

## **Application of Flipped Classroom Teaching Model Based on OBE in English Teaching in Higher Vocational Preschool Education in China**

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**Abstract:** Driven by economic globalization, China's status in the world is becoming increasingly prominent with more foreign exchanges. English, as a global universal language, is increasingly being taught at a younger age, leading to a gradual increase in the English language requirements for graduates majoring in preschool education by employers. Although China has recently emphasized the importance of vocational education, the traditional teaching models of most higher vocational colleges cannot keep up with the pace of the times, and the reduction in teaching hours has led to a decline in teaching quality. Preschool education graduates lack strong professional skills and are unable to meet the demands of employers. With the continuous development of educational informatization, the flipped classroom has emerged. This article proposes a flipped classroom teaching model based on the Outcome-based Education (OBE) concept and applies this model to English teaching of a higher vocational college majoring in preschool education to explore teaching effect. Using experimental research methods and starting from teaching practice, the author designed the teaching process and selected two classes in a preschool educators' college in Sichuan, China, with similar English proficiency levels for a comparative experiment to explore the teaching effect of the flipped classroom model based on OBE. Before and after the teaching practice, the author conducted English level on both the experimental and control classes and used an independent sample T-test to analyze the exam results. The research results showed that there was no significant difference in English level between the two classes before the implementation. After one semester of teaching practice, there was a significant difference in English test scores of the two classes, and the experimental class had a higher average score. The conclusion drawn was that the flipped classroom teaching reform based on OBE can improve students' English learning effect.

**Keywords:** Outcome-based Education, Flipped Classroom, Higher Vocational College, Preschool Education, English teaching

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### **1. Introduction**

Vocational education and early childhood education have received a lot of attention in China. The country has emphasized the need to develop vocational education and build a comprehensive vocational education system to cultivate high-quality technical personnel for society. Vocational schools have become an indispensable part of national education, serving to promote economic and social progress, and striving to promote student employment. With the support and attention of the government and society, vocational education has made significant progress in recent years. Since 2008, the Chinese government has issued new policies every year in the field of early childhood education. In 2017, the Ministry of Education issued an important directive, emphasizing the development of kindergartens, improving the quality of education and care, and providing children with a healthy and friendly environment to grow up in. In 2019, the "Professional Certification Standards for Vocational and Technical Teacher Education" put forward more professional requirements and higher standards for early childhood education students (Gong et al., 2016). At the same time, English has become very important, and the society has stricter requirements for the English ability of kindergarten teachers, which not only puts more pressure on early childhood education students, but also raises the requirements for English teaching in higher vocational preschool education.

The leap in information development has led us into a new era, which has improved people's work and life quality, but also had a great impact on the education sector. "Flipped classroom" as the "pride" of the education sector, has become the focus of scholars' research, and many educators have tried to use flipped classroom teaching to improve teaching quality. With the continuous improvement of educational concepts and the rapid development of Internet technology, traditional teaching methods can no longer meet the needs of teaching. Outcome-based education is recognized as an effective concept for pursuing educational results worldwide. It provides multi-dimensional ideas for English teaching, and students can

flexibly choose the focus of their learning based on their actual situation, free from objective factors such as time constraints (Kuo et al., 2014). The English flipped classroom teaching model based on Outcome-based Education concept has practical significance for the development of English teaching in higher vocational preschool education.

In light of the dynamic changes in the educational environment, this paper investigates the incorporation of the flipped classroom teaching model, based on the Outcome-Based Education concept, into English instruction within higher vocational preschool education. This aims to tackle challenges such as a singular teaching approach, weak English foundations among students, limited information literacy among teachers, inadequacies in instructional materials, and a misalignment of traditional classroom methods with societal expectations. Through experimental research methods and a comparative study, this paper assesses the impact of the proposed teaching model on students' English learning outcomes. The findings indicate the potential of the flipped classroom approach, based on Outcome-Based Education, to improve the effectiveness of English language education in higher vocational preschool settings.

