

Integrating Outcome-Based Education (OBE) in Hybrid English Teaching Instruction for Higher Vocational Institutions

Li Li Sun, Dr. Elvira Balinas (Adviser)

Angeles university foundation

DOI: <https://doi.org/10.51244/IJRSI.2024.11110036>

Received: 23 October 2024; Accepted: 04 November 2024; Published: 06 December 2024

ABSTRACT

This paper explores the integration of Outcome-Based Education (OBE) into hybrid teaching methods in higher vocational English education. With the advancement of educational concepts and technologies, the importance of English language instruction in vocational settings has also grown, necessitating innovative teaching approaches. This study identifies several challenges teachers face, including resistance to adopting traditional methods, insufficient mastery of hybrid teaching strategies, and underutilization of online resources. The OBE framework supports a student-centered, achievement-oriented learning environment that aligns educational outcomes with both curricular goals and students' needs. Through the implementation of course design activities, fostering of active student engagement, and emphasis on continuous improvement, this paper explored hybrid English instruction and students' academic and personal development. The findings highlight the need for educators to engage in reflective practices and embrace iterative improvements, ensuring that hybrid teaching models effectively prepare students for future professional challenges. The paper concludes that the successful adoption of hybrid teaching in higher vocational education depends on educators' willingness to innovate and adapt, ultimately contributing to the sustainable development of English language instruction in the modern educational landscape.

Keywords: Outcome-Based Education, Vocational English Education, Hybrid Teaching, Higher Vocational Education, Student-Centered Learning

INTRODUCTION

In light of continuous social progress and development, the domestic education sector is also experiencing sustained growth, with educational concepts and technologies advancing rapidly. In response to these changes, educational institutions have introduced various implementation plans and key policies to guide the structured development of educational practices. As international communication becomes more frequent, English, as a fundamental subject in higher vocational colleges, has gained increased significance. Consequently, hybrid teaching models for English education are emerging and evolving. However, challenges persist due to traditional teaching mindsets, limitations in educational technology, and the difficulties English teachers face in mastering hybrid teaching strategies.

Guided by the principles of Outcome-Based Education (OBE), the effective implementation of hybrid English teaching can be enhanced. Teachers can design courses based on OBE's emphasis on "achievement-oriented learning," ensuring students' outcomes drive instructional planning. Classroom activities can also align with the "student-centered" philosophy of OBE, prioritizing active student engagement and individualized learning pathways. Additionally, the principle of "continuous improvement" encourages reflective teaching practices, enabling instructors to refine their methods iteratively. Through these strategies, higher vocational English education can achieve higher instructional quality, foster more meaningful student progress, and support learners in achieving both academic and personal development goals.

Integrating Outcome-Based Education (OBE) into hybrid teaching models in higher vocational English education provides a strategic approach to enhancing student learning outcomes. This fusion allows for more tailored, student-centered learning experiences that align with the needs of the modern workforce. OBE, an

educational paradigm rooted in defining and achieving clear learning outcomes (Spady, 1994), complements hybrid teaching by promoting structured, goal-oriented activities that support self-directed learning both inside and outside the classroom (Wang et al., 2021). By using practical examples from existing studies, the effectiveness of combining OBE and hybrid teaching in vocational settings can be better understood.

A case study conducted by Chen et al. (2022) illustrates the application of OBE in hybrid teaching within a higher vocational English course in China. In this case, the instructors designed the curriculum around specific competencies, such as intercultural communication and critical language skills, which align with OBE's emphasis on real-world applicability. The hybrid structure trained students to access digital resources before attending class. They learned to utilize instructional videos, articles, and interactive language exercises. By completing the tasks online, students arrived in class with foundational knowledge. It made the in-class time more interactive and focused on application through discussions, role-playing, and other group projects. This pre-class preparation phase aligns with Spady's (1994) framework of achievement-focused education. It stresses the importance of setting students up for success in active learning environments.

During in-class sessions on the other hand, teachers acted as facilitators. Using OBE's student-centered approach they guide collaborative discussions and assess students' understanding through real-time feedback (Zhu & Wu, 2020). For instance, students were asked to work in small groups on problem-solving exercises related to real-life scenarios, such as handling cross-cultural workplace interactions. Teachers provided feedback on language use and cultural context, helping students to develop competencies relevant to professional settings. Studies have shown that this approach enhances engagement and improves retention of content, as students are more likely to internalize concepts through active participation (Huang & Li, 2021).

