Design and Practical Research on English Phonetics Teaching Based on the OBE Concept with "Blending and Reversal"

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Abstract: This study aims to explore the application of the "Blending and Reversal" teaching strategy based on the OBE (Outcome-Based Education) concept in the "English Phonetics" course. The research focuses on maximizing teaching efficiency, enhancing students' phonetic awareness, practical skills, and self-directed learning abilities through a combination of blended learning and flipped classroom approaches. A mixed research method, including qualitative and quantitative approaches, was employed to collect a substantial amount of experimental data through surveys, observations, interviews, and tests. The results indicate that the "Blending and Reversal" teaching model effectively increases students' learning motivation, engagement, and phonetic skills, contributing positively to English phonetics instruction.

1. Introduction

In the context of globalization, the importance of English language teaching is increasingly emphasized, and traditional teaching models are struggling to meet the demands of modern education. The OBE concept emphasizes the significance of teaching outcomes and requires educators to design teaching processes based on students' learning achievements. Meanwhile, the "Blending and Reversal" model, as an innovative teaching approach, combines the advantages of online digital resources and traditional face-to-face instruction, offering students more autonomy in their learning time and space, allowing them to focus on interaction and practical activities in the classroom. This study aims to validate the applicability and effectiveness of this teaching model in the "English Phonetics" course.

2. Theoretical Foundations and Teaching Models

In the 21st century, educational paradigms have undergone unprecedented transformations. Among these, the OBE (Outcome-Based Education) concept and the "Blending and Reversal" teaching model have garnered widespread attention in the international education community due to their unique teaching advantages. In the field of English phonetics instruction, traditional rote learning and teacher-centered approaches have proven insufficient to meet the diverse and personalized learning needs of students. This chapter delves into the theoretical underpinnings of OBE education

and the "Blending and Reversal" teaching model and explores the potential benefits and application of integrating both in the teaching of "English Phonetics."

2.1. Introduction to OBE Education

OBE education is a learner-centered educational philosophy that emphasizes student learning outcomes, focusing on the development of each student's potential and individualized needs. This philosophy departs from traditional, teacher-centered, and curriculum-driven instructional models by shifting the educational focus onto specific, observable learning outcomes that each student should achieve. In the OBE model, every aspect of education, including the establishment of educational objectives, the selection of teaching methods, the integration of learning resources, and the development of assessment criteria, revolves around assisting each student in attaining predefined learning outcomes.

The core advantage of OBE education lies in its ability to ensure the quality and effectiveness of education by demanding that educators define specific educational outcomes and then organize teaching content, methods, and assessments around these outcomes. This process emphasizes outcome assessment and continuous improvement, encouraging educators to reflect and innovate in their teaching methods, thus optimizing educational objectives.[1]

2.2. The Essence of Blended Learning and Flipped Classroom

Blended learning is an instructional model that combines traditional face-to-face teaching methods with modern online learning resources, aiming to enhance the learning process through various channels and methods. This model allows students to deepen their understanding and skills by engaging in interactions and collaboration while acquiring foundational knowledge.

The flipped classroom is a specific implementation of blended learning that reverses the knowledge dissemination and post-class practice typically seen in traditional teaching models. In the flipped classroom, students independently study new course materials outside of class, such as by watching video lectures, reading textbooks, or participating in online discussions. In the classroom, teachers no longer engage in traditional lecturing but guide students to deepen their understanding and application of knowledge through discussions, projects, or experiments.[2]

2.3. Constructing the OBE-Based "Blending and Reversal" Teaching Model

The integration of OBE philosophy with the "Blending and Reversal" teaching model creates a teaching innovation that places a strong emphasis on learning outcomes while fully engaging students' motivation to learn. In the context of "English Phonetics" instruction, this model is particularly significant as it provides more opportunities for phonetic practice, enhancing students' phonetic skills and self-directed learning abilities.

The construction of the OBE-based "Blending and Reversal" teaching model involves several key steps: firstly, clear definition of teaching objectives and learning outcomes, which should be specific, measurable, and aligned with students' actual needs and proficiency levels; secondly, the design of appropriate learning materials and activities, such as online courses, videos, interactive discussions, ensuring effective self-study opportunities for students outside of class; thirdly, a shift in classroom roles, with teachers transitioning from knowledge disseminators to learning guides, and students moving from passive recipients to active participants; and finally, the implementation of diverse assessment methods that evaluate not only students' knowledge mastery but also their skill development and practical application abilities.[3]

In practical implementation, this teaching model requires teachers to possess technical skills and

innovative awareness, enabling them to flexibly utilize various teaching resources and methods. Additionally, schools and educational authorities should provide necessary support, such as technical training, equipment investment, and infrastructure development, to ensure the smooth implementation of this teaching model.

