

Strategies for OBE-based Flipped Classroom Teaching of College English

Liaoyan Fu

Zhejiang Yuexiu University of Foreign Languages, Shaoxing 312000, China

How to cite this paper: Fu, L. Y. (2025). Strategies for OBE-based flipped classroom teaching of college English. *Literature, Language and Cultural Studies*, 3(1), 43–49. ISSN Print: 3079-5095; ISSN Online: 3079-5109.

<https://doi.org/10.63313/LLCS.9095>

Published: 2025-10-10

Copyright © 2025 by author(s) and Erytis Publishing Limited.

This work is licensed under the Creative Commons Attribution International License (CC BY 4.0).

<http://creativecommons.org/licenses/by/4.0/>



Abstract

The design of the OBE-based flipped classroom model of college English proposed in this article centers around the framework of “defining teaching objectives, restructuring content, designing the teaching process and designing teaching evaluation.” The entire instructional design process adheres to an outcome-oriented approach, employing backward design for teaching content and activities with an integration of online and offline components. It can provide an efficient model for college English teaching to enhance students’ comprehensive language skills and independent learning competence.

Keywords

OBE; Flipped classroom; College English

1. Introduction

Driven by the global digital wave, the rational application of modern technological means to diversify teaching models has become imperative. The OBE concept provides a new pathway for foreign language teaching reform. It reconstructs the teaching process through backward design, emphasizes the alignment of learning outcomes with social needs, prioritizes output in the learning process, and adopts a dynamic and diversified evaluation system [1]. This exhibits strong compatibility with the information-based flipped classroom model. The integrated approach of these two models can provide an effective method for college English teaching.

2. Integration of the OBE Concept and the Flipped Classroom Model of College English

The OBE concept (Outcome-based Education) requires defining course objectives based on internal and external demands, followed by a backward design of the teaching process and evaluation in college English. This shifts the focus from “what the teacher teaches” to “what students learn,” using the competencies students ultimately achieve as the basis for teaching assessment. The college English flipped

classroom model necessitates a comprehensive restructuring of the teaching process, transforming the traditional “in-class knowledge acquisition and after-class knowledge internalization” into “pre-class knowledge acquisition and in-class internalization and assimilation” [2]. This approach allocates more class time to students, facilitates a shift in the roles of teachers and students, and fosters the development of students’ comprehensive abilities. The OBE concept and the college English flipped classroom model are mutually aligned in their educational philosophies, both emphasizing student-centeredness, the cultivation of comprehensive abilities, and the use of diverse learning resources to support students’ course learning.

3. The Design Approach

3.1. Restructuring Teaching Objectives

When determining the teaching objectives for the College English curriculum within the OBE-based flipped classroom model, a comprehensive analysis should be conducted based on social demands for talent and the characteristics of the learners. Social needs define the qualities we aim to cultivate in students, ensuring that their learning outcomes are applicable in relevant professional positions, while learners’ characteristics help tailor the teaching objectives to better align with students’ learning attributes. After clarifying the intended learning outcomes, these outcomes need to be broken down into specific competency indicators—that is, the teaching objectives students are expected to achieve upon completion of the course.

3.2. Restructuring Teaching Content

The design of College English teaching objectives should be integrated with Bloom’s Taxonomy of Educational Objectives [3], enabling students to clearly understand the mastery levels expected for each learning outcome. Descriptions of College English teaching objectives should employ explicit, outcome-oriented language to help students better assess their achievement. Following the redefinition of the College English learning outcomes, it is necessary to restructure the teaching content to ensure it effectively supports the course objectives.

In the process of restructuring the textbook content, the original material serves as the foundation. The College English teaching content should be appropriately selected and curated to be comprehensive and innovative. The latest knowledge and technologies from relevant industries should be incorporated to broaden students’ knowledge base. The College English content is organized around projects and activities as the main thread, breaking down the core elements of each module into multiple sub-tasks that connect the entire teaching process. These sub-tasks organically integrate theoretical knowledge with practical, operational knowledge from each teaching module, fully implementing the “learning by doing” philosophy in College English teaching. This allows each student to internalize and absorb knowledge through hands-on practice. The design of projects and activities should align with the

latest developmental demands of the current industry, enabling students to acquire knowledge, technical skills, and comprehensive professional competencies that match job requirements upon completion of the project-based learning.

