

# Research on Blended Teaching Model of College English Courses Based on the OBE Concept

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**Keywords:** Blended Teaching Model, College English Courses, OBE Concept

**Abstract:** The OBE concept has a significant impact on college English teaching. The blended teaching mode based on it combines online and offline teaching, giving full play to the advantages of modern information technology, which emphasizes student-centered learning, promotes classroom interaction, and enriches learning resources. This paper delves into the blended teaching mode of college English based on the OBE concept. It elaborates on its connotations, advantages, and innovative aspects like teaching methods, learning resources, and evaluation mechanisms. The construction strategies, including building online platforms, adopting “online and offline” teaching, and combining formative and summative evaluations, are also discussed. It highlights that this mode has significant theoretical and practical value in enhancing teaching quality, cultivating students’ autonomous learning and comprehensive abilities.

## 1. Introduction

The OBE (Outcome-based Education) concept, as an advanced education concept oriented towards learning outcomes, plays an important role in today's education field. It emphasizes the learning achievements that students obtain during the education process and focuses on cultivating students’ comprehensive qualities and abilities. The introduction of the OBE concept has provided new ideas and methods for college English teaching. It is oriented towards students’ learning outcomes, focuses on the knowledge, skills and qualities that students acquire in the learning process, rather than merely focusing on the imparting of course content. [1] By setting clear learning goals and evaluation criteria, it guides students to actively participate in learning and cultivates their comprehensive abilities and innovative thinking.

The blended teaching mode makes full use of the advantages of modern information technology, combines online teaching with offline teaching, and provides students with richer learning resources and more flexible learning methods.[2] Students can independently choose learning content and learning time according to their own learning progress and needs, improving the efficiency and effectiveness of learning. Meanwhile, the blended teaching mode also strengthens the interaction and communication between teachers and students and promotes teaching and learning from each other.

## 2. Application of Blended Teaching Mode

The blended teaching mode is a teaching method that combines traditional teaching with modern information technology and has rich connotations and various forms.

### 2.1. Connotation of the Blended Teaching Mode

The blended teaching mode combines online learning on the Internet with traditional classroom learning and integrates various teaching resources and elements to achieve complementary advantages. Under this mode, it is necessary to give play to the leading role of teachers in guiding, inspiring and monitoring the teaching process, and also fully reflect the initiative, enthusiasm and creativity of students as the main body of the learning process.

Common blended teaching modes include the flipped classroom mode, the autonomous blended mode and the supplementary blended mode. The flipped classroom mode reverses the traditional

teaching mode. It replaces the lecturing session in traditional classrooms with preview and autonomous learning. The autonomous blended mode emphasizes students' autonomous learning ability. Through online learning platforms, students can choose learning content according to their own learning progress and interests to achieve personalized learning. Teachers play the role of helpers and facilitators, providing students with personalized learning resources and learning suggestions. The supplementary blended mode uses online teaching resources as a supplement to traditional classroom teaching.

## **2.2. Advantages of the Blended Teaching Mode**

### **2.2.1. Dominant Position of Students and Classroom Interaction**

Adopting the blended teaching mode helps students transition from receptive learning to autonomous learning, enhances students' autonomous learning ability and enthusiasm, and promotes students to master language skills. It can ensure that the teaching content, teaching methods, teaching process and course evaluation of the course are all carried out around students as the main body, which is conducive to ensuring the consistency between the teaching goals of the course and the graduation requirements to the greatest extent.[3] By taking the final learning goals achieved by students in this course as the starting point of teaching design, the course design is carried out in reverse and teaching activities are implemented. According to the differences in students' abilities, different levels of learning tasks are arranged, and the difficulty of course learning is gradually increased, so as to guide students to achieve the final learning goals.

### **2.2.2. Online Teaching Strengthens Training and Communication**

It can not only activate the classroom atmosphere but also help students improve the utilization rate of fragmented time and promote the development of students' critical thinking ability. Meanwhile, with the help of online high-quality course resources, self-media English resources and online teaching platforms, the scope of students' learning content and output training is broadened. Moreover, the offline classroom provides an opportunity for students to display their learning achievements. Students can correct their output content through online communication with teachers after class, thus improving their professional level and modern normal school students' skills.

### **2.2.3. Quantification of Process Evaluation**

The "One Platform, Three Terminals" smart classroom platform can provide data support and basis for course evaluation, which is conducive to the quantification of process evaluation, helps teachers timely discover the common and personalized problems existing among students. [4] At the same time, it conducts learning supervision and answers questions, and then positively evaluates students' learning effects, encouraging students to develop towards active learning, autonomous learning and personalized learning on mobile terminals, so as to meet the specific requirements of course goals and the cultivation goals of applied talents.

### **2.2.4. Continuous Improvement of the Teaching Process**

A diversified and reasonable evaluation mechanism is adopted to evaluate students' output achievements. By refining the process assessment and running through the trinity evaluation mechanism in the whole teaching process, formative and summative evaluations are made for students. This process can not only let students timely understand their own learning status and let teachers real-time master the changes in students' professional level and professional skills, but also help teachers adjust the progress and difficulty of course teaching in time according to students' feedback, continuously improve the teaching quality, and thus achieve the course teaching goals oriented towards students' output.