## **2. Literature Review**

### **2.1 Concept of Outcome-based Education**

Outcome-Based Education (OBE) is an educational approach that emphasizes setting clear learning objectives and expected performance from the outset of learning. OBE was first proposed by Spady and others in 1981 and quickly spread worldwide (Spady, W.G., 1994). The core content of OBE is that students have a clear understanding of expected learning outcomes, and teachers have a better understanding of how to assist students in their learning. Throughout the teaching process, OBE emphasizes the relationship between anticipated teaching outcomes, teaching activities, and the evaluation of teaching outcomes, leading to a rational allocation and planning of teaching resources. The four main principles of OBE are as follows. The first is clear teaching goals, with the focus on what abilities are needed to achieve peak performance rather than what the teacher needs to teach; the second one is the backward design, where OBE starts with the determination of learning outcomes, which serve as both the endpoint and starting point; the third one is high expectations, where OBE believes that every student can excel in their learning; and the fourth one is providing more opportunities for students to demonstrate their learning outcomes in different ways (Harden, & R., M., 1999).

### **2.2 Studies on OBE abroad and in China**

OBE theory has been widely researched and applied in foreign countries, and the following are some related research results and application examples. Benjamin Bloom proposed a learning goal classification system, which has been widely used in OBE. This system classifies learning goals into cognitive domains (knowledge, comprehension, application, analysis, evaluation, and creation), affective domains (receiving, responding, valuing), and psycho-motor domains (knowing how to, understanding how to, being able to) (Bloom, B. S., 1956). Robert F. Mager proposed a systematic method for designing learning goals, which has been widely used in OBE. He proposed that learning goals should have clear action verbs, observability, measurability, and evaluability (Mager, R. F., 1984). Various instructional design models have been developed to support OBE. For example, Jonassen's model, including analysis, design, development, implementation, and evaluation (Jonassen, D. H., 1978), and Gagné's nine-event instructional design model emphasize the clear definition of learning goals, the evaluation of learning outcomes, and the adjustment of teaching strategies in the teaching process (M. R. Gagné, 1985). Many countries and regions' education policies and standards have adopted the concept of OBE. For example, the Common Core Standards in the United States and the Learning Progressions in Australia encourage schools and teachers to focus on students' learning outcomes (Olanmi, E. E., 2016). OBE has been applied in various educational levels and fields. For example, in the higher education field, many universities and colleges have adopted OBE teaching methods and use students' learning outcomes as important indicators for evaluation and quality assurance.

The research on the OBE concept in China started relatively late. The research on the concept of OBE in China is still in its infancy, especially in the combination of the concept of OBE with specific disciplines in higher vocational education. At present, most domestic researches on OBE focus on the following three aspects. The first aspect is about the connotation, nature and principles of OBE. For example, the basic principles, key points and key points of how to apply the concept of OBE in English classes in vocational colleges were analyzed (Xiao Yu, 2018). The second aspect is about the construction of teaching evaluation system under the guidance of the OBE. For example, the undergraduate talent training objective evaluation system under the guidance of the concept of results oriented education was built (Tian Wenyan & Chu Jinfang, 2019). The last aspect is on the teaching mode based on OBE. For example, the "Golden Curriculum" construction strategy of college English in the new era based on OBE" was explored (Song Hui & Ma Yingxin, 2019).

China is still in the stage of exploring and developing Outcome-Based Education, but has achieved some progress and gradually attracted attention and importance in the education field.

### 2.3 Comparisons between OBE and Traditional Teaching Method

Here is a chart comparing the similarities and differences between Outcome-Based Education and Traditional Teaching Method (TTM) as follows:

**Table 1** The differences between OBE and TTM

Item	Outcome-Based Approach	Traditional Teaching Method
Teaching Objective	Emphasizes developing students' abilities and qualities, focusing on tangible outcomes.	Emphasizes students' knowledge acquisition and understanding of theories.
Teaching Method	Interactive and experiential teaching methods.	Lecture-based teaching methods.
Learning Focus	Practical application and exploration.	Knowledge and theoretical understanding.
Content	Relevance to real-world applications and work practices.	Theoretical knowledge and concepts.
Assessment	Project-based outcomes.	Examinations and assignments.