In the post-class phase, the students continued their learning through online assignments and self-paced reviews, guided by OBE's principle of continuous improvement. Teachers used analytics from online platforms to monitor student progress, allowing for targeted feedback and adjustments to course materials as needed (Xu et al., 2023). This improvement approach aligns with OBE's adaptive learning model, ensuring that instruction evolves to meet students' changing needs and providing ongoing support to help them achieve set outcomes.

Integrating OBE with hybrid teaching has shown promising results in higher vocational English settings, enhancing language skills while aligning with industry demands. However, the success of this approach also depends on addressing certain challenges. Studies have shown that some teachers may be challenged with transitioning from traditional lecture formats to facilitative roles that encourage student autonomy (Zhang & Chen, 2021). To counteract this, professional development and training can support teachers in designing hybrid courses that effectively integrate OBE principles. Additionally, students may initially lack intrinsic motivation for online learning components, underscoring the need for engaging, well-structured tasks that emphasize the practical relevance of their studies (Li, 2020).

Blending OBE with hybrid teaching methods provides a powerful framework for vocational English education, fostering a student-centered, adaptive, and outcome-oriented learning environment. This model prepares students for professional roles and supports lifelong learning skills essential for continuous personal and career development. By exploring case studies and practical applications, this discussion highlights the advantages and considerations needed for effectively implementing OBE-driven hybrid instruction, ultimately contributing to the sustainable development of English education in vocational contexts.

The Status of the Mixed Method English Teaching in Higher Vocational Colleges

Challenges to the Implementation of Mixed Method English Teaching in Higher Vocational Colleges

In English classroom teaching activities in higher vocational colleges, teachers often rely on traditional methods to explain the content of the teaching material, while students passively listen and gradually learn the subject matter. With the introduction of a hybrid teaching model that emphasizes both online and offline strategies in higher vocational English education, classroom content has seen some optimization. However, several issues persist in meeting the development needs of English teaching objectives within higher vocational education. English teachers' understanding of the hybrid teaching model remains unclear, with some

viewing it merely as a simple combination of classroom teaching and online learning. Online teaching resources, meant to supplement classroom activities, often receive insufficient attention, leading to challenges in students' completion of online learning tasks.

Additionally, teachers frequently lack both strategies and motivation to effectively apply hybrid teaching methods. Some educators overlook the integration of online learning resources, leading to a superficial application of the hybrid model. While some teachers recognize the importance of online resources, they often give little consideration to how these resources should be effectively integrated into English teaching.

Analysis of the Applicability Effect of OBE Educational Concept and Mixed Teaching

The Outcome-Based Education (OBE) framework, also known as goal-oriented education, is an achievement-focused, student-centered approach initially introduced by educational theorists like Spady (1994). This framework has gained international recognition and has been gradually adopted in China since 2017, with an increasing body of literature exploring its principles and applications. In the context of promoting hybrid teaching in higher vocational English courses, the integration of OBE and hybrid teaching proves particularly valuable.

Conceptually, OBE and hybrid teaching share several core principles. OBE emphasizes student-centered learning, fostering autonomous learning activities that heighten students' interest and engagement. Likewise, the hybrid teaching model, rooted in constructivist theory, regards students as active participants in the learning process, with teachers serving as facilitators and designers of learner-centered environments. This alignment underscores both frameworks' commitment to student-centered education.

The principle of continuous improvement further strengthens the compatibility between OBE and hybrid teaching. OBE supports ongoing student development through iterative refinement to ensure sustained academic progress. Similarly, hybrid teaching leverages digital technologies to enhance online learning environments. By monitoring student performance data, instructional practices can be adjusted in real-time, aligning with OBE's emphasis on adaptive, progressive learning. Both models thus prioritize educational outcomes through systematic and incremental improvement.

Moreover, the goal orientation in both frameworks highlights another key area of synergy. OBE is grounded in aligning curriculum development with societal needs, defined learning outcomes, competency indicators, and targeted assessment strategies. Similarly, hybrid teaching follows a goal-driven structure that encompasses overarching course objectives and specific targets for both online and offline components. This shared focus on outcomes ensures that both approaches contribute to a structured, goal-oriented learning experience that meets the demands of modern talent development.

