

Study on the Transformation of College English Classroom Teaching Based on the OBE Concept of "Telling Chinese Stories Well" in English

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Abstract: Against the backdrop of accelerating globalization, the demand for international communication of Chinese culture is growing. However, current college English classroom teaching still has problems such as a single discourse system, insufficient cross-cultural expression ability, and rigid teaching model in terms of "telling Chinese stories well". Based on the concept of Outcome-Based Education (OBE), this study constructs an innovative college English classroom teaching transformation model to enhance students' cross-cultural narrative ability and international communication awareness. First, this study combines the core principles of the OBE concept, clarifies the teaching goal of "telling Chinese stories well", and emphasizes the cultivation of students' cross-cultural expression ability, critical thinking and multimodal narrative ability. Then, in terms of teaching design, project-based learning (PBL) and other methods are used to conduct Chinese cultural narrative training in English. In addition, with the help of learning analytics technology, data tracking and feedback optimization are carried out on the performance in different teaching links to ensure dynamic adjustment and personalized improvement of teaching strategies. Finally, through the deep integration of the flipped classroom model, students complete background knowledge learning before class, conduct interactive discussions and practical exercises in class, and form an output-oriented teaching closed loop. The experimental results show that the experimental group students scored significantly better in cross-cultural expression ability, cultural symbol conversion ability and critical thinking. In the cross-cultural expression ability evaluation experiment, the average scores of the experimental group are 4.58, 4.59 and 4.60, while the scores of the control group are 3.22, 3.32 and 3.29. In addition, the teaching model based on the OBE concept also shows significant advantages in the accuracy of symbol conversion and creative expression, further proving the effectiveness of the teaching model in cultural communication awareness and other aspects.

1. Introduction

With the acceleration of globalization, cross-cultural communication has become increasingly important in various fields, especially in education and cultural communication. College English teaching should not only focus on language learning but also cultivate students' cross-cultural expression ability so that they can effectively spread their own culture in an international environment. However, the current learning model still has certain limitations in improving students' cross-cultural expression ability and symbol conversion ability. Therefore, the teaching model based on the OBE concept has become an important exploration in educational transformation. This study experimentally verified the effectiveness of the OBE concept in changing students' cross-cultural communication ability and explored how to improve students' international communication awareness and critical thinking through innovative teaching methods.

This paper tests the experimental effect of the OBE-based method in college English classes through three experiments. The experimental results show that the OBE concept can significantly improve students' cross-cultural expression ability, cultural symbol conversion ability and critical thinking. Through the combination of project-based learning and flipped classroom, students can not only understand and express Chinese culture more accurately but also effectively convert cultural symbols into a form that Western audiences can understand. In addition, the training of critical thinking and narrative structure also significantly improves students' analytical ability and thinking depth. This paper provides a new theoretical basis and practical path for the transformation of cross-cultural education and international communication teaching.

This paper is divided into five parts. The first part is the introduction, which introduces the research background, significance and main issues. The second part reviews the relevant literature and explains the OBE concept and its application in education. The third part is the research method, which describes the experimental design and data collection methods in detail. The fourth part presents the experimental results and discussion, analyzes the experimental data and compares them with the traditional teaching model. Finally, the fifth part is the conclusion, which summarizes the research findings, puts forward suggestions for the transformation of the teaching model, and looks forward to future research directions.

2. Related Work

At present, some scholars have proposed that traditional college English teaching has failed to effectively combine the dissemination needs of Chinese culture and lacks targeted teaching methods. For example, cultivating students' English expression ability and improving classroom teaching efficiency are important ways to achieve educational goals. In this way, we can better adapt to the needs of the development of the times and cultivate outstanding talents who are suitable for my country's socialist modernization construction. In order to help instructors better comprehend and implement the hybrid teaching model, Zhou thoroughly examined the theoretical implications of the model and examined the roles and functions of the online and offline combined teaching model in college English education [1]. Ran briefly described the significance of training students to tell Chinese stories well in English and proposed specific strategies. At the same time, she pointed out that college English teachers should not only promote the reform of teaching models and develop diversified teaching methods, but also shoulder the responsibility of training students to tell stories well in English [2]. Spreading China's voice well, and building a discourse power that matches the country's international status is a national strategy in the new era. Zang pays attention to the needs of people's all-round development, which helps to better stimulate students' subjective initiative and cultivate socialist builders and successors [3]. Wei et al. discussed the importance of college students telling Chinese stories in English in the new era, analyzed the current situation of