This chart provides a clear comparison of the differences between Outcome-Based Education and traditional teaching method in terms of teaching objectives, teaching methods, learning focus, content, and assessment. Outcome-Based Education focuses on developing students' abilities and qualities, using interactive and experiential teaching methods, emphasizing practical application and exploration, and assessing through project-based outcomes (HARDEN, & R., M., 1999). On the other hand, traditional teaching method emphasizes students' knowledge acquisition and understanding of theories, using lecture-based teaching methods, focusing on theoretical knowledge and concepts, and assessing through examinations and assignments.

### 2.4 Flipped Classroom Teaching

Flipped classroom teaching mode is a teaching method that has gained popularity. The basic idea of flipped classroom is to shift the traditional teaching method, where the teacher lectures in class and students do homework at home, to a new method where students watch prerecorded lectures or other learning materials before class, and then spend class time for discussion, problem solving, and other active learning activities (Bergmann & Sams, 2012). The flipped classroom teaching mode is a pedagogical approach in which students first learn new content at home through self-paced multimedia materials such as video lectures, podcasts, or online articles. In-class time is then used for active learning activities such as group discussions, problem-solving, and practical exercises. This approach allows students to take control of their own learning by reviewing the material at their own pace and provides more opportunities for interaction and collaboration in the classroom (Freeman et al., 2014). The flipped classroom teaching mode has gained popularity in recent years due to its potential to improve student engagement, motivation, and learning outcomes.

The flipped classroom teaching mode has been widely adopted in different educational settings, including K-12 schools, universities, and adult education. In the United States, many K-12 schools and universities have experimented with flipped classroom teaching mode and reported positive outcomes, such as improved student engagement, enhanced critical thinking skills, and better academic performance (Bergmann & Sams, 2012). Similarly, in other countries, such as Canada, the United Kingdom, and Australia, the flipped classroom teaching mode has been implemented in various educational contexts and has received positive feedback from both teachers and students (Bishop, 2013).

The flipped classroom teaching mode has gained increasing attention in China in recent years. Numerous studies have been conducted to investigate its effectiveness and implementation in various educational settings (Tucker, B., 2012). The impact of flipped classroom on college English writing performance was explored (Wang & Liu, 2020). The results showed that students who received flipped classroom instruction achieved significantly higher writing scores than those who received traditional classroom instruction. The implementation of flipped classroom in a medical college was examined (Li et al., 2019). The findings revealed that flipped classroom had positive effects on students' academic performance, motivation, and engagement in learning. The effects of flipped classroom on middle school students' English learning were investigated (Wei & Li, 2018). The results showed that flipped classroom instruction significantly improved students' listening, speaking, reading, and writing skills.

Overall, flipped classroom teaching mode has the potential to improve teaching and learning outcomes in different educational contexts, including adult education. Nevertheless, achieving success with this approach requires meticulous planning and thoughtful implementation.

## **2.5 Previous researches on Flipped Teaching Model based on OBE**

In foreign countries, scholars have shown significant interest in researching the integration of Outcome-Based Education (OBE) and the flipped classroom. They have delved into the implementation and effects of this instructional model across diverse educational contexts, with a focus on crucial aspects such as student engagement, learning outcomes, motivation, collaborative learning, and the evolving roles of teachers. The research places a strong emphasis on empirical studies and quantitative analysis, utilizing methods like controlled experiments and large-scale surveys to assess the impact of OBE-based flipped classrooms on student learning outcomes and instructional quality (Song, J., 2021).

In China, there has been a gradual increase in research on the flipped classroom teaching model based on OBE. Researchers are dedicated to exploring the application and effects of this instructional model in higher education, concentrating on areas like instructional design, student learning outcomes, learning experiences, and the evolving roles of teachers. The research particularly focuses on practical case descriptions and empirical studies to investigate how the flipped classroom, combined with OBE principles, can promote students' skill development and learning outcomes (Chi Gengzhang, 2021).