The OBE framework and the hybrid teaching model exhibit strong alignment in their core principles—student-centeredness, continuous improvement, and goal orientation—making them complementary approaches for advancing English education in higher vocational settings.

Hybrid Higher Vocational English Teaching Strategy Based on OBE Education Concept

Result-Oriented Concept of the Course Teaching Design Activities

In teaching English in higher vocational colleges, establishing clear learning outcomes during the preparatory stage serves as a foundation for guiding subsequent instructional activities. Grounded in the principles of Outcome-Based Education (OBE), English teachers are encouraged to design courses within a results-oriented framework. This approach involves systematically aligning educational objectives with curriculum standards, institutional guidelines, students' professional requirements, and their individual learning needs. A thorough understanding of these components enables teachers to create practical semester goals and project-specific learning targets.

During course design, teachers should emphasize core competencies in English literacy, such as intercultural communication, critical language skills, independent learning, and global awareness. These competencies form

essential aspects of hybrid teaching practices. Teachers are encouraged to develop instructional strategies that incorporate these competencies, ensuring that course expectations align with students' varied learning styles and cognitive abilities. Setting overly ambitious goals that do not align with students' actual proficiency levels may hinder progress, making it crucial to provide nuanced, stratified learning objectives that cater to individual learning trajectories.

A significant challenge for many higher vocational English teachers is transitioning from traditional, teacher-centered methods to student-centered hybrid approaches. Teachers accustomed to occupying a dominant role in the classroom may find it difficult to adopt facilitative roles that encourage student autonomy. Although maintaining control over classroom activities enables structured lesson delivery, it can sometimes come at the cost of neglecting students' individual learning progress and engagement.

Another barrier is the superficial use of digital resources. Teachers often rely on pre-existing online materials without tailoring them to meet specific course goals, which diminishes the effectiveness of hybrid learning. Students, meanwhile, may lack intrinsic motivation for online tasks, viewing them as routine obligations. Some may engage minimally, passively playing videos without absorbing the content or participating meaningfully, which undermines the goals of hybrid learning.

To address these challenges, it is essential to incorporate continuous improvement strategies into teaching practice. Teachers should regularly reflect on and revise course designs based on student feedback and performance. This process fosters alignment between intended goals and students' evolving needs, promoting more meaningful engagement with both online and offline resources. Emphasizing personalized feedback, active participation, and collaborative learning can further enhance the hybrid teaching model, supporting deeper learning outcomes and sustainable student progress.

Classroom Teaching Activities are Conducted Based on the Student-Centered Concept

Within the Outcome-Based Education (OBE) framework, English teachers in higher vocational colleges are encouraged to prioritize student-centered approaches in hybrid teaching. This shift transforms the teacher's role from knowledge transmitter to facilitator and guide, empowering students to take greater initiative in their learning. Adopting diverse instructional strategies increases student engagement and ownership, ultimately enhancing the effectiveness of hybrid English instruction.

Before class, teachers should use online platforms to deliver preparatory materials. This phase involves assigning clear pre-class tasks and encouraging students to explore various multimedia resources, such as videos, articles, and images. By guiding students through independent pre-class study, teachers foster self-regulated learning and build a foundational knowledge base. Teachers can monitor pre-class engagement through online feedback tools and use the data to refine their plans, ensuring that in-class activities align with students' needs and comprehension levels.

In-class activities, aligned with OBE's student-centered philosophy, should emphasize active participation. Teachers can facilitate learning by organizing Q&A sessions, group discussions, or student presentations that showcase pre-class learning outcomes. These activities provide opportunities for teachers to offer targeted feedback, clarify misconceptions, and review key concepts. Instead of extensive lecturing, teachers should focus on guiding students through challenging content and fostering practical application through exercises like reading practice, dialogue writing, and role-playing. Ample time for hands-on practice allows students to deepen their understanding and internalize knowledge through experiential learning.

After class, teachers should integrate follow-up activities based on students' classroom performance and identified learning challenges. Online platforms can be used to distribute additional tasks and resources for further study, encouraging self-paced learning. Teachers should provide review exercises tailored to individual progress, including tiered challenges to accommodate varying proficiency levels. These activities promote the continuous reinforcement of knowledge, ensuring that students have multiple opportunities to revisit, reflect on, and master the material.

