

Research on English Flipped Classroom in Higher Vocational Colleges Based on OBE Concept

Xiaoli Hu, Yuanyuan Zhang

Jiangsu Maritime Institute, Jiangsu, Nanjing 211170, China

Abstract: *With the continuous promotion of improving quality and excellence of higher vocational education in China, OBE has attracted more and more attention from higher vocational colleges. This paper first discusses connotation of OBE and flipped classroom teaching mode; then, it combines OBE concept with flipped classroom, and discusses research on English flipped classroom based on OBE concept from four aspects: teaching concept, teaching resources, teaching mode and teaching evaluation.*

Keywords: *OBE; English; Flipped classroom*

1. Introduction

China's vocational education has focused on high-quality development, and quality of talent cultivation is an important criterion to measure high-quality development. How to improve cultivation quality of applied talents is a difficult problem faced by every higher vocational college. OBE attaches great importance to realization of students' future job needs and learning objectives, which is in line with teaching law of higher vocational education. It is an inevitable trend to integrate it into higher vocational English teaching. OBE concept and flipped classroom are consistent in teaching implementation methods and objectives. Through transformation of teaching methods in English classroom, we can give full play to integration of the two and obtain better English teaching results.

2. Connotation of OBE

OBE first appeared in the United States in the 1980s. It focuses on students' learning objectives, including what learning objectives are, how to define learning objectives, how to help students achieve learning objectives, and how to assess students' learning objectives.

OBE focuses on effectiveness and output of educational institutions and evaluates effectiveness of teaching by analyzing substantive successful experience that students can achieve in their future life, rather than limited to teaching itself. Under the background of OBE concept, classroom teaching should be effectively designed around students' career development skill indicators in the next 3-5 years after graduation to ensure that students' learning content and practice learned during school are to accumulate work experience for future employment and entrepreneurship^[1].

OBE's teaching philosophy is to take students as the center, design teaching contents according to basis of students, and study what students can learn, how to learn and why to learn. In the curriculum design stage, teachers should focus on these three issues for teaching design, textbook selection, task design and assessment design to ensure that all phases focus on curriculum objectives to achieve cultivation of students' ability.

Students' learning outcome is the main concern of teachers, who would obtain students' learning status through various forms of communication, interaction, test and discussion and they will design targeted teaching content according to students' foundation to truly realize curriculum objectives according to their aptitude. Students receive teachers' guidance in classroom teaching, build professional core quality through self-exploration and accumulation, improve hands-on operation ability through teaching practice, cultivate cooperation consciousness and accumulate work experience through teamwork, improve employment skills through practice and training, and realize early employment through innovation and entrepreneurship.

OBE model was put forward and practiced under the background of new industrial revolution at the

end of the 20th century. Its promotion began with the Washington protocol system established by American Engineering Education Certification Association. OBE has always been an important educational reform achievement guiding engineering education reform. China became a signatory member of Washington Agreement in 2013. Domestic research and application of OBE mostly focus on the reform of engineering education, and there is relatively little practice in English teaching.

3. Flipping classroom teaching

Flipped classroom also began in the United States, and was initially used to record teaching videos for students who can't have a normal class. After American educator Salman Khan delivered a speech "Let's Recreate Education with Video" at Ted, this concept gradually entered public's vision and was widely studied and promoted by educators.

Flipped classroom teaching mode refers to "flipping" traditional teaching process with students as the dominant position, teachers as the leading position and information technology as the media so that students can preview learning materials provided by teachers before class, including videos and other forms of learning materials, and students can grasp basic concepts by themselves. In class, students are guided to conduct in-depth learning and internalization of knowledge through problem exploration and application of knowledge to improve students' learning efficiency and promote development of students' comprehensive ability. After class, students can consolidate learning achievements through practice and conduct reflection and evaluation to form a closed learning loop ^[2].

As a new teaching mode, flipped classroom puts students in the center of education and is dedicated to improve classroom efficiency. From this point of view, flipped classroom is consistent with concept of OBE. In flipped classroom teaching mode, there are four main changes: transformation of teacher-student relationship, flipping of teaching process, support of teaching resources and diversification of teaching evaluation. Every aspect embodies educational concept of "student-centeredness".

4. Implementation of English flipped classroom teaching in higher vocational colleges based on OBE concept

4.1 Teaching philosophy

In OBE, English teachers design objectives according to needs of students' posts and post development for English application ability after graduation. In order to ensure gradual realization of teaching objectives, in the process of teaching implementation, they should select teaching contents, teaching methods and teaching strategies according to students' English level, learning habits and cognitive features. Besides, they should also think about how to integrate requirements of students' future post and post development on English application ability into daily teaching design, simulate real work scenario, and take projects as the carrier so that each teaching can directly target at development of students' English professional ability. Student-centeredness is important both in OBE and flipped classroom ^[3]. OBE puts more emphasis on outcomes and learning objectives, while flipped classroom focuses on the teaching process.

