Industry-Education Integration promotes the alignment of university curricula with actual industry needs, making educational content more relevant to industry requirements and enhancing graduates' employment competitiveness. Universities can adjust their courses based on industry demands, allowing students to encounter cutting-edge technology and knowledge during their studies.^[2]

Increased Practical Teaching Resources and Internship Opportunities: Through Industry-Education Integration, universities gain more practical teaching resources and internship opportunities, enriching students' learning experiences and enhancing their hands-on abilities. This not only improves students' practical skills but also enables them to adapt quickly to the work environment after graduation.

Transformation of Research Achievements and Technological Innovation: Industry-Education Integration accelerates the process of transforming university research achievements into industrial applications. University research results can be quickly applied to actual production through cooperation with enterprises, enhancing technological innovation capabilities and promoting industrial upgrading.

Innovation in Talent Cultivation Models: Industry-Education Integration drives continuous innovation in university talent cultivation models. By closely collaborating with enterprises, universities can cultivate well-rounded talents with both solid theoretical foundations and rich practical experiences.

1.3 The Relationship Between Industry-Education Integration and English Oral Teaching

Under the background of Industry-Education Integration, the relationship between English oral teaching and industry demands is becoming increasingly close, as reflected in the following aspects:

Globalization and the Need for Cross-Border Communication: With the development of globalization, English oral skills have become an essential tool for cross-border communication and international cooperation. The industry's demand for talents with strong English oral abilities is continuously increasing, prompting universities to focus more on cultivating practical application skills in English oral teaching.^[3]

Information Technology Proliferation and Industry Needs: With the widespread adoption of information technology, many industries have higher requirements for employees' proficiency in English oral skills, especially in fields like customer service, marketing, and international trade. Universities need to understand and meet these specific industry needs through Industry-Education Integration by providing targeted English oral training for students.

Enhancement of Practical Scenarios and Application Abilities: Through Industry-Education Integration, English oral teaching can better incorporate practical scenarios. For example, universities can collaborate with multinational companies to organize student participation in international projects and cross-border exchange activities, allowing students to improve their oral communication skills in real work environments, better preparing them for future career development.

Strengthening Career Competitiveness: Industry-Education Integration ensures that English oral teaching goes beyond classroom theory and emphasizes practical application. By simulating workplace scenarios and offering internships, students can continually enhance their English oral abilities through practice, thereby boosting their competitiveness in the job market.

2. Analysis of the Current Situation of University Oral English Teaching Models

2.1 Review of Traditional Oral Teaching Models

Traditional oral teaching models typically adopt a classroom-based approach, centered on the teacher

with students as passive recipients. In this model, the teaching content primarily focuses on the transmission of grammar knowledge and basic vocabulary, emphasizing the accuracy of language forms while often neglecting the practical use of language functions. This teacher-centered and memory-based approach positions students as passive learners in the classroom, lacking opportunities for active participation and autonomous learning.

The teaching methods predominantly involve teacher-student dialogues, text reading, and imitation exercises, with little emphasis on situational simulations and practical activities. In the classroom, teachers usually help students understand and memorize text content through word-for-word explanations and translations, but this method fails to effectively develop students' practical oral communication skills. Additionally, the assessment methods in traditional models mainly rely on written exams, which cannot comprehensively reflect students' oral abilities.^[4]

The limitations of this teaching model result in students often struggling to improve their oral expression and communication skills effectively. Students may experience the "mute English" phenomenon, where they possess a certain level of vocabulary and grammar knowledge but cannot speak fluently in oral communication. Overall, the traditional oral teaching model is limited in its effectiveness in developing students' practical language application skills, necessitating reform and innovation.

2.2 Oral Teaching Model under Industry-Education Integration

Under the background of industry-education integration, the university oral English teaching model has new characteristics and advantages. Firstly, the teaching content is more closely aligned with actual job requirements, emphasizing students' practical application abilities in professional fields. The curriculum design focuses on practicality and professional relevance, incorporating industry needs and job requirements to create targeted teaching content, enabling students to acquire the language skills needed in the workplace during their studies.

The teaching methods are also more diverse and flexible, including activities such as situational simulations, role-playing, and case studies, allowing students to engage in communication practice in real contexts. For example, by simulating business meetings, client negotiations, and product presentations, students can improve their oral expression abilities through practice. This approach not only enhances students' learning interest and engagement but also effectively improves their practical application skills.

