Study on the Optimization Method of College English Major Curriculum System