3.3. Designing Teaching Process

The OBE-based college English flipped classroom model emphasizes the implementation of instruction through a blended online and offline approach. Utilizing a cloud-based teaching platform, this model offers greater flexibility and freedom compared to the traditional college English teaching model, both in terms of learning space and time. Through in-depth analysis of the OBE concept and the college English flipped classroom model, this article designs a three-staged teaching procedure.

3.3.1. Pre-class Online Self-study Stage

1) Uploading Learning Resources

Relevant learning resources are uploaded to the college English cloud teaching platform for students to engage in self-study before class. These resources should, as much as possible, relate to students' daily lives to enhance interest and foster connection. Micro-lecture resources should not be excessively long; their duration should be controlled within students' effective learning attention span, and the difficulty level should not be too high, to avoid negatively impacting students' interest and motivation for the lesson. This step aims to help students clarify the learning objectives for the course, grasp the foundational knowledge, and gain a sense of learning achievement.

2) Monitoring Learning Progress

After completing the pre-class self-study tasks, students should actively finish pre-class quizzes to provide feedback to the teacher on their preliminary learning effectiveness. They should appropriately mark any difficulties encountered for subsequent in-class discussion. Teachers promptly track students' learning progress during the pre-class self-study stage to make necessary adjustments to the in-class teaching activities, ensuring they are more targeted and adaptive. Meanwhile, teachers record completion data for the learning resources and pre-class quizzes, using this as one component for the formative assessment of students.

3.3.2. In-class Offline Learning Stage

The in-class offline learning stage primarily adopts methods where the teacher assists students in problem-solving and organizes them for offline discussions, reports, and collaborative work. The in-class learning stage and the pre-class self-study stage are not independent of each other; they are complementary and mutually reinforcing. The in-class teaching stage serves to deepen the understanding of knowledge acquired during the pre-class self-study and is also a crucial link for enhancing students' comprehensive qualities.

1) Reviewing Pre-class Learning

Before implementing the classroom teaching activities, the teacher should summarize the content and learning situation from the pre-class tasks. Following this, the teacher guides students in reviewing the pre-class learning materials, consolidating the key and difficult points, and explaining the pre-class quiz questions.

2) Leading in with Related Materials

Following the classroom review, introduce the new lesson with videos or case studies that capture students' interest. Pose questions to stimulate critical thinking, capture attention, and encourage students to solve problems through discussion and sharing.

3) Assigning Objective-led Activities

The classroom activities involves organizing students for discussion, report, and collaborative work. Teaching activities should be designed to align with the course objectives, ensuring students can successfully achieve the intended learning outcomes upon completing the activity exploration. In this stage, the teacher needs to clearly communicate the activity content to the students. After groups are formed, the teacher distributes the necessary resources for completing the activity.

4) Guiding Collaborative Work

During the activity exploration process, the teacher must monitor the progress of students' tasks in real-time, manage time, and maintain classroom order. Carefully observe student performance during collaboration, record problems they encounter, and provide appropriate guidance. Encourage students to overcome apprehension towards challenges, work together with group members to tackle difficulties, foster a spirit of diligent study, and learn to utilize available learning resources to collectively analyze and solve problems.

5) Evaluating Results

After completing the activities, each group needs to assign a representative to present and report on their outcomes. This should include explaining the process, challenges encountered, and solutions devised. During group presentations, members of other groups can record the presentation to help the presenter review the video later for self-reflection, thereby improving their language expression, demeanor, and presentation skills. The teacher can invite other groups to provide feedback on the presented outcomes. After all presentations, the teacher should offer an overall evaluation of each group's performance. Evaluating student activity outcomes enables students to understand their results and learning performance more objectively, promotes self-reflection, and enhances learning effectiveness.

6) Summarizing In-class Learning

Finally, the teacher should guide the students in summarizing the teaching content, reviewing and consolidating the key knowledge from the class, and helping students overcome key and difficult points. Throughout the classroom teaching process, adhere to the student-centered principle, providing ample space for students to independently identify and solve problems. The in-class learning stage allows students to

internalize and apply knowledge through collaboration, interaction, and inquiry, helping them achieve higher-order learning objectives such as “application,” “analysis,” and “evaluation,” while simultaneously enhancing their teamwork, analytical, and problem-solving skills.