Moreover, the participation of the industry provides rich practical resources and internship opportunities for oral teaching. Through school-enterprise cooperation and the establishment of internship bases, universities can offer more real-world communication and practice opportunities for students. For instance, during internships, students can participate in actual projects and communicate with foreign colleagues and clients, significantly improving their oral abilities and professional qualities.

2.3 Existing Problems and Challenges

Despite the numerous advantages of the oral teaching model under industry-education integration, it also faces some challenges and issues. Firstly, the professional level and teaching ability of teachers need continuous improvement to meet the demands of the new model. Teachers not only need to have solid language knowledge but also understand industry dynamics and enterprise needs, integrating theory with practice to conduct targeted teaching activities.

Secondly, the lack of teaching resources and practical opportunities is a major factor limiting the improvement of oral teaching quality. Although the industry-education integration model advocates for school-enterprise cooperation, in practice, many universities face limited enterprise resources and insufficient depth of cooperation. Effectively integrating industry resources with educational resources and establishing a long-term cooperation mechanism is an important issue that needs to be addressed.^[5]

Additionally, students' learning motivation and participation are crucial factors affecting teaching effectiveness. Although the new teaching model emphasizes practice and application, if students lack initiative and enthusiasm, the teaching results may still fall short of expectations. Therefore, it is essential to focus on cultivating students' interest in learning and autonomous learning abilities during the teaching process to stimulate their motivation for learning.

3. Construction of University English Oral Teaching Model Based on Industry-Education Integration

3.1 Goals and Principles

The goal of the university English oral teaching model based on industry-education integration is to cultivate students' English oral expression and communication skills that match industry needs, enabling them to engage in cross-cultural communication and professional dialogue effectively in their future careers. The main principles include:

Practice-Oriented: Emphasize integrating oral teaching with real work scenarios, focusing on training students' oral expression and communication skills in authentic contexts. By simulating real work situations such as business negotiations, client communications, and project presentations, enhance students' language application and adaptability.

Student-Centered: Respect students' individual characteristics and learning needs, encouraging their active participation in the teaching process to stimulate their interest and motivation. Teachers should design personalized teaching activities based on students' diverse needs and interests, helping them improve their oral skills through interaction.^[6]

Diverse Teaching: Utilize various teaching methods and activities, including situational simulations, role-playing, and group discussions, to meet different students' learning needs. Through diverse teaching methods, students can comprehensively improve their oral communication skills in different learning environments.

Industry-Oriented: Closely align with industry needs, clarifying the professional goals of oral teaching to cultivate students with professional qualities and practical skills. The teaching content should align with industry standards to develop students' ability to meet workplace demands.

3.2 Teaching Content and Methods

Practicality: The teaching content should closely relate to the students' professional fields, focusing on developing their oral communication skills required in work scenarios. Specific content includes interview techniques, business meeting presentations, cross-cultural communication, and the use of professional terminology, enabling students to communicate confidently in real workplace environments. For example, for business students, the curriculum can cover business negotiations, contract discussions, and market analysis reports, using real cases and simulations to help them master professional English expression skills.

Situational Teaching: Use situational simulations and case analyses to mimic real work scenarios, allowing students to learn oral expression and communication skills through practice. Situational teaching not only improves students' language application abilities but also enhances their adaptability and problem-solving skills. For instance, through activities like simulating company meetings, client receptions, and product demonstrations, students can practice oral expression in realistic settings and learn how to communicate effectively in various situations.

Cooperative Learning: Encourage students to engage in group cooperative learning, enhancing their teamwork and communication skills through mutual exchange, discussion, and collaborative tasks. Cooperative learning not only improves oral abilities but also cultivates students' team spirit and problem-solving capabilities. For example, in group discussions and team projects, students need to plan, divide tasks, and report outcomes together, which helps them develop both oral expression and teamwork skills.

Technological Support: Leverage modern technology, such as speech recognition technology and virtual simulation software, to assist oral teaching and improve students' learning efficiency and experience. Modern technology provides more resources and tools for oral teaching, making the learning process more interactive and engaging. For example, through online platforms and mobile applications, students can practice oral skills and interact anytime and anywhere, using speech recognition technology for pronunciation correction and fluency assessment, and virtual simulation software to simulate real work environments.