### **2.2.5. Innovation of Learning Resources**

The innovation of learning resources is also an important aspect of the blended teaching mode. Traditional college English teaching resources mainly rely on textbooks, with a single form and limited content. In the blended teaching mode, modern information technology should be fully

utilized to provide students with rich and diverse learning resources. For example, online learning resources such as MOOCs and micro-courses can break through the limitations of traditional classroom teaching forms and allow students to obtain more information from different angles. Meanwhile, teachers can also use online smart learning platforms to provide students with personalized learning resources, such as new educational courseware with interactive links and high-quality extracurricular reading materials. In addition, through virtual teaching and research offices, online seminars and other ways, English teaching experience can be exchanged with teachers from other schools and teaching resources can be shared.

### **3. Construction Strategies of the Blended Teaching Mode of College English Based on the OBE Concept**

#### **3.1. Building an Online Learning Platform**

In the era of rapid development of the Internet, knowledge is updated rapidly. It is of great importance to grasp the advantages of Internet knowledge development and build a good online learning platform for students. Currently, students have numerous choices when looking for learning resources on the Internet. On the one hand, this brings convenient knowledge learning channels for students. On the other hand, it may also lead to conflicts or disconnections between the knowledge learned on the network and that in the classroom. Therefore, when carrying out teaching, college English teachers must grasp the advantages of Internet knowledge development and build a good online learning platform for students. In addition, the construction of the blended teaching mode needs to make full use of Internet resources. As mentioned in the research on the construction of the blended teaching mode of college English based on the OBE concept, the current Internet is developing at a very fast speed and knowledge is updated quickly, which may affect students when they choose learning resources. Therefore, teachers should build a good online learning platform for students so that they can learn content combined with classroom knowledge on the platform and improve their English learning level.

#### **3.2. Adopting the “Online and Offline” Blended Teaching Mode**

In the blended teaching of college English based on the OBE concept, students preview the knowledge to be learned through online learning platforms before class. Teachers analyze students' preview situation through the data in the platform background to understand the difficulties and problems that students encounter in the preview process. For example, teachers can judge which knowledge points students have not mastered well by observing data such as students' learning time and answering questions on the platform. Then, teachers adjust classroom teaching activities according to students' preview situation and give more detailed explanations on the parts that students have difficulty understanding to ensure that the teaching content is more in line with students' actual needs.

Through the “Online and Offline” blended teaching mode, students' participation enthusiasm can be stimulated, and students' English level and teaching effect can be improved. Meanwhile, the rich learning resources and diverse learning methods on online learning platforms can also meet students' different learning needs and stimulate their learning interest. Therefore, the detailed explanations and tests by teachers in the offline classroom can help students solve the difficult problems in learning, consolidate the learned knowledge and improve the learning effect.

#### **3.3. Combining Formative Evaluation and Summative Evaluation**

In college English blended teaching, formative evaluation occupies an important position. Students' preview situation before class is reflected through online learning platforms. The homework peer evaluation session also contributes to formative evaluation. After students complete their homework, they evaluate each other's works, which can not only improve their critical thinking ability but also enable them to understand their own learning achievements from different angles. Teachers can conduct comprehensive evaluations based on students' peer evaluation results and self-

reflections.

The combination of formative evaluation and summative evaluation can make the evaluation more comprehensive and objective. On the one hand, formative evaluation focuses on students' learning process, timely discovers problems and gives feedback, which helps students adjust their learning strategies. On the other hand, summative evaluation conducts a summary assessment of students' learning achievements and provides stage goals and motivation for students' learning. The combination of the two provides a comprehensive evaluation of students' learning achievements. Meanwhile, this evaluation mechanism can also evaluate teachers' teaching achievements. Teachers' teaching methods, teaching content, selection of teaching resources and other aspects will affect students' learning achievements.

#### **4. Conclusion**

The blended teaching mode of college English based on OBE is of great theoretical significance and practical value. By constructing an online learning platform, adopting a mixed teaching mode of "online and offline" and an evaluation mechanism combining formative and terminal evaluation, the teaching quality of college English has been effectively improved, and students' autonomous learning ability and comprehensive quality have been cultivated. In terms of theoretical significance, the concept of OBE emphasizes the learning result-oriented, pays attention to the cultivation of students' practical application ability and comprehensive quality, and provides new ideas and methods for college English teaching. At the same time, the evaluation mechanism combining formative evaluation and terminal evaluation can evaluate students' learning results and teachers' teaching results more comprehensively and objectively, and provide a strong guarantee for the improvement of teaching quality. In terms of practical value, the construction of network learning platform provides students with rich learning resources and a good learning environment, so that students can learn more conveniently. The use of "online and offline" mixed teaching mode has stimulated the enthusiasm of students, improved their English level and teaching effect. The evaluation mechanism combining formative evaluation and terminal evaluation prompts teachers to pay more attention to students' learning process, give timely teaching feedback, help students improve learning methods and improve learning results. In the future, we should further explore and improve the college English mixed teaching model based on the OBE concept. On the one hand, we should continuously optimize the network learning platform, enrich the learning resources, and improve the stability and ease of use of the platform. On the other hand, we should continue to innovate the "online and offline" mixed teaching mode, explore more effective teaching methods and means, and improve teaching quality. At the same time, we should further improve the evaluation mechanism, evaluate students' learning results and teachers' teaching results more scientifically and reasonably, and provide strong support for teaching reform. In short, the college English mixed teaching model based on the OBE concept provides a new direction and way for college English education and teaching reform.

#### **Acknowledgements**

This article is in the research project "Translation of Qingdao Silicon Valley gas heating network monitoring system and related documents" No. KYH2024160.

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