Overall, research on flipped classrooms based on OBE has progressed both internationally and domestically. However, there is a need for further research to explore the integration of the flipped classroom and OBE, along with its application effects in various educational contexts. Therefore, this paper proposes a flipped classroom teaching model based on OBE and applies this model to English teaching in a higher vocational college majoring in preschool education to explore its teaching effectiveness.

## **2.6 Existing problems in vocational college English teaching in China**

Based on Chinese scholars' researches, the following teaching problems are initially identified:

**Single Teaching Mode:** The primary issue is the uniformity of teaching methods. Currently, many English instructors in vocational colleges adhere to traditional approaches where teachers lecture on specific topics, and students passively absorb information. This singular teaching model fails to meet modern education demands, as it does not effectively engage students' interests or promote their initiative (Hu Lanhua, 2023). Furthermore, it hinders the development of students' creative thinking and practical skills.

**Weak English Foundation of Students:** A widespread problem is the inadequate English proficiency among students, coupled with a deficiency in information literacy. Many students lack self-directed learning habits, resulting in a lack of interest in English itself, tending to view information technology primarily for entertainment rather than integrating it into their English learning (Hu Lanhua, 2023). This undermines the effective implementation of English teaching reforms within the context of information technology.

**Limited Information Literacy of Teachers:** With the rapid evolution of information technology, teachers need robust information literacy to meet contemporary teaching demands. However, many instructors have limited understanding of the application of information technology and online teaching (Zheng Baihua, 2023). The lack of relevant training opportunities and learning experiences hampers their ability to leverage information technology effectively to enhance teaching outcomes.

**Inadequate English Textbooks for Vocational Education:** Existing English textbooks for vocational education primarily focus on transmitting general English knowledge, emphasizing practical skills in listening, speaking, reading, writing, and translation. However, these textbooks may not adequately consider the cognitive development and learning characteristics of vocational college students, leading to a mismatch between the curriculum and students' needs (Chen et al., 2023).

**Misalignment of Traditional Classroom Teaching with Societal Requirements:** Despite the clear directives in the "Basic Requirements for Teaching Vocational College English Courses" issued by the Ministry of Education's Higher Education Department, current teaching models in vocational colleges have not effectively aligned with societal demands (Chen et al., 2023). The objective of cultivating students' practical language application skills, with an emphasis on the practicality and relevance of teaching content, is yet to be fully realized.

These issues underscore the pressing need for effective measures to address challenges in vocational college English teaching. This study explores the integration of the flipped classroom teaching model, grounded in the principles of Outcome-Based Education, into English education within the higher vocational preschool context to improve teaching efficiency.

### **3. Research Design**

#### **3.1 Research questions**

In this study, the researcher introduced a flipped teaching model based on OBE in English teaching and conducted a comparative experiment with two classes, one implementing the teaching reform and the other using traditional teaching methods. The study mainly addressed the following two questions:

- (1) What is teaching method with the application of the flipped classroom teaching model based on OBE?
- (2) Does the flipped classroom teaching model based on the OBE concept improve students' English level significantly ?

#### **3.2 Methodology**

This study adopts an experimental research approach, drawing inspiration from the methodology employed by Karlsen and Aalberg (2023) in their research titled "*Social media and trust in news: An experimental study of the effect of Facebook on news story credibility*". The aim is to extensively investigate whether the flipped classroom teaching model based on the OBE concept significantly enhances students' English proficiency. Through the experimental design, researchers selectively introduce the flipped classroom teaching model and compare it with traditional teaching methods, aiming to assess its potential impact on students' English levels. This method facilitates the establishment of causal relationships, shedding light on whether the specific teaching model yields significant effects in improving English proficiency.

##### **3.2.1 Research Design**

This study employs a comparative design featuring an experimental group and a control group to meticulously assess the impact of language skills on teaching effectiveness. The comparative research design allows for a nuanced evaluation of the flipped classroom teaching model grounded in Outcome-Based Education (OBE) principles. The experimental group, consisting of 50 female and 2 male first-year students specializing in Preschool Education, experiences English instruction within the OBE framework, emphasizing predetermined learning outcomes and utilizing a flipped classroom model. In contrast, the control group, comprising 52 female first-year students in Preschool Education, adheres to a traditional, non-OBE teaching approach, serving as a benchmark for comprehensive evaluation.