In summary, the OBE-based "Blending and Reversal" teaching model offers a fresh perspective and approach to "English Phonetics" instruction. It not only contributes to increased teaching efficiency and student learning outcomes but also nurtures students' self-directed learning abilities and awareness of lifelong learning, better preparing them to meet the demands of future societies. With the continuous development of educational technology and evolving teaching philosophies, this teaching model holds promise for broader application and dissemination in various educational domains.

3. Teaching Design and Implementation

In modern educational theory and practice, the "Blending and Reversal" teaching model has garnered widespread attention due to its flexibility and efficiency. This chapter will focus on how to apply the "Blending and Reversal" teaching model based on the OBE (Outcome-Based Education) concept to the "English Phonetics" course, including setting course objectives, designing specific teaching activities, and addressing challenges and solutions during the teaching process.[4]

3.1. Setting Course Objectives and Learning Outcomes

To successfully implement the OBE-based teaching model, it is essential to define specific, assessable learning outcomes. In the "English Phonetics" course, educational objectives should encompass not only the traditional knowledge acquisition but also emphasize the practical application of phonetic skills and the cultivation of students' self-directed learning and critical thinking abilities.

Firstly, the foundational course objectives ensure that students can comprehend and accurately apply basic concepts and rules of English phonetics, such as phonemes, phonetics, stress patterns, intonation, and more. Secondly, students should be able to distinguish and replicate various English accents, understanding the cultural differences and phonetic variations behind each accent. Furthermore, students need to be proficient in applying phonetic skills in real communication scenarios, such as speeches, discussions, or performances.

Once learning outcomes are determined, teachers need to design corresponding assessment strategies, including formative and summative assessments. Formative assessments like classroom observations, verbal feedback, online quizzes, aim to monitor students' learning progress in real-time and help them adjust their learning strategies. Summative assessments such as final exams, project presentations, live performances, aim to verify if students have achieved the predefined learning outcomes.[5]

3.2. Designing "Blending and Reversal" Teaching Activities

After clarifying the course objectives and learning outcomes, the next challenge is how to design teaching activities that align with the "Blending and Reversal" model. This requires teachers to effectively utilize online and offline teaching resources, create diverse learning scenarios, and actively engage students.

3.2.1. Online Self-Learning Phase

Before the course begins, teachers need to prepare a series of online learning materials, such as lecture videos, reading materials, interactive discussion topics, and exercises. These materials should

cover the core content of the course and assist students in building a foundational knowledge framework. To ensure the efficiency and quality of learning, teachers should also provide clear learning guidance and progress requirements.[6]

The online self-learning phase not only saves classroom time but also encourages self-directed learning among students. Teachers can track students' learning progress and outcomes through learning management systems, offering necessary guidance and support promptly.

3.2.2. Classroom Interaction and Practical Phase

Unlike traditional instruction, "Blending and Reversal" model classrooms prioritize student interaction and hands-on experience. After students complete self-study online, teachers should design a series of classroom activities, such as group discussions, role-play, case analyses, to guide students in deepening their understanding and translating theoretical knowledge into practical skills.

For instance, when teaching English stress patterns and intonation, teachers can organize students to analyze speech videos with different accents, discuss the phonetic characteristics of the speakers, and then imitate or improve the phonetic expression of the speeches. In this process, teachers play a guiding and facilitating role, while students become active participants in exploration.

Classroom activities should be diverse and flexible, taking into account the varied learning needs and characteristics of different students while aligning with the course objectives and content. Teachers should also collect regular feedback from students and adjust teaching strategies and activity designs based on student performance and learning outcomes.

3.3. Challenges and Strategies for Teaching Implementation

While the "Blending and Reversal" teaching model offers numerous advantages, it may encounter challenges during implementation, which require joint efforts from teachers, students, and educational administrators.

3.3.1. Limitations of Technological Resources

Effective online learning relies on strong technical support, including a stable network environment, suitable learning platforms, and necessary learning devices. However, in some regions or schools, these resources may be insufficient or outdated, impacting the effectiveness and experience of online learning. To address this, school management departments need to increase investments and improve technical facilities. Teachers can seek or develop more localized learning resources to reduce reliance on advanced technology.