By acknowledging individual differences among students and fostering personalized learning, teachers cultivate an inclusive environment. Ongoing reflection and adaptive teaching practices further strengthen the hybrid teaching model, supporting students in achieving meaningful learning outcomes aligned with both academic standards and professional skill requirements in higher vocational education.

Based on the Concept of Continuous Improvement to do a Good Job in the End of the Teaching Stage of the Reflection Work

English teaching in higher vocational colleges is a dynamic process that extends beyond the planning and delivery stages. Reflection after each teaching phase plays a crucial role in identifying areas for improvement and ensuring the sustainable development of English instruction. Guided by the OBE (Outcome-Based Education) concept of continuous improvement, English teachers must engage in the review and evaluation of their teaching practices before embarking on new stages of instruction.

At the conclusion of teaching activities, teachers should organize a review to assess various aspects of the course, including students' engagement with online learning resources, their academic performance, and the feedback gathered from both students and teachers. This reflection phase should also focus on optimizing existing digital content in terms of relevance, structure, and accessibility, ensuring that teaching materials align with the needs of hybrid instruction.

Given the increasing reliance on mobile technology, teachers should ensure that digital resources are accessible via smartphones and other mobile devices, thereby facilitating more learning experiences. By incorporating mobile-friendly materials, teachers align with students' real-world learning preferences and enhance engagement. This makes learning more interactive and accessible. This approach motivates students and causes improved learning outcomes.

In the reflective process, it is important to go beyond the technical aspects of digital content and incorporate broader considerations, including the political, scientific, and practical relevance of teaching materials. Teachers should assess the effectiveness, relevance, and appeal of resources, replacing outdated content with innovative, stimulating materials. Additionally, resources should be tailored to meet students' diverse interests and learning needs, making the content not only educational but also engaging and enjoyable. Through this reflective approach, teachers uphold the OBE principle of continuous improvement, ensuring that teaching strategies evolve to meet the demands of modern learners and contribute to the long-term success of English education in higher vocational colleges.

Implementation in a Higher Vocational English Program

An example from the Guangdong Polytechnic English Program shows how vocational colleges in China have successfully blended OBE principles into hybrid courses. In this program, teachers use hybrid teaching to enhance students' English proficiency in technical fields such as engineering and hospitality. Instructors design the course around specific, measurable outcomes related to workplace communication skills, using online platforms to distribute targeted pre-class materials and class time for scenario-based learning. This approach provides a practical model for other educators seeking to implement OBE principles in hybrid teaching. According to Zhang et al. (2020), who evaluated the program, educators found that OBE-aligned hybrid instruction improved student engagement, motivation, and practical English usage, leading to stronger performance in both language proficiency and employability skills. This example illustrates how OBE principles applied through hybrid learning directly contribute to educational outcomes and can be tailored to vocational students' real-world needs.

CONCLUSIONS

The integration of hybrid teaching in higher vocational English education offers promising benefits but also poses distinct challenges. While the principles of Outcome-Based Education (OBE) provide a valuable framework, emphasizing student-centered learning, continuous improvement, and goal orientation, the transition from traditional teaching to a hybrid approach involves complexity. Teachers may struggle with

mastering digital tools, designing engaging online content, and shifting from knowledge transmitters to facilitators. Students, likewise, may find it challenging to stay motivated and actively engage with online resources, which can limit the effectiveness of hybrid learning.

To optimize outcomes, educators must adopt a mindset of continuous improvement and regularly reflect on their instructional strategies, aligning them with the diverse needs and learning styles of students. Teachers can assign preparatory resources that promote independent learning, such as interactive videos, quizzes, and multimedia articles that provide foundational knowledge. Setting clear expectations for pre-class tasks can improve student accountability. Adopting active learning strategies, such as discussions, role-playing, and problem-solving activities—can reinforce the online material, providing students with opportunities for practical application and immediate feedback. Activities should focus on knowledge consolidation, using personalized review exercises and reflection tasks that encourage students to revisit challenging areas.

