

Study on the Cultivation of College Students' Ability to "Tell Chinese Stories Well" in English under the OBE Concept

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Abstract: Against the backdrop of global integration, cultivating college students' ability to "tell Chinese stories well" in English is conducive to fostering their identification with Chinese culture, stimulating their strong desire to explore and disseminate Chinese culture, enhancing cultural confidence, and strengthening the influence of Chinese culture worldwide. In higher education, college English course, as a fundamental course, occupies a high proportion of class hours in the talent cultivation system of various colleges and universities and is an important link that cannot be ignored in higher education. As the most widely covered public basic course, college English course is responsible for cultivating application-oriented and compound talents with both international vision and patriotic sentiments. This paper analyzes the problems and challenges faced by colleges and universities in cultivating students' ability to "tell Chinese stories well" in English and proposes the cultivation paths of this ability based on the OBE concept.

1. Introduction

In the context of globalization and internationalization of higher education, the demand for the international dissemination of Chinese culture is on the rise. College English course is an important compulsory basic course. Its positioning is no longer merely the cultivation of language skills. The new era has endowed the college English course with a dual educational goal of "international perspective + patriotic sentiment". As a public compulsory course in colleges and universities, college English course has a long teaching duration, rich course content, a wide audience, and a significant impact on students. In the new era, college English course has been entrusted with a higher mission. Therefore, integrating the concept of "telling Chinese stories well" into the transformation of college English teaching is particularly important.

Language is the carrier of culture and an important means of cultural output. The articles in college English textbooks are mainly selected from original materials in English-speaking countries, with diverse themes and contents covering various aspects, reflecting the cultures of English-speaking countries. Therefore, it is very necessary to incorporate elements of "telling Chinese stories well" into college English teaching. Only in this way can cultural identity be

achieved in the process of cultivating English language skills and inputting language and cultural knowledge. While improving students' ability to "tell Chinese stories well" in English, the cultural edification of the college English course can be fully exerted, stimulating students' strong desire to explore and disseminate Chinese culture and enhancing cultural confidence.

Since the 21st century, globalization and technological revolution have posed unprecedented challenges to education system. The traditional education model centered on "knowledge transmission" has gradually shown its rigidity and is difficult to meet the demands of social development for talent capabilities. In the global education reform wave, Outcome-Based Education (OBE), as an educational concept centered on student development, has become an important development direction in global education reform and higher education. OBE concept emphasizes that educational design should start from clear learning outcomes, optimize teaching design, and ensure that students ultimately master the core abilities needed by society through systematic course planning, teaching implementation, and assessment feedback. It promotes the essential transformation of education from "what to teach" to "what to learn" and "what to be able to do". This article will explore how to cultivate students' ability to "tell Chinese stories well" in English based on the OBE concept.

2. Related Works

Research on "telling Chinese stories well" in China began in the early 21st century. Since 2016, research on ideological and political education in foreign language courses has flourished. Studies on "telling Chinese stories well" in English have attracted much attention from researchers, especially in the past two years, when related research has shown a significant increase trend.

Study on "telling Chinese stories well" in college English course has been conducted from various levels and perspectives, mainly focusing on theoretical research, investigations of the current teaching situation, research on teaching activities, practical approaches, and models for cultivating students' abilities. These researches began with Hu's study on how media communication alliances can tell Chinese "Belt and Road" stories well from a cross-cultural perspective [1]. Based on the CNKI (China National Knowledge Infrastructure) quantitative visualization analysis and survey research methods, Zhao investigated the current situation of teaching English expressions of Chinese culture, aiming to explore teaching strategies for English expressions of Chinese culture in the context of "telling Chinese stories well" in the new era [2]. Chang, with 233 college English teachers and 2,485 college students as the survey subjects, proposed corresponding paths and methods after examining the current situation of "telling Chinese stories well" in college English course [3]. Xie analyzed the teaching effects through embedding the module of "telling Chinese stories well in a foreign language" in the "Comprehensive English" course [4].