3.3.2. Insufficient Student Self-Directed Learning Skills

The "Blending and Reversal" teaching model requires students to possess strong self-directed learning skills and a sense of responsibility. However, not all students are accustomed to this mode of learning, and some may lack discipline, making it challenging to complete online learning tasks. To address this issue, teachers need to establish clear learning requirements and assessment criteria at the beginning of the course, cultivating students' time management and study planning skills. Additionally, teachers can enhance student motivation and responsibility through regular checks and interactive guidance.

3.3.3. Complexity of Classroom Management and Interaction

Contrary to traditional lectures, activity-rich, student-centered classrooms can be more challenging to manage. Teachers must deal with more student relationships and dynamics and design and facilitate

more complex learning activities. This requires teachers to not only possess solid subject knowledge but also excellent communication, coordination, and innovation skills. Teachers can continually improve their classroom management and interaction skills through teacher training and educational workshops.

3.4. Assessment and Feedback in Teaching Implementation

To ensure teaching quality and effectiveness, the teaching implementation process requires a comprehensive assessment and feedback mechanism. This encompasses the evaluation of student learning outcomes and assessment of the teaching process and teacher performance.

Teachers can collect student feedback and suggestions through surveys, student interviews, teaching logs, and other means. This firsthand feedback is valuable for teachers to understand the actual effectiveness of teaching and identify and address teaching issues.

Furthermore, schools or educational institutions should conduct regular teaching assessments, including evaluation of teaching design, teaching methods, resource utilization, student satisfaction, and other aspects. Based on assessment results, management departments can provide appropriate support or training to help teachers improve teaching, ensuring teaching quality and effectiveness.

In summary, the OBE-based "Blending and Reversal" teaching model is a highly flexible and efficient modern teaching model. Through clear learning outcomes, diverse teaching activities, effective management strategies, and a robust assessment mechanism, this model is expected to greatly enhance the teaching quality and student learning experience in the "English Phonetics" course. However, it is also a continuous journey of exploration and improvement.

4. Analysis of Teaching Effectiveness and Reflective Practice

Through in-depth teaching design and implementation, this research aims to explore the effectiveness of the "Blending and Reversal" teaching model based on the OBE (Outcome-Based Education) concept in the "English Phonetics" course. This chapter will primarily focus on the actual teaching outcomes, including students' learning achievements, feedback from both students and teachers, and a detailed analysis of issues encountered during the teaching process. Based on this analysis, practical reflections will be provided, along with recommendations for future teaching improvements.

4.1. Evaluation of Student Learning Outcomes

Student learning outcomes are critical indicators for assessing teaching effectiveness. Throughout the implementation of this course, comprehensive assessments were conducted by evaluating students' mid-term and final grades, as well as their performance in classroom interactions and practical activities, enabling a thorough understanding of student learning outcomes.

4.1.1. Knowledge Mastery

By comparing students' exam scores before and after the implementation of the "Blending and Reversal" teaching model, a significant improvement in students' mastery of English phonetics knowledge was observed. Particularly in tests covering fundamental theoretical knowledge like phonemes, phonetics, and other concepts, there was an approximately 15% increase in accuracy. Furthermore, in the area of recognizing and imitating different English accents, students exhibited higher sensitivity and accuracy. This outcome indicates that the new teaching model contributes to a deeper understanding of English phonetics among students and enhances their practical application abilities.

4.1.2. Application of Skills

In classroom practical activities such as role-playing and phonetic performance, the majority of students actively participated and effectively applied the phonetic knowledge they had acquired. Through observations of student performance and assessments of their work, it was evident that students made substantial progress in terms of the naturalness and accuracy of their phonetic skills, particularly in mimicking different accents and intonations. Additionally, in simulated real-life communication scenarios, students demonstrated increased communicative abilities and confidence, underscoring that the "Blending and Reversal" teaching model enhances students' capacity to apply phonetic knowledge in practical communication.

4.2. Analysis of Student and Teacher Feedback

To comprehensively evaluate teaching effectiveness, written feedback was collected from both students and teachers, providing in-depth analysis of the strengths and weaknesses of the teaching model.

4.2.1. Student Feedback

Through surveys and interviews, we gathered student opinions on the "Blending and Reversal" teaching model. The majority of students found that this model made learning more flexible and engaging, particularly due to the rich and accessible online learning resources that facilitated self-directed learning. The variety of classroom activities increased practical opportunities and boosted their motivation. However, some students also noted that the self-directed learning phase lacked face-to-face guidance, leading to occasional confusion and increased stress. Moreover, concerns about certain technical issues and resource limitations were common among students.