Mobile-friendly and accessible content may be made to ensure that students can engage with online resources across different devices and on flexible schedules. Using digital platforms that support interactive elements, like real-time polls, discussion boards, and adaptive learning modules, can further encourage active participation. Further, incorporate data analytics tools that track student engagement with online content. This data can help teachers identify areas where students struggle and adjust future lessons accordingly, aligning with the OBE principle of continuous improvement.

Offer students constructive, individualized feedback on both their online and in-class work. For example, using tools like automated quizzes with instant feedback can provide timely insights into students' understanding, allowing teachers to adapt their instruction to address common difficulties. Regular check-ins or virtual office hours to support students individually may also be done. This ensures that learners who may be struggling with certain concepts or the hybrid format receive targeted guidance, ultimately promoting a more inclusive and supportive learning environment.

Integrating OBE with hybrid teaching presents an opportunity to enhance instructional quality and foster sustainable student growth. Success depends on educators' willingness to continuously refine their methods and adapt to emerging educational technologies. By adopting structured, outcome-oriented strategies, teachers in higher vocational English programs can better prepare students to meet both academic standards and future professional demands, supporting their development as independent, adaptable learners.

REFERENCES

1. Anderson, T. (2008). *The theory and practice of online learning*. Athabasca University Press.
2. Baker, J. W. (2000). The "classroom flip": Using web course management tools to become a "sage on the side." *Selected Papers from the 11th International Conference on College Teaching and Learning*, 9-16.
3. Biggs, J. (2014). *Constructing learning outcomes*. In *Teaching for quality learning at university* (4th ed.). McGraw-Hill Education.
4. Chen, X., Zhang, Y., & Wang, H. (2022). Integrating outcome-based education in hybrid teaching: Case studies in higher vocational English courses. *Journal of Vocational Education*.
5. Garrison, D. R., & Vaughan, N. D. (2008). *Blended learning in higher education: Framework, principles, and guidelines*. Wiley.
6. Gulikers, J. T., Bastiaens, T. J., & Kirschner, P. A. (2006). Determining the quality of student assessment: The relation between assessment quality and student performance. *Assessment & Evaluation in Higher Education*, 31(1), 57-72.
7. Hattie, J., & Timperley, H. (2007). The power of feedback. *Review of Educational Research*, 77(1), 81-112.
8. Huang, J., & Li, Y. (2021). Active learning strategies in hybrid learning environments. *English Teaching Journal*.
9. Jiang, M., & Wu, X. (2022). The application of outcome-based education (OBE) concept in college English teaching reform. *Journal of Physics: Conference Series*, 1744(1), 012042.
10. Jin, F. (2021). Research on the application of blended teaching mode in college English teaching.

Journal of Physics: Conference Series, 1812(5), 052037.

11. Keegan, D. J. (1990). *Distance education: The industrialization of teaching and learning*. Routledge.
12. Kennedy, F. (2020). *Outcome-based education in Hong Kong: Policy, practice and theory*. Springer.
13. Laurillard, D. (2012). *Teaching as a design science: Building pedagogical patterns for learning and technology*. Routledge.
14. Li, W. (2020). Student motivation and digital engagement in higher education. *Educational Technology Review*.
15. Salmon, G. (2011). *E-tivities: The key to active online learning*. Routledge.
16. Spady, W. (1994). *Outcome-based education: Critical issues and answers*. American Association of Higher Education.
17. Spady, W. G. (1994). *Outcome-based education: Critical issues and answers*. American Association of School Administrators.
18. Srinivasa, R. S., & Songa, O. E. (2020). A paradigm shift in teaching and learning: A case of outcome-based education (OBE) in an Indian university context. *International Journal of Instruction*, 13(2), 247-264.
19. Wang, L., Liu, M., & Tan, X. (2021). OBE and hybrid teaching in higher vocational colleges: A review and recommendations. *Journal of Modern Educational Research*.
20. Xu, F., Gao, P., & Huang, R. (2023). Monitoring student progress in hybrid learning: Insights from higher vocational English teaching. *Digital Education Studies*.
21. Zhang, T., & Chen, R. (2021). Challenges in transitioning to hybrid teaching models. *Vocational Education Journal*.
22. Zhu, Q., & Wu, S. (2020). The role of facilitators in student-centered hybrid learning environments. *Teaching and Learning Quarterly*.