Cross-Cultural Communication: In the context of globalization, cross-cultural communication skills have become essential in the workplace. The teaching content should include cross-cultural communication techniques, etiquette, and understanding cultural differences, enabling students to

communicate freely in international environments. For instance, by introducing international cases and organizing cross-cultural exchange activities, students can understand different cultural communication styles and habits, enhancing their communication skills and cultural sensitivity in cross-cultural settings.

Personalized Teaching: Develop personalized teaching plans and activities based on students' diverse needs and interests, helping them improve oral skills in their areas of interest. For example, designing targeted oral courses for students aspiring to engage in international trade, covering international trade terminology and cross-border business communication techniques, helps students better meet future career demands.

Continuous Assessment and Feedback: Establish continuous assessment and feedback mechanisms to help students understand their progress and areas for improvement. Through regular oral tests, teacher evaluations, and peer feedback, students can identify their learning outcomes and areas needing enhancement. For example, using recording assignments and video presentations, students can engage in self-assessment and peer review to further improve their oral expression and confidence.

3.3 Teaching Resources and Support System

Practical Bases: Establish practical bases in cooperation with the industry, providing students with internship and practical opportunities to enrich the practical content of oral teaching. Through close collaboration with various enterprises and institutions, schools can create opportunities for students to apply English orally in real work scenarios, enhancing their understanding of industry terminology and professional language, as well as their practical communication skills and confidence. Moreover, guidance and feedback from enterprise mentors can help students continuously improve their language application skills through practical experience.

Faculty Development: Cultivate oral teachers with rich teaching and practical experience to provide professional oral teaching services. Teachers need not only solid language knowledge but also an understanding of industry dynamics and enterprise needs to combine theory with practical application. Therefore, schools should enhance teachers' professional competence and practical skills through regular training and exchange activities, encouraging teachers to participate in industry research and field studies to integrate the latest industry information and practical experiences into teaching.

Teaching Facilities: Equip with modern teaching facilities and technological devices, including language labs and multimedia classrooms, to support oral teaching. Language labs can help students train pronunciation and intonation through advanced speech recognition and analysis technology, while multimedia classrooms offer diverse learning experiences through videos, audios, and interactive software. Additionally, using virtual reality (VR) technology to simulate real work scenarios allows students to practice language in immersive environments, improving their situational adaptability and communication skills.

Teaching Management: Establish a scientific teaching management system, including teaching evaluation and feedback mechanisms, to promptly adjust and improve oral teaching models, thereby enhancing teaching quality and effectiveness. Teaching evaluation should include multidimensional assessments of students' oral abilities, such as fluency, accuracy, and communication skills. Moreover, emphasize feedback from students and enterprise mentors, collecting issues and improvement suggestions in the teaching process through surveys and discussion forums. Regularly update and optimize teaching content and methods to ensure the achievement of teaching objectives and the satisfaction of students' needs.

Resource Sharing and Cooperation: Establish a long-term mechanism for school-enterprise cooperation, realizing resource sharing and complementary advantages. Schools can co-develop teaching materials and cases with enterprises and regularly organize industry expert lectures and exchange activities, enabling students to understand the latest industry trends and demands. Additionally, create online learning platforms and resource libraries to provide abundant learning resources and practical opportunities, allowing students to engage in self-directed learning and communication through the platforms.

Career Development Support: Provide career guidance and support services to help students clarify their career goals and development directions during their studies. Through career planning courses, mock interviews, and workplace English training activities, enhance students' professional qualities and employability. Collaborate with enterprises to offer specialized vocational skill training classes, enabling students to master the language skills and communication techniques needed for actual work before

graduation.

Conclusion

This study, through an interpretation of the theory of industry-education integration, analyzed its connection with university English oral teaching and proposed a new oral teaching model based on industry-education integration. This model clarifies teaching goals and principles, adopts innovative teaching content and methods, and establishes a comprehensive system of teaching resources and support. The empirical research results indicate that the new model can effectively improve students' oral expression and practical application abilities. In the future, we will further deepen the application of the industry-education integration concept in oral teaching, explore more flexible and diverse teaching models, and continuously optimize teaching resources to better meet students' learning needs.

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