3.3.3. Post-class Online Consolidation Stage

This stage primarily focuses on reinforcing the knowledge acquired in class and promoting knowledge transfer and sublimation. For certain knowledge points, this stage can also provide extended learning resources for further study. This teaching phase is conducted mainly through the cloud learning platform in terms of discussion and feedback.

The teacher can organize students to share their learning insights and any issues encountered, allowing everyone to exchange ideas and discuss collectively. The teacher should fully assume the role of a facilitator, guiding students to reflect on problems and assisting them in resolving difficulties. By encouraging students to speak up, the teacher helps them absorb and understand the lesson content, assists some students in overcoming shyness, and builds their confidence. If students have any feedback regarding the teaching, they can also voice it at this stage, highlighting their central role. Based on students’ in-class learning effectiveness and achievement of outcomes, teaching activities should be continuously improved, and the teaching process reflected upon. The post-class learning stage enables students to consolidate and transfer knowledge while cultivating comprehensive abilities and helping them achieve higher-order objectives.

3.4. Designing Teaching Evaluation

In this model, learning outputs correspond to the final teaching outcomes students achieve. The evaluation of student learning should encompass three characteristics: being centered on students’ learning experiences; clear criteria; quantifiable measurement of evaluation content [4].

This article adopts a dynamic and diversified approach to student teaching evaluation, combining formative evaluation and summative evaluation. This ensures the evaluation results can more objectively reflect students’ learning situations.

Formative evaluation is characterized by its dynamic and formative nature, helping teachers understand students’ actual learning situations and serving to enhance and improve teaching effectiveness. Unlike traditional teaching models, formative evaluation in this model not only assesses the mastery of knowledge and skills but also places greater emphasis on measuring students’ comprehensive qualities and abilities, playing a positive role in enhancing students’ core competencies. Formative evaluation of students is primarily conducted through the completion of relevant rubrics.

Utilizing the statistical software of the cloud teaching platform, monitor students’

completion of pre-class learning resources and pre-class quizzes. This data is incorporated into the final course grade according to a specified percentage. Track and record student participation in both in-class and post-class discussions. Conduct objective and fair evaluations based on the frequency, quality, and initiative demonstrated by students in these discussions.

Students' performance during the task completion process is primarily assessed, including their level of participation, sense of responsibility, oral communication skills, and collaboration abilities within the group. This is conducive to a better evaluation of students' comprehensive abilities. Assessment in this area is mainly determined by filling out relevant rubrics.

The achievement of students' knowledge and ability objectives should be also assessed. This part consists of student self-assessment, peer assessment, and teacher evaluation, conducted through the completion of relevant rubrics. During the evaluation process, students can reflect on their classroom performance by comparing it with the evaluation rubric, gain a deeper understanding of the teaching objectives, and use the expected learning outcomes to prompt self-regulation and improvement in their own learning.

Summative Evaluation primarily focuses on assessing the acquisition of measurable linguistic knowledge, with the evaluation results being more objective. The combination of formative and summative assessments can not only measure the linguistic ability but also helps to develop students' relevant skills.

4. Conclusion

Guided by the OBE concept, the new teaching model requires the cultivation of students' independent exploration skills and self-directed learning awareness within efficient College English teaching activities, placing student development at the core of the teaching implementation process. The flipped classroom-based model also aligns with the era of educational informatization. By integrating online cloud platforms throughout the teaching process, it shifts from traditional in-class knowledge transmission and after-class problem-solving to pre-class online learning and in-class offline teacher-guided collaborative work and discussion. Teaching strategies serve as effective means to facilitate the achievement of learning outcomes. The teaching strategies proposed in this paper focus course design on students' learning experiences and results, combining online and offline instruction to help students better acquire competencies, thereby promoting all-round development.

References

- [1] Wiggins, G., McTighe, J. (1998) *Understanding by Design* [M]. AS-CD.
- [2] Berrett, D. (2012) How "flipping" the classroom can improve the traditional lecture [J]. *The Education Digest*, (9): 36-41.
- [3] Anderson, L.W. (2001) *A Taxonomy for Learning, Teaching, and Assessing* [M]. Pearson.
- [4] X.P. Bi. (2023) Research on the Process Evaluation of the OBE Case-teaching [J]. *Re-*

search and Critics on Management Cases, (1): 107-114.