integrating Chinese stories into college English teaching in our college, and proposed to promote the combination of language knowledge teaching and ideological and political education through measures such as refining curriculum ideological and political education, innovating teaching models, improving teacher quality and increasing textbook construction, so as to achieve the goal of cultivating morality and cultivating people [4]. Xue took the course "Song Culture English Journey" as an example, and demonstrated how to deeply integrate language and culture teaching with ideological value shaping from five aspects: educational goals, teaching content, teaching methods, teaching cases and teaching practice results, aiming to provide reference value for the practice path and methods of ideological and political education in Chinese culture foreign language courses [5]. In the new era and new situation, in response to the current problem of college students' weak ability to tell Chinese stories in English, Fan used the "localized" POA teaching theory as a guide to integrate Chinese stories into college English teaching, aiming to cultivate college students' sense of pride and improve their cultural literacy, while helping students improve their ability to output and disseminate Chinese stories in English and promote two-way interaction in cross-cultural communication [6]. College English courses should be committed to cultivating students' qualities, which is one of the important ways to evaluate the effectiveness of ideological and political teaching in college English courses. In order to achieve this goal, Tian and Chen believed that it is necessary to strengthen ideological and political construction in college English courses, integrate ideological and political elements, cultivate cultural confidence, and innovate teaching methods and models to improve the effectiveness of ideological and political teaching in English courses [7]. Research on the application of literature in language education mainly focuses on learners rather than teachers. Calafato reported a study based on an online questionnaire on 170 language teachers in Central Asia, exploring their creativity, literary orientation, teaching methods and literary beliefs, and how these factors predict their literary ability [8]. Another part of the research pointed out that in the context of globalization, the teaching methods of cross-cultural communication have gradually taken shape, but they still face the practical difficulties of how to combine Chinese stories. Therefore, although the existing research has made some contributions, there are still many deficiencies in practical operation and specific application.

In recent years, the introduction of OBE concept has become a feasible solution. OBE concept emphasizes learning outcomes and attaches importance to the cultivation of students' abilities and practical application. Many scholars have explored teaching models through OBE concept and achieved positive results. For example, Wang explored the application of OBE in comprehensive English teaching in higher education, discussed the challenges of implementing OBE concept, and proposed solutions, such as establishing OBE promotion organization, providing relevant training, strengthening communication between colleges and universities, and improving feedback mechanism [9]. Based on the teaching process of OBE concept, An constructed an evaluation index system including "teaching concept, teaching content, teaching mode, teaching effect and teaching characteristics", and proposed corresponding evaluation application strategies [10]. Jiang and Wu proposed a new multi-dimensional online and offline hybrid teaching mode based on the OBE concept in order to address the issues of inadequate interaction, a lack of context, and an inability to meet the diverse needs of students in the online and offline English course teaching mode. They also investigated the application and implementation effect of this mode in English teaching from the standpoint of the design of the teaching process and evaluation method [11]. However, most of these studies focus on improving language proficiency and lack in-depth exploration of the spread of Chinese culture in a cross-cultural context. Therefore, based on the OBE concept, this paper will explore how to improve students' abilities by transforming college English classroom teaching and fill the gap in existing research.

3. Method

3.1 Cultivation of Cross-cultural Expression Skills

With the intensification of globalization, students not only need to master language skills but also have the ability to effectively communicate and understand the differences between different cultures. Therefore, it is crucial to clearly cultivate students' cross-cultural expression ability to improve their international communication and cultural exchange capabilities.

First of all, the cultivation of cross-cultural expression ability should start with students' cultural cognition. Students should understand the core concepts and values of Chinese culture and be able to accurately express these cultural symbols and concepts in English. For example, when talking about traditional Chinese festivals, students should not only be familiar with the background, customs and history of the festivals but also be able to transform these cultural elements into a form that Western audiences can understand. In order to achieve this goal, teaching should focus on expanding students' cultural background and encourage students to understand cultural differences through various cultural materials and real situations.

Secondly, the improvement of cross-cultural expression ability is inseparable from the training of students' cross-cultural communication skills. Teachers should guide students to exercise their language application ability and cultural adaptability in actual cross-cultural communication through teaching activities such as situational simulation and role-playing. For example, when simulating international conferences or cultural exchange activities, students should not only use English to express their ideas accurately but also pay attention to the cultural information and implicit social significance behind the language. Through such exercises, students can better understand the differences between different cultures in terms of expression, tone, etiquette, etc., thereby effectively avoiding cultural misunderstandings [12].