Yue and Zhuang expounded on the connotation of "telling Chinese stories well" and proposed five dimensions: "why to tell", "what to tell", "who to tell", "for whom to tell", and "how to tell" [5]. They also answered the two important teaching questions of "what to teach" and "how to teach" by taking "Cross-Cultural Communication Reading Course" as an example, making a beneficial exploration of "telling Chinese stories well" in a cross-cultural way. Liu explored the strategies for "telling Chinese stories well" in college English classes by taking "New Horizon College English Reading and Writing Course" as an example [6]. Li discussed how to cultivate college students' ability to "tell Chinese stories well" in a foreign language, guiding more young people to establish cultural and national confidence [7]. Fu and Liu explored how to effectively implement the cultivation of students' ability to "tell Chinese stories well" in English from an overall perspective, suggesting that colleges and English teachers should work together to guide students to face

Chinese culture positively and enhance the knowledge and skills needed for "telling Chinese stories well" in English [8]. Besides, they hold that it is necessary to enrich teachers' own knowledge reserves of Chinese culture and the content of Chinese culture in English classroom teaching, and to provide students with various new platforms and opportunities to help them actively exercise their ability to "tell Chinese stories well" in English. Shi and Cheng proposed four aspects of college students' ability to "tell Chinese stories well" in foreign languages, namely: the ability to understand Chinese stories, foreign language ability, cross-cultural communication ability, and international communication ability [9]. They also suggested that colleges need to carry out a series of reforms in ideological and political courses, foreign language courses, general education courses, and international exchange programs to cultivate and improve college students' ability to "tell Chinese stories well" in foreign languages. Regarding how to dig out the elements related to Chinese culture in existing textbooks, Wu proposed to combine the content of the textbooks and dig out the elements of "telling Chinese stories well" [10]. Research on "telling Chinese stories well" in English has developed rapidly from nothing, but there are still many deficiencies in guiding teaching practice.

OBE concept was first proposed by American scholar William G. Spady in the 1980s. It is an educational model centered on learning outcomes, with the core logic of "beginning with the end in mind", that is, starting from the learning outcomes that students ultimately achieve, and designing the curriculum system, teaching strategies, and evaluation mechanisms in reverse. In recent years, many scholars have explored teaching models based on the OBE concept and achieved positive results. For instance, Deqing investigated the application of the OBE concept in the reform of college English teaching models, elaborating on the significance and specific reform paths of the OBE concept in college English teaching model reform, with the aim of enhancing students' core English competencies [11]. Taking the "College English Listening and Speaking" course as an example, Li, under the guidance of the OBE concept, elaborately interpreted the "trinity" course goal of knowledge exploration, ability cultivation and value shaping, and explored the specific course reform practice of empowering deep learning in college English with digital intelligence [12]. Drawing on the OBE concept, Liang proposed a "trinity" teaching design method of "comprehensiveness", "systematicness", and "accuracy", aiming to address the issues of goal realization and appropriateness in college English teaching design [13]. However, these studies mainly focus on the cultivation of language abilities and lack discussions on integrating Chinese culture into college English teaching. Therefore, based on the OBE concept, this paper will explore how to cultivate students' ability to "tell Chinese stories well" in college English teaching, in order to fill the gap in existing research.

3. Main Problems and Challenges in Cultivating College Students' Ability to "Tell Chinese Stories Well" in English

3.1 Insufficient Top-level Design and Evaluation Absence

For a long time, colleges and universities have been accustomed to the traditional college English teaching model and have not integrated Chinese cultural elements into college English teaching. Most professional course teachers only use existing textbooks to cultivate students' knowledge and skills. The ability to "tell Chinese stories well" in English has not been included in the teaching requirements of college English course, and the teaching goals are fragmented, which limits the corresponding educational effects.

Secondly, integrating the ability to "tell Chinese stories well" in English into college English course construction is a complex process. Only by emphasizing teaching outcomes and linking teachers' teaching quality with students' academic performance can its further development be

promoted. The current assessment mechanisms for college English course in colleges and universities basically focus on the testing of language proficiency, lacking dynamic quantitative evaluation and process assessment standards for the teaching effect of "Chinese stories", and lacking performance assessment of teachers from relevant educational levels, as well as corresponding incentive mechanisms. The integration of Chinese story elements in college English course lacks data support. All these have restricted teachers' enthusiasm for teaching reform.