4.2 Teaching resources

Construction of teaching resources is the guarantee to achieve teaching objectives and the key to the implementation of flipped classroom teaching. After teaching objectives are determined, teaching resources are needed to ensure gradual realization of teaching objectives. Teaching resources include traditional teaching materials and three-dimensional resources. Selection of teaching materials is based on the principle of combining nation-wide published textbooks with self-made teaching materials, high-quality resources inside and outside the school, and online and offline teaching resources. At the same time, teachers need to make personalized teaching micro videos according to students from different majors and levels to ensure implementation of flipped classroom teaching mode ^[4].

4.3 Teaching mode

4.3.1 Before class

Implementation of English flipped classroom based on OBE concept emphasizes choice of English teaching mode. Personalized teaching strategies should be taken according to individual differences. To ensure that each student can succeed in learning, teachers will have to improve pertinence and effectiveness of teaching activities.

Before class, according to teaching objectives, contents and progress of teaching materials, teachers will make short and concise learning materials, including audio, video and text materials, and set quizzes for students. Teachers upload these materials to network platforms and distribute them to students. Before the beginning of each classroom teaching, students learn these materials by themselves, absorb relevant knowledge, and divide work and cooperate with team members to produce output. Based on students' learning ability and English knowledge reserve, teaching videos with different levels and difficulties are made. In addition, several basic learning questions can be set at the middle and end of the video during the pre-class knowledge preview short video to inspire students to think further, and put forward their own answers at the classroom teaching. In this way, teachers ensure that students can fully learn English knowledge within pre-class preview time and get familiar with materials and contents of English teaching videos.

In this stage, implementation of flipped classroom teaching mode with OBE concept can not only deepen effect of students' knowledge preview, reduce teaching pressure and work tasks of English teachers, but also stimulate students' inquiry learning spirit and cultivate their learning motivation.

4.3.2 In class

When it comes to classroom teaching, English teachers will encourage students to feed back problems they encounter in pre-class preview and answer any questions they have in the process of self-learning. Teacher can focus on key and difficult points of this module, set up some learning tasks that help to improve students' English level and oral expression ability, stimulate students' learning desire in a task driven way, and appropriately combine group cooperative learning method, flipped classroom teaching method, task driven method and creating situational teaching method to enrich college English classroom teaching mode.

4.3.3 After class

After class, teachers will guide students to improve their output and upload them to learning platforms. In this way, they can strengthen construction of knowledge and obtain a positive learning emotional experience. At the same time, teachers should guide students' to have self-reflection, self-summary and self-evaluation to summarize their learning experience, evaluate their learning effect and help students grow via reflection.

4.4 Teaching evaluation

Flipped classroom teaching mode can realize all-round evaluation of students' learning by means of teacher evaluation, students' mutual evaluation and students' self-evaluation. First, learning platforms will record students' autonomous learning, comprehensively evaluate students' performance according to their learning records, which can facilitate teachers to formulate targeted teaching plans and guide students to carry out effective learning activities^[5].

Secondly, in the process of student evaluation, members of each learning group can be guided to evaluate each other, and give objective evaluation according to each other's learning ability, learning attitude, positive cooperation and innovative learning ability. In addition, in the student self-assessment process, teachers should not only guide students to respond to "reflection" requirements put forward in the flipped classroom and self reflect on their recent learning, but also encourage them to make full use of online learning platform, seek help from teachers and students, and explore correct learning methods with an attitude of excellence to improve their learning efficiency.

It can be seen that evaluation of flipped classroom teaching model can evaluate students' cognition (referring to degree of understanding, memory and application of knowledge), learning process (whether they can actively participate in and construct knowledge) and emotional attitude (whether they have good willingness and attitude to participate in learning).

5. Conclusion

OBE concept and flipped classroom are consistent in teaching objectives and implementation

methods. Introducing OBE concept into higher vocational English teaching to build English flipped classroom can better stimulate students' participation and enthusiasm, help students improve their English application ability and better serve their future jobs and career development through guidance in class and communication after class.

Acknowledgments

Overseas Research & Training Project for Outstanding Young & Middle-aged Teachers and Principals in Jiangsu Universities (2017); Foundation for Outstanding Key Teachers of "Qing Lan Project" in Jiangsu Province (2020); High End Research on the Professional Leader of Teachers in Higher Vocational Colleges in Jiangsu Province (2020). Jiangsu Maritime Institute project-based English teaching reform (2021).

Reference

- [1] Yuan Tian (2021). *Research on College English flipped classroom based on OBE concept*. *Journal of Hubei open vocational college*, vol.34, no. 18, p. 190-191.
- [2] Jin Guochen, Hui Lijun, Shi Yang (2021). *Research on College English teaching model based on the concept of flipped classroom -- the Enlightenment of OBE teaching theory to college English Teaching*. *Forest teaching*, no. 9, p. 73-75.
- [3] Wang Yali (2021). *Reform and Research on College English teaching based on OBE concept*. *Campus English*, no. 35, p. 31-32.
- [4] Li Guorong. *Construction of Higher Vocational Public English Curriculum Model Based on OBE concept*. *English Square*, no. 24, p. 75-77.
- [5] Shen Lingbo (2021). *Exploration of College English mixed teaching mode under OBE concept*. *Liaoning Vocational and Technical College of economics*. *Journal of Liaoning College of economic management cadres*, no. 4, p.107-109 + 112.