Finally, critical thinking is one of the core components of cross-cultural expression ability. Students should develop the ability to analyze and evaluate different cultural perspectives and be able to make reasonable judgments in a multicultural context. In class, teachers should guide students to reflect on and analyze the impact of cultural differences on cross-cultural communication through case analysis, discussion and debate, so that they can deal with cultural conflicts and challenges more flexibly and rationally in actual communication.

3.2 Chinese Cultural Narrative Training in Practice

Project-based learning allows students to learn and master knowledge and skills in the process of dealing with specific problems through actual projects. Especially in cross-cultural education, PBL can help students better understand and convey Chinese culture. This study attempts to introduce PBL into college English classes and improve students' cross-cultural expression skills through narrative training of Chinese culture[13].

Specifically, PBL creates a situation closely related to Chinese culture through practical activities, allowing students to experience the deep meaning of culture in actual operations. Under the guidance of teachers, students choose historical figures, festivals or cultural symbols related to Chinese culture for in-depth research, and finally produce their own cultural narrative projects. This process not only requires students to express the essence of Chinese culture in English but also requires them to integrate the cultural background and history into the contemporary context to ensure that they can be more easily understood in cross-cultural communication.

The first step of the project is to select a theme and conduct research. At this stage, students can choose a representative Chinese cultural theme, such as "the meaning of the Spring Festival" or "Confucius's philosophical thoughts", and learn about the history and hidden meaning of this

cultural theme through various methods such as consulting materials, visiting museums or listening to expert lectures. In this way, students cannot identify the cultural symbols in it, laying the foundation for the next step of narrative creation.

The next step is the transformation and expression of cultural symbols. Based on the topic they studied, students write a cultural narrative text in English. In this process, they have to translate Chinese cultural symbols into a way that Western culture can understand. For example, when explaining the symbolic meaning of "dragon" in Chinese culture, students not only need to explain its special meaning in China but also compare the image of "dragon" in Western culture to help the audience understand this cultural symbol more clearly. Through this expression, students enhance cross-cultural understanding.

Finally, the presentation of the project is the climax of the learning process. Students present their cultural narrative results to the class through PPT, video or group discussion. This session not only allows students to share their unique insights into Chinese culture but also improves their public speaking and cross-cultural communication skills through interaction. In addition, through the feedback and evaluation of classmates, everyone can learn from each other and make progress together, creating a good learning atmosphere.

Through the introduction of project-based learning, students can gain a deeper understanding of Chinese culture through practice and improve their cross-cultural expression skills through practical operations. This teaching method cultivates their critical thinking and innovation abilities, and promotes the transformation of students from "language learners" to "cultural communicators".

3.3 Data-based Tracking and Feedback Optimization

With the development of information technology, the application of learning analytics in the field of education has gradually deepened. Learning analytics technology collects and analyzes students' learning behavior data, providing more accurate teaching feedback and helping optimize teaching strategies. This paper introduces learning analytics technology into college English classroom teaching based on the OBE concept, aiming to track students' learning progress in a data-based way and provide personalized feedback based on their performance, so as to further improve students' cross-cultural expression ability and cultural understanding.

First, learning analytics technology helps teachers better understand students' learning status by monitoring students' performance data in real time during project-based learning. For example, during the implementation of the cultural narrative project, students submitted research reports, discussed tasks, and presented final projects through the online learning platform. The completion status, submission time, interaction frequency, etc. of each task can be accurately recorded and analyzed by the system. These data not only help teachers understand students' learning progress but also reveal the difficulties students may encounter in the learning process, such as insufficient understanding of a certain cultural concept or language barriers in cross-cultural expression.

Through learning analytics technology, teachers can make dynamic adjustments based on students' specific performance. For example, if the system detects a significant understanding bias in a student's cultural symbol conversion task, the teacher can provide additional learning resources or arrange individual tutoring to the student from time to time. In addition, teachers can also identify students with outstanding performance through data analysis and use them as role models to encourage other students to learn from them.

Secondly, learning analytics technology can also provide regular learning feedback to help students understand their learning achievements and deficiencies. For example, the system can generate regular feedback reports based on the quality of students' task completion and discussion participation, clearly pointing out students' performance in cross-cultural expression, symbol

conversion, and critical thinking. In this way, students can make self-adjustments and improvements based on feedback, thereby improving their learning efficiency in a more targeted manner.