3.2 Weak Teacher Awareness and Insufficient Chinese Cultural Literacy

In the process of building students' ability to "tell Chinese stories well" in English in college English course, teachers are the main body of teaching and the key role in implementing the cultivation of students' ability to "tell Chinese stories well" in English. To a large extent, they determine the quality of education in "telling Chinese stories well". However, traditional college English teaching emphasizes the teaching of language knowledge and aims to improve students' language abilities, with less attention paid to guiding students to recognize Chinese culture. Therefore, college English teachers generally hold the concept of emphasizing language teaching but neglecting the education of "Chinese stories", lacking the corresponding educational awareness.

In addition, most English teachers lack humanistic literacy and have insufficient understanding of Chinese stories. They also have limited ability to explore Chinese cultural elements in textbooks and have limited cross-disciplinary integration capabilities, and they may pay insufficient attention to social hot issues. These problems lead to the superficial connection between Chinese cultural literacy education and language teaching in college English course, making it difficult for teachers to integrate the ability to "tell Chinese stories well" in English into college English teaching at a high quality. Most English teachers have not received systematic training in Chinese cultural knowledge and lack experience in this aspect of education, resulting in a lack of systematic design for contents such as patriotism and international vision in cultivating students' ability to "tell Chinese stories well" in English. In addition, the lag in teachers' innovation of teaching methods leads to the dominance of traditional lecture-based teaching in the classroom, lacking interactivity and practicality. Teachers are unable to effectively organize students for in-depth discussions, making it difficult to stimulate students' active participation in telling Chinese stories in cross-cultural language learning. As a result, concepts such as "cultural confidence" and "cultural dissemination" cannot be subtly integrated into college English teaching, and students fail to internalize relevant knowledge, weakening the effectiveness of education.

3.3 Small proportion of Chinese stories in textbooks

Generally speaking, universities usually choose well-reputed and long-used textbooks for college English teaching. The articles in these textbooks are usually selected from original English texts, mainly integrating cultural knowledge, customs, and traditions of Western countries, reflecting the language habits and cultural backgrounds of English-speaking countries. Through the course, students are exposed to the culture, values, and ideologies of Western countries, and are influenced by Western cultural values and concepts, lacking the cultivation of cultural confidence in China. This is insufficient for establishing and fostering socialist core values. The phenomenon of "Chinese cultural aphasia" is widespread in foreign language teaching in China, making it difficult for students to tell Chinese stories in English, which affects the exchange and dissemination of China's excellent traditional culture.

3.4 Students' low participation in the course

Some college students who are weak in English foundations and have uneven language abilities may lack English learning motivation. What's more, in the current educational environment, some students may have a strong utilitarian purpose for learning college English. They take passing the College English Test Band 4 or 6 or achieving high scores in international language tests such as IELTS or TOEFL as the main goal of learning English. For them, college English learning is mainly exam-oriented, focusing on language ability training, and there is a misunderstanding about improving the ability to tell Chinese stories in English. They believe that it has little to do with their future career development. Therefore, students have a relatively low recognition of the college English course's teaching aim of cultivating their capacity to tell Chinese stories, and their participation in the course is also low. Their enthusiasm for classroom interaction is not high either. The cultivation of students' ability to tell Chinese stories in college English course is superficial and formalistic. Moreover, due to students' weak English foundation and the gap in their language knowledge, teachers need to invest a lot of energy, which limits the teaching time available for integrating Chinese cultural elements into education in the classroom.

In summary, at present, college English course in universities is in a critical period of transformation from the "exploration stage" to the "systematic deepening" in cultivating students' ability to tell Chinese stories in English. It is facing the intertwined challenges of particular and universal issues. Only through multi-dimensional collaborative efforts such as strengthening top-level design, teacher training, innovating teaching concepts, teaching models, and reforming assessment and evaluation systems can the deep integration of language skills training and the ability to tell Chinese stories be achieved, providing a new model for the reform and innovation of higher education.