##### **3.2.2 Instrumentation**

###### **Teaching Observation Checklist:**

Developed to address the first research question, this checklist systematically records and assesses instructional methods, teacher performance, and teaching materials in both control and experimental classes. Ensuring consistency in instructional quality assessment, this tool facilitates insightful observations.

###### **Comprehensive English Proficiency Test:**

To address the second research question, two sets of standardized English proficiency tests are administered. Derived from the Sichuan College English Test 3 (CET3) question bank, the tests includes listening, reading, writing, speaking. The scoring process, utilizing a percentage scale, enhances the comparability and reliability of assessment outcomes.

###### **Sampling:**

The population comprises 2,100 first-year non-English major students from 25 classes in a Sichuan vocational college. Simple random sampling selects two parallel classes-one forming the experimental group, the other the control group. With practicality, statistical power, and study scope in mind, the sample size is 104 students.

##### **3.2.3 Research Procedures**

The study commences with a pretest assessment to establish baseline language skills in both groups. A teaching intervention follows, with the experimental group exposed to OBE-based flipped classroom instruction, while the control group undergoes traditional teaching. Teaching observations are then conducted using checklists to capture instructional nuances. Post-tests gauge language proficiency evolution, and statistical methods, particularly T-tests, reveal significant differences between groups, providing quantitative evidence of

the flipped classroom model's effectiveness grounded in OBE principles.

### 3.3 Data Analysis

**Table 2** Descriptive Statistics of Pretest & Posttest of CC

#### → Descriptives

	N	Minimum	Maximum	Mean	Std. Deviation
PretestCC	52	58	90	71.75	7.007
PosttestCC	52	46	99	72.50	12.346
Valid N (listwise)	52				

**Table 3** T-test of Pretest & Posttest of Control Class

#### ▶ T-Test

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 PretestCC	71.75	52	7.007	.972
PosttestCC	72.50	52	12.346	1.712

	N	Correlation	Sig.
Pair 1 PretestCC & PosttestCC	52	.970	.000

	Mean	Std. Deviation	Paired Differences		t	df	Sig. (2-tailed)
			Std. Error Mean	95% Confidence Interval of the Difference Lower Upper			
Pair 1 PretestCC - PosttestCC	-.750	5.800	.804	-2.365 .865	-.932	51	.356

Table 2 presents pre-test and post-test results for the control group. The pre-test mean was 71.75 (SD = 7.007), and the post-test mean slightly increased to 72.50 (SD = 12.346). A paired-sample t-test in Table 3 showed a significant difference ( $t = 970$ ,  $p < 0.001$ ), indicating a positive impact post-intervention. However, further analysis revealed no significant difference in pre-test and post-test scores for the control group ( $t = -0.932$ ,  $p = 0.356$ ,  $df = 51$ ). With a p-value greater than the conventional significance level of 0.05, it implies that we cannot reject the null hypothesis. In conclusion, the control group exhibited no statistically significant change in scores before and after the teaching experiment, suggesting that the traditional teaching approach did not yield a significant improvement in English proficiency.

**Table 4** Descriptive Statistics of Pre-test & post-test of the EC

#### → Descriptives

	N	Minimum	Maximum	Mean	Std. Deviation
PretestEC	52	24.00	93.00	75.4615	12.09028
PosttestEC	52	60.00	96.00	82.6538	6.59734
Valid N (listwise)	52				

**Table 5** T-test of Pretest & Posttest of EC

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PretestEC	75.4615	52	12.09028	1.67662
	PosttestEC	82.6538	52	6.59734	.91489

  

Paired Samples Correlations				
		N	Correlation	Sig.
Pair 1	PretestEC & PosttestEC	52	.962	.000

  

Paired Samples Test									
		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	PretestEC - PosttestEC	-7.19231	6.01644	.93433	-8.86730	-5.51732	-8.620	51	.000