In the process of data tracking and feedback optimization, the following Table 1 clearly shows the students' performance in project learning:

Table 1: Students' cross-cultural expression ability and task completion

Student Name	Task Completion	Cultural Accuracy Score	Symbol Conversion Score	Critical Thinking Score	Feedback and Suggestions
Student 1	0.95	4.8	4.7	4.9	Focus on improving symbol conversion practice
Student 2	0.9	4.6	4.5	4.7	Improve expression of cultural background knowledge
Student 3	0.8	4.5	4.4	4.6	Enhance depth of critical thinking analysis
Student 4	1	5	5	5	Excellent performance, encourage others to learn
Student 5	0.85	4.4	4.3	4.5	Needs more creative expression in symbol conversion

The table shows each student's scores in cultural background accuracy, symbol conversion ability, and critical thinking. Through such data management and feedback, students can understand their learning progress in real time and adjust their learning strategies based on feedback, and teachers can also provide support more efficiently during the teaching process.

3.4 Pre-class Autonomous Learning and Classroom Interaction

As an innovative teaching model, the flipped classroom has been widely used in the teaching practice of various subjects, especially in language and culture teaching, showing its unique advantages. In this study, the flipped classroom model is introduced into the classroom teaching of cross-cultural education. Pre-class independent learning combined with classroom interaction enhances students' cross-cultural expression skills and degree of cultural knowledge while also stimulating their learning initiative.

The fundamental idea behind flipped classrooms is to move the material taught in traditional classrooms to pre-class study, with class time being dedicated to practice and interaction. In the cultivation of cross-cultural expression ability, pre-class independent learning provides students with sufficient time and resources to help them gain a deeper understanding. For example, teachers can provide students with learning materials on topics such as cultural symbols, including video explanations, article readings, online courses, etc. These resources can help students preview relevant cultural content in advance, understand the core elements of culture, and form preliminary cognition.

The advantage of self-study before class is that it allows students to arrange according to their own learning progress, deeply understand and digest cultural materials, without being restricted by time. Students can not only acquire knowledge through multimedia resources through independent learning, but also interact through online discussions or group activities to promote exchanges of views and collisions of thoughts with others. In this way, when students enter the class, they already have certain cultural background knowledge and can better participate in subsequent class discussions and activities.

Classroom interaction is another important part of the flipped classroom model. In class, students combine pre-class learning with actual communication through group discussions, role-playing, simulated speeches, etc. In this study, class time is used for cultural narrative training. Students

share their learning results, introduced their selected Chinese cultural symbols or historical events to their classmates, and discussed their cultural significance. In this process, students can not only exercise their language expression ability but also enhance their cross-cultural communication skills. Through timely guidance, teachers enable students to understand and express cultural content and optimize their expression methods.

Through the combination of flipped classroom, students' learning is more autonomous and the interaction in class is more productive. Self-study before class helps students participate in class discussions based on adequate preparation, while classroom interaction encourages them to apply what they have learned in real situations. This combination cultivates students' critical thinking and innovation abilities. In this process, students not only learn how to accurately express Chinese culture but also learn how to communicate and express effectively in different cultural backgrounds. The implementation of the flipped classroom model has made traditional cultural teaching not only limited to the imparting of knowledge but also focused on the cultivation of students' abilities, greatly improving the teaching effect and students' learning interest.

4. Results and Discussion

4.1 Experimental Analysis

(1) Cross-cultural expression ability assessment experiment

This experiment aims to compare the effect of the OBE-based model and the traditional teaching model in improving college students' cross-cultural expression ability. The experiment evaluates students' performance in three dimensions: cultural background accuracy, language fluency, and audience adaptability by asking them to tell Chinese cultural stories in English. The experimental group adopts the OBE concept, combined with project-based learning and flipped classroom teaching methods, while the control group used the traditional teaching model. By comparing the scores of the two groups of students in these dimensions, the effect of the OBE concept teaching model on improving students' cross-cultural expression ability is analyzed. The specific data is shown in Figure 1:

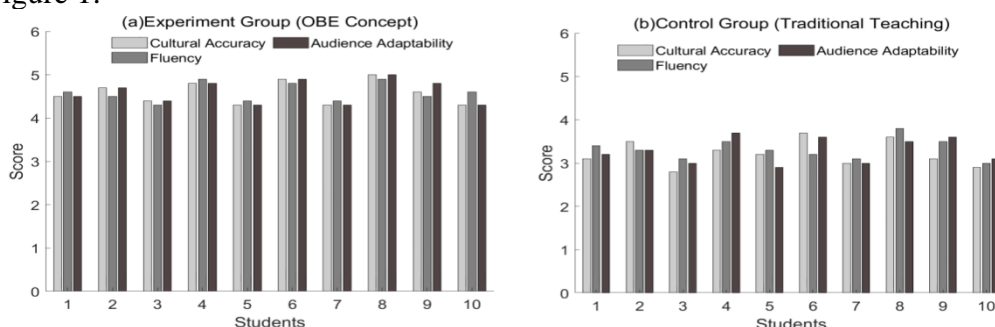


Figure 1: Cross-cultural expression ability assessment

Figure 1 (a-b) shows the comparison of the scores of the two groups in terms of cultural background accuracy, language fluency and audience adaptability. Among them, the teaching model based on the OBE concept has significant advantages in improving students' cross-cultural expression ability. The average scores of the experimental group in the three dimensions of cultural background accuracy, language expression fluency and audience adaptability are 4.58, 4.59 and 4.60, respectively, which are significantly higher than the 3.22, 3.32 and 3.29 of the control group. The data show that the OBE teaching model can improve students' ability to tell stories more accurately and vividly in an English context and enhance their awareness of international communication.

(2) Experiment on evaluating the ability to transform cultural symbols

This experiment aims to compare the effects of the OBE concept model and the traditional teaching model in improving students' cultural symbol conversion ability. The experiment asks students to choose a Chinese cultural symbol and transform it into a symbol or concept that is easy to understand in Western culture in English, and evaluates their performance in symbol transformation accuracy, creativity, and audience understanding. The experimental group adopted the OBE concept teaching, combined with project-based learning and interactive classes, while the control group remained unchanged. The effectiveness of different teaching models is evaluated by comparing the scores of the two groups of students in symbol conversion ability, as shown in Figure 2:

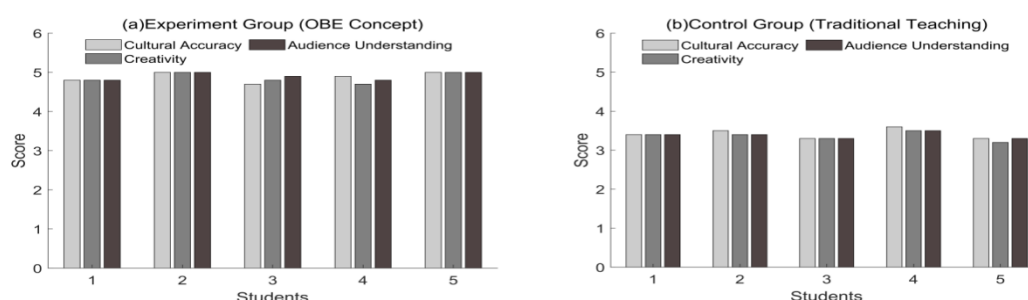


Figure 2: Assessment of cultural symbol conversion ability

Figure 2 (a-b) shows the comparison of the scores of the two groups in the evaluation of cultural symbol conversion ability. The average scores of the experimental group based on the OBE concept in the three indicators of cultural accuracy, creativity and audience understanding were 4.88, 4.86 and 4.90 respectively, while the average scores of the control group were 3.42, 3.36 and 3.38. The data show that the students in the experimental group are able to more accurately transform Chinese cultural symbols into content that Western audiences could understand, and show higher creativity and audience adaptability. Compared with traditional teaching, the OBE teaching model significantly improves students' cross-cultural communication skills, especially in terms of the accuracy of symbol conversion and creative expression.

(3) Narrative structure integrity and critical thinking assessment experiment

This experiment aims to evaluate the effectiveness of the OBE-based teaching model and the traditional teaching model in improving students' narrative structure integrity and critical thinking ability. Students need to write an English article with a complete narrative structure around Chinese historical figures or events and conduct critical analysis. The article is required to have a clear introduction, background, conflict, solution and conclusion, and to demonstrate the ability to analyze from multiple perspectives. The experimental group adopted the OBE concept for teaching, combining project-based learning and interactive discussion, while the control group continued to use the previous model. By comparing the performance of the two groups of students in these two aspects, the effectiveness of different teaching models is evaluated, as shown in Figure 3.

Figure 3 (a-b) shows the comparison of the scores of the two groups on the two dimensions of narrative structure integrity and critical thinking. Among them, the model based on the OBE concept performed well in improving students' narrative structure integrity and critical thinking. The experimental group's average scores in narrative structure integrity and critical thinking are 4.88 and 4.86, respectively, while the control group's average scores are 3.42 and 3.36, respectively. The data show that the students in the experimental group are able to show a clearer structure and deeper thinking when writing narrative articles, and their critical analysis ability is stronger. Compared with traditional teaching, the OBE teaching model shows a more obvious effect in promoting students' logical thinking, structural arrangement and multi-angle analysis.

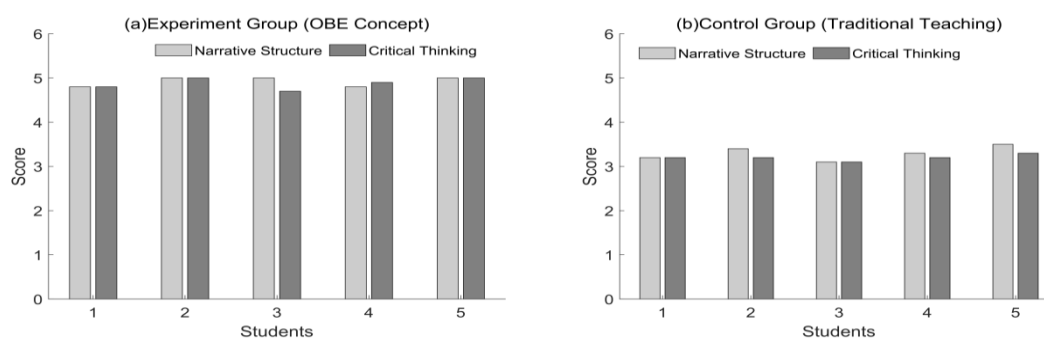


Figure 3: Narrative structure integrity and critical thinking assessment

4.2 Experimental Discussion

This study verified the effectiveness of the college English classroom teaching model based on the OBE concept in improving students' cross-cultural communication ability through three experiments. The significant advantages of the experimental group in the three dimensions of cross-cultural expression ability, cultural symbol conversion ability and critical thinking indicate that the results-oriented mechanism of the OBE concept can effectively break through the limitations of the traditional teaching model. Specifically, the combination of PBL and flipped classroom provides students with a complete path from cultural cognition to practical output: students build a cultural knowledge system through independent learning before class, and interactive discussions and simulation practices in class strengthen the accuracy of symbol conversion and the coherence of narrative logic. The dynamic tracking of learning analysis technology further optimizes the personalized adaptation of teaching strategies, such as providing targeted supplementary materials for students with weak cultural background knowledge, thereby improving the overall teaching efficiency. In addition, the outstanding performance of the experimental group in the creative conversion of cultural symbols (average score 4.86) and audience understanding (4.90) confirms that students under the OBE model can break through the mechanical translation of the language surface and recreate cultural meaning with the audience as the center.

The deep significance of the experimental results lies in revealing the key mechanism of "ability transformation" in cross-cultural education. Traditional teaching often simplifies cultural communication into language translation, while the OBE model, through outcome-oriented design, encourages students to actively construct a "dual perspective" in cultural narratives - they need to anchor the core values of Chinese culture while taking into account the cognitive framework of Western audiences. It is worth noting that the dynamic feedback of teaching data shows that students' creative performance in symbol conversion tasks is positively correlated with the frequency of their classroom interactions, which provides important inspiration for future teaching design: students' cross-cultural adaptability needs to be strengthened through more frequent situational exercises. Although the experiment has achieved positive results, how to transform short-term capacity improvement into long-term cultural communication literacy still needs to be explored through continuous follow-up research and iterative optimization of the curriculum system.

5. Conclusion

This paper uses three experiments to test the effectiveness of the OBE teaching model in improving college students' cross-cultural expression ability, cultural symbol conversion ability and

critical thinking. The experimental results show that the OBE concept significantly improves students' performance in cross-cultural communication, symbol conversion and critical thinking, especially in the accuracy of cultural background, fluency of language expression and audience adaptability. The scores of the experimental group are significantly higher than those of the control group. In addition, the OBE model effectively promotes students' understanding and expression of Chinese culture through project-based learning and flipped classroom. However, this study still has some shortcomings. First, the sample size of the experiment is small, which may affect the generalizability of the results. Secondly, this study is limited to college English classes and does not involve the effects of cross-cultural teaching in other subject areas. Future research can expand the sample range, explore the application effects of OBE concepts in different subject areas, and further optimize teaching design to enhance the effectiveness and breadth of cross-cultural education.

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