4. Paths to Cultivating College Students' Ability to "Tell Chinese Stories well" in English

4.1 Integrating OBE Concept with College English Course

College English course typically adopts a "four-in-one" teaching method that integrates listening, speaking, reading, and writing, with the core aim of enhancing students' English application skills and creating an immersive English learning environment to the greatest extent. However, there is a deficiency in guiding students' Chinese cultural literacy. The educational philosophy of college English course based on the OBE concept takes improving students' ability to tell Chinese stories in English as the training objective. Through a result-oriented continuous improvement mechanism, the course design is carried out in reverse, always centering on students and dynamically adjusting teaching strategies to ensure that Chinese cultural elements are integrated throughout the teaching process. The integration of the OBE concept with the aim of college English course to cultivate students' ability to tell Chinese stories in English provides directions and ideas for English teaching reform. It not only enhances students' English language proficiency but also highlights the humanistic value of college English course, aligning with the core requirements of the new era's education reform for cultivating compound talents.

The main goals of teaching college English course to cultivate students' ability to tell Chinese stories in English under the OBE concept include: improving students' ability to express Chinese stories in English and achieving all-round education; enabling students to possess comprehensive English application skills and a global perspective while enhancing their confidence in Chinese culture and the influence of Chinese culture.

4.2 Building a "Dual Cultivation Integration" Curriculum System

In the new era, higher education should break away from traditional educational models and not merely focus on imparting knowledge and skills to students. Contemporary education must ensure that students possess a sense of patriotism and social responsibility, promoting their all-round development. College English course should be organically integrated with the education of students' ability to tell Chinese stories. From the top-level design perspective, a foundation should be laid for its implementation. The latest talent cultivation plan should clearly stipulate the requirements for cultivating students' ability to tell Chinese stories and guide the construction of a corresponding complete teaching system in college English teaching. Based on the OBE concept, the teaching objectives should be optimized, and the teaching design should be carried out in reverse. Chinese cultural elements, "Chinese stories" and other contents should be integrated into the teaching to build a "dual education integration" curriculum system. The education of knowledge and skills should be combined with the education of cultivating students' ability to tell Chinese stories, further enhancing the educational effect of college English courses. Teachers should be clear about the teaching objectives and contents of each unit in the textbook and subtly integrate elements such as enhancing students' cultural confidence, fostering a patriotic spirit, and broadening their international perspective into teaching. Encouraging students to discuss related topics in English and express their views to deepen their understanding of these contents and cultivate their ability "to tell Chinese stories well" in English is also vital in college English teaching.

In addition, it is essential to incorporate students' performance in telling Chinese stories in English into the assessment, and establish a diversified evaluation model. Transforming the traditional single assessment model into a diverse evaluation system to leverage the role of the evaluation system is also indispensable. By designing scientific assessment and evaluation methods and establishing evaluation standards that combine students' language proficiency with their ability to tell "Chinese stories", quantitative basis can be provided for teaching reform and quality assurance can be offered for cultivating international talents of the new era.

4.3 Enhancing Teachers' Comprehensive Quality

Teachers are the main body in implementing the education of students' ability to tell Chinese stories and are the ones who touch students' souls through education. Therefore, teachers themselves should have good professional ethics and noble moral sentiments. In terms of course construction, teachers should first enhance their theoretical knowledge learning and consciously read relevant books to strive to improve their personal humanistic qualities and comprehensively strengthen their learning of Chinese language and cultural knowledge as well as increase their reserves of Chinese cultural knowledge, and to become disseminators of advanced Chinese ideology and culture. In college English teaching, it is necessary to conduct in-depth research on how to appropriately express contents related to Chinese culture in English and integrate them into the English curriculum.