Table 4 summarizes the pre-test and post-test results for the experimental group . The pre-test mean was 75.46 (SD=12.09), and the post-test mean increased to 82.65 (SD=6.597). A paired-sample t-test (refer to Table 5) revealed a significant difference (t=962, p < 0.001), indicating a positive impact post-intervention. The data affirm the effectiveness of the experimental intervention in enhancing students' English proficiency. Further analysis demonstrated a significant difference between the pre-test and post-test scores for the experimental group (t=-0.932, p=0.356, df=51). Since the p-value is less than 0.05, we reject the null hypothesis, suggesting a significant improvement in English proficiency for the experimental group after the teaching intervention. This underscores the positive impact of the flipped classroom model based on OBE in higher vocational preschool education on student performance.

**Table 6** Descriptive Statistics of Pre-test of CC & EC

➔ **Descriptives**

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
PretestCC	52	58	90	71.75	7.007
PretestEC	52	24.00	93.00	75.4615	12.09028
Valid N (listwise)	52				

**Table 7** T-test of Pre-test of CC & EC

➔ **T-Test**

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PretestCC	71.75	52	7.007	.972
	PretestEC	75.4615	52	12.09028	1.67662

  

Paired Samples Correlations				
		N	Correlation	Sig.
Pair 1	PretestCC & PretestEC	52	-.103	.467

  

Paired Samples Test									
		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	PretestCC - PretestEC	-3.71154	14.58489	2.02256	-7.77200	.34892	-1.835	51	.072

Table 6 indicates that in the control group, students' scores ranged from 58 to 90, with a mean of 71.75 and a standard deviation of 7.007, suggesting relative consistency. The experimental group showed scores ranging from 24 to 93, with an average of 75.46 and a larger standard deviation of 12.090, indicating increased variability. Paired-sample t-test results from Table 7 revealed no significant difference in scores between the groups ( $p = 0.072 > 0.05$ ), indicating similar English proficiency levels before the intervention. Correlation analysis showed a weak negative correlation between predicted scores of the control and experimental groups, but it was not statistically significant. The analysis implies no significant difference in English proficiency levels between the groups before the intervention.

**Table 8** Descriptive Statistics of Post-test of CC & EC

➔ **Descriptives**

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
PosttestCC	52	46	99	72.50	12.346
PosttestEC	52	60.00	96.00	82.6538	6.59734
Valid N (listwise)	52				

**Table 9** T-Test of Post-test of CC & EC

➔ **T-Test**

Paired Samples Statistics				
Pair 1	Mean	N	Std. Deviation	Std. Error Mean
PosttestCC	72.50	52	12.346	1.712
PosttestEC	82.6538	52	6.59734	.91499

  

Paired Samples Correlations			
Pair 1	N	Correlation	Sig.
PosttestCC & PosttestEC	52	-.188	.183

  

Paired Samples Test									
Pair 1	PosttestCC - PosttestEC	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
					Lower	Upper			
		-10.15385	15.05074	2.08716	-14.34400	-5.96369	-4.865	51	.000

Table 8 displays post-test results for the control (CC) and experimental (EC) groups. Scores ranged from 46 to 99 for CC and 60 to 96 for EC. CC had a mean post-test score of 72.50 (SD = 12.346), and EC had a higher mean of 82.65 (SD = 6.597). The slight difference indicates a marginal improvement, with EC showing a higher mean post-test score. The paired-sample t-test from Table 9 (CC: 72.50, EC: 82.65) resulted in a t-value of -10.154, indicating significantly lower scores in CC. The p-value ( $0.000 < 0.05$ ) shows a statistically significant difference, favoring EC. Thus, the experimental group outperformed the control group. Paired Samples Correlations revealed a weak, non-significant negative correlation (correlation coefficient = -0.188,  $p = 0.183$ ) between post-test scores of CC and EC, suggesting no substantial linear relationship. In conclusion, post-test analysis emphasizes there is significance difference in English proficiency levels between the groups after the intervention.

In conclusion, the flipped classroom teaching model based on the OBE concept has proven to be effective in significantly improving students' English proficiency. The experimental group, exposed to this innovative teaching approach, outperformed the control group, highlighting the positive impact of the intervention on student performance. This aligns with the primary research question, affirming that the flipped classroom model, when grounded in OBE principles, leads to a substantial enhancement in students' English proficiency.

**4. OBE-based Teaching design with flipped classroom teaching model**

The OBE-based teaching design, coupled with the flipped classroom teaching model, encompasses a tailored instructional approach specifically designed for the experimental group. This pedagogical framework aims to optimize the learning experience by integrating Outcome-Based Education principles



with the innovative strategies associated with the flipped classroom model. The design emphasizes course analysis, teaching design, teaching implementation, and teaching evaluation, fostering a dynamic and effective educational process. Through this integrated approach, the teaching design endeavors to enhance students' understanding, participation, and overall performance in the English language curriculum.

#### **4.1 Course Analysis**

##### **Course Objectives**

- (1) Students are able to improve their English basic abilities through completing various tasks, and prepare themselves for early employment needs.
- (2) Students are able to understand the cultural differences between China and other countries.

##### **Course Content**

Each unit of the English textbook for the course includes not only listening, speaking, reading and writing, but also language use, unit tasks, and phonetic training.

##### **Basic Information**

The experimental group has two English classes per week, with students having substantial study tasks. The textbook used is "New Practical English 1".

#### **4.2 Teaching Design**

Teaching design, also known as instructional design, is the systematic process of creating effective and efficient learning experiences. It involves analyzing learners' needs, defining clear learning objectives, developing instructional materials, and designing instructional strategies that facilitate effective knowledge acquisition (Rothwell et al., 2011). The researcher takes one unit as an example, illustrating the teaching design of experimental group, including the teaching theme, teaching objectives, teaching implementation and teaching evaluation.

##### **4.2.1 Teaching Theme**

The author selected Unit 2 "Saying thank you or sorry" in the "New Practical English 1" published by Higher Education Press as a teaching case. Based on OBE, the author conducted flipped teaching practice exploration. The theme of this unit is "Gratitude" and "Apology". It discusses how to express pleasure and thanks, how to send a message of congratulations and respond to it, and how to give an apology and ask for forgiveness.

##### **4.2.2 Teaching Objectives**

The teaching objectives include knowledge objectives, ability objectives, and emotional objectives. The ability objectives require students to express thanks and give responses, know how to congratulate and respond and be able to articulate the concept and usage of verbs in English, basic sentence structures, and the components of English paragraphs, as well as the meaning of connecting words in English discourse and learn relevant discourse knowledge. The emotional objective is to cultivate students' gratitude awareness, good manners, and thinking qualities, which is in line with the core literacy of the new era's foreign language discipline.

#### **4.3 Teaching Implementation**

Teaching implementation, also known as professional learning, is the process of identifying, incorporating, monitoring, and continually refining strategies needed to enhance educators' practice and encourage student academic and non-academic growth (Awa, B., & Torino, G., 2023)..

##### **4.3.1 Pre-class Preparation Stage**

###### **Introducing Online Learning Resources:**

Utilizing online learning platforms and educational technology tools to provide students with resources such as English learning videos, listening materials, and practice questions is the first step. This approach enhances flexibility and personalization, allowing students to learn at their own pace. In the preview stage, students familiarize themselves with the upcoming content, enabling better comprehension during classroom sessions. The teacher provides learning materials and task sheets for previewing, ensuring scientific and effective guidance. Tasks are designed to stimulate curiosity and enthusiasm for learning, fostering active student engagement. The author incorporated the "Xue Xitong" software to

enrich classroom presentations with various practical tools (Mok & H. N., 2014). Additionally, group cooperative learning is organized to enhance students' cooperation skills and team consciousness.

#### **4.3.2 In-class Activity Stage**

##### **(a) Checking the Preview Situation:**

It is crucial to assess students' preview progress and quality using the "Xue Xitong" platform and to adjust the activity plan based on the learning outcomes. The teacher plays a vital role in encouraging students to actively seek help when they encounter challenges, fostering a proactive attitude towards acquiring knowledge.

##### **(b) Autonomous Learning:**

Once students have grasped the basic knowledge, the teacher reinforces concepts through dialogues and recordings, allowing students to independently complete assigned tasks. The teacher closely monitors progress and offers additional support to students facing learning challenges.

##### **(c) Reviewing Task Exercises and Summarizing Key Sentence Patterns:**

This step involves collectively analyzing and reviewing remaining challenges. It includes summarizing key sentence patterns during exercise explanations and organizing group practices.

##### **(d) Collaborative Exploration to Complete Tasks:**

The introduction of project-based learning divides tasks into two parts. The first part entails group activities focused on practicing communication and dialogue. Simultaneously, the second part involves creating scenarios based on lesson content, fostering creativity through group communication. This approach significantly enhances students' communication skills.

##### **(e) Results Presentation and Evaluation:**

With a focus on Outcome-Based Education (OBE), the emphasis is on enhancing listening, speaking, and overall quality for kindergarten students. Each student showcases their performance on stage, with group collaboration divided into dialogue tasks and teacher-created scenarios. Following group presentations, peer evaluation takes place, and the teacher provides feedback, comments, and summaries. The introduction of a competitive mechanism actively engages students, fostering reflection and regular learning logs to assess progress and identify areas for improvement. identify challenges.

#### **4.4 Teaching Evaluation**

The evaluation section in the flipped classroom model based on OBE is crucial and serves as the key to ensuring the efficient development of the entire teaching activity. Within the flipped classroom model, the teacher assumes more of a guiding and facilitating role, encouraging students to actively learn and explore. The evaluation process encompasses multiple aspects of students' learning outcomes, including their learning processes, methods, and emotional attitudes and values. Additionally, teachers can assess and provide feedback on students' learning outcomes through homework, project reports, and other forms of assessment.

The learning evaluation section is divided into teacher evaluation and group evaluation. Teacher evaluation primarily assesses students' performance before and during class. Pre-class evaluation focuses on the preview situation, while in-class evaluation evaluates students' performance within the classroom. Scores are assigned accordingly, and the teacher's total score is calculated based on predefined weights. Group evaluation primarily assesses students' performance in the group collaboration and presentation sections. It is further divided into three components: learning attitude, task completion, and communication and coordination. Each component comprises specific items, and groups conduct peer evaluations, calculating the total score based on the predetermined proportions. Ultimately, the score for this lesson is determined by the formula "teacher evaluation score \* 0.6 + group evaluation score".

This comprehensive evaluation system not only provides a detailed assessment of individual and group performances but also aligns with the principles of Outcome-Based Education, ensuring a holistic understanding of students' achievements and fostering continuous improvement in the teaching process.

### **5. Conclusions**

The study utilized a rigorous research design, incorporating Teaching Observation Checklists and Comprehensive English Proficiency Tests, to evaluate the efficacy of a flipped classroom teaching model grounded in Outcome-Based Education (OBE) principles. The results, analyzed through descriptive

statistics and t-tests, demonstrated significant improvements in the post-test scores of the experimental group compared to the control group. The OBE-based teaching design, tailored specifically for the experimental group, emphasized course analysis, teaching plans, implementation, and evaluation. Teaching implementation involved innovative strategies, such as pre-class preparation with online resources, collaborative in-class activities, and thorough evaluation methods. In summary, the study illustrated the effectiveness of the OBE-based flipped classroom model in significantly enhancing students' English proficiency. The research design and thoughtful teaching approach underscore the potential of this method for elevating language education in higher vocational preschool settings.

However, this study has its limitations. Due to time constraints, the researcher selected only two classes majoring in preschool education from a vocational college in Sichuan for teaching practice. The inclusion of a single major and a limited sample size introduces a certain degree of contingency to the research findings. Future studies will expand to include more schools and majors to gather additional data, thereby bolstering the experimental conclusions. Additionally, the author aims to foster communication and exchange experiences with teachers implementing the flipped classroom teaching model based on the OBE concept. This collective effort seeks progress and improvement, continuously optimizing teaching effectiveness, and bringing positive significance to the application and research of flipped classrooms.

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