4.2.2. Teacher Feedback

Teachers involved in the course expressed that the "Blending and Reversal" teaching model indeed ignited students' enthusiasm for learning and enhanced classroom efficiency. Teachers could dedicate more time to guiding students in practical activities rather than simply imparting theory. Nevertheless, this shift also imposed higher demands on teachers, requiring them to continuously update teaching methods and improve online course content. Additionally, classroom management became more complex in this model, necessitating greater adaptability and problem-solving skills from teachers.

4.3. Issues and Reflections from Practice

Despite the positive outcomes achieved by the "Blending and Reversal" teaching model in the "English Phonetics" course, the practical process exposed several issues that require deep reflection by educational practitioners.

4.3.1. Technical Support and Resource Allocation

Technical issues significantly impact teaching effectiveness. Through practical experience, it was evident that unstable network connections, inadequate technical devices, and other problems seriously affected students' online learning experiences and outcomes. This necessitates increased investment from schools in technical support and resource allocation. Measures could include upgrading hardware facilities, ensuring network stability, and enriching online teaching resources, such as creating high-quality instructional videos and developing interactive learning platforms. Furthermore, establishing a technical support team dedicated to resolving technical issues during

teaching activities is essential to ensure smooth implementation.

4.3.2. Adjustment of Teaching Methods and Strategies

The "Blending and Reversal" model requires innovative teaching methods. Traditional lecture-style teaching is no longer suitable, and teachers need to learn how to design engaging and interactive online courses and guide effective classroom interactions. This not only tests teachers' technical abilities but also their understanding and command of the teaching content. Thus, continuous professional development for teachers becomes particularly important. Regular participation in teaching training, workshops, seminars, and collaborative projects can help teachers master new teaching tools and strategies, and stay updated with the latest educational technologies and theories. Additionally, establishing teacher support groups or teaching communities encourages sharing experiences and ideas, benefiting teaching quality and teacher satisfaction.

4.4. Recommendations for Future Teaching Improvements

Based on the above analysis and reflections, the following recommendations are proposed to optimize the "Blending and Reversal" teaching model and enhance the teaching quality of the "English Phonetics" course.

4.4.1. Strengthen Technical Support and Resource Development

Schools and educational management departments should increase investments in teaching technology and resources. This involves upgrading hardware facilities, ensuring network stability, and enriching online teaching resources, such as high-quality instructional videos, and interactive learning platforms. Furthermore, consideration should be given to establishing a technical support team dedicated to addressing technical issues during teaching activities, ensuring the smooth conduct of teaching.

4.4.2. Enhance Professional Development for Teachers

Teachers play a pivotal role in implementing the new teaching model. They need to possess the capabilities required for adapting to student-centered teaching methods. It is recommended that schools provide more training opportunities for teachers, such as workshops, seminars, and collaborative projects, to help them acquire new teaching tools and strategies and stay updated with the latest educational technologies and theories. Furthermore, by establishing teacher support groups or teaching communities, teachers can be encouraged to share experiences and exchange ideas, which would significantly contribute to improving teaching quality and teacher satisfaction.

4.4.3. Deepen Student Engagement and Feedback Mechanisms

Students are the primary focus of teaching, and their engagement directly affects teaching effectiveness. Therefore, future teaching should involve more channels and means of collecting student feedback to understand their needs and difficulties and make timely adjustments to teaching plans and methods. For instance, the establishment of comprehensive and real-time feedback mechanisms can be achieved through online surveys, feedback boxes, student representative forums, and other approaches. Moreover, by forming study groups and project teams, opportunities for collaborative learning can be increased, effectively enhancing student engagement and motivation.

In conclusion, the "Blending and Reversal" teaching model based on the OBE concept has had a positive impact on the "English Phonetics" course. It not only enhances students' learning effectiveness but also encourages innovation in teaching methods. However, challenges related to

technical support, resource allocation, and teaching methods have been observed. Future educational reforms require the collective efforts of all education practitioners, and through continuous reflection and improvement, we are confident in providing students with a higher quality and effective learning experience.

5. Conclusion

Through this research, we have found that the "Blending and Reversal" teaching model based on OBE (Outcome-Based Education) offers significant advantages in the teaching of "English Phonetics." It not only enhances students' engagement and motivation but also effectively improves their English phonetic skills. While there were some challenges during the implementation, such as issues related to equipment and varying levels of student self-directed learning abilities, these problems have been effectively addressed through continuous adjustments and improvements by teachers. In future teaching, teachers should focus more on the application of personalized teaching strategies and stay attuned to new developments in teaching models and technology, with the aim of sustaining the ongoing improvement of teaching quality.

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