On the other hand, in the era of rapid development of information technology and the Internet, teachers can also use fragmented time to learn online courses related to improving their teaching ability of Chinese cultural knowledge. By learning from experienced teachers in other universities, they can enrich their reserves of Chinese cultural knowledge. At the same time, "promoting teaching through competitions" is also an effective way for teachers to enhance their related teaching abilities. By participating in various school-level, provincial, and national competitions, they can refine college English course on telling Chinese stories or form corresponding course teaching teams, which will greatly help improve their ability to tell Chinese stories. In addition, English teachers should also actively participate in special research projects on cultivating students'

ability to tell Chinese stories in English both inside and outside the school. From collecting materials to in-depth teaching practice, they can truly implement the teaching concept of combining theory with practice and achieve the mutual empowerment of teaching and research.

4.4 Exploring Elements of "Chinese Stories" in Textbooks

In college English teaching, the educational resources for cultivating the ability to tell Chinese stories come from textbooks. The teaching of elements of "Chinese stories" in college English course should be based on textbooks, relying on unit themes, deeply exploring and extracting relevant materials from textbooks, and finding the convergence points with college English course content around excellent traditional Chinese culture, patriotism, and patriotic emotions. Supplementing Chinese cultural materials related to the text content can create a good atmosphere of integrating English teaching with value guidance. At the same time, it is necessary to ensure that different units revolve around different themes of "Chinese stories", thereby ensuring the comprehensiveness of the teaching content and enabling students to understand "Chinese stories" from different perspectives in each unit of study, and promoting the common development of their thinking ability and cross-cultural communication skills regarding "Chinese stories". In the teaching design, requiring teachers to deeply explore the cultural elements of Chinese stories in the teaching materials is also conducive to cultivating teachers' ability to develop teaching resources and comprehensively promoting the improvement of their teaching abilities.

4.5 Conducting After-Class Activities

In the construction of the college English course on telling Chinese stories, the in-class activities help students develop language skills. While enhancing their language proficiency, teachers should integrate elements of "Chinese stories" to cultivate students' cultural confidence and improve their ability to spread Chinese culture. However, the construction of the college English course on telling Chinese stories should not be limited to the classroom. Teachers can flexibly organize various forms of after-class activities based on the "Chinese stories" themes related to teaching, so as to deeply integrate the in-class and after-class activities and thereby enhance students' abilities.

On the one hand, by leveraging new media, teachers can set up relevant WeChat public accounts, official Weibo accounts, etc., to share videos and articles containing "Chinese stories" related to the textbook content for students to study after class. They can also set daily reading and daily storytelling tasks to provide students with practice platforms. At the same time, college students should correct their utilitarian attitude towards English learning, shoulder the important mission of promoting excellent traditional Chinese culture and strengthening cultural output to the outside world. They should not only learn English well but also "tell Chinese stories well" in English, allowing the world to hear the "Chinese voice".

On the other hand, students should be encouraged to apply what they have learned. They can participate in various activities to tell Chinese stories in English. Teachers can design related activities, such as holding campus cultural activities centered on telling Chinese stories in English, organizing debate competitions on current political hot topics, and conducting speech contests, translation competitions, reading competitions, and drama performances on Chinese traditional culture. These activities can enable students to improve their English proficiency and enrich their extracurricular life while spreading and promoting excellent Chinese traditional culture and patriotism. They can also help students deepen their understanding of national conditions, folk customs, and campus culture, and exert the triple educational functions of the country, society, and campus. In addition, teachers should pay more attention to activities related to spreading Chinese culture organized by institutions such as Foreign Language Teaching and Research Press and

Higher Education Press, and encourage students to actively participate, describe excellent traditional Chinese culture in English, and become messengers of Chinese culture.

5. Conclusion

This article proposes that by integrating the OBE concept into college English teaching, universities should establish a "dual cultivation integration" curriculum system when cultivating students' ability to "tell Chinese stories well" in English. This system combines knowledge and skills education with the education of developing students' ability to tell Chinese stories, optimizes the quality teaching system, and further enhances the educational effect of college English course. Teachers should improve their comprehensive quality, enrich their knowledge reserves of Chinese culture, deeply explore the elements of "Chinese stories" in college English textbooks, and achieve their organic integration with the course content. At the same time, various forms of after-class activities should be adopted to continuously consolidate students' ability to "tell Chinese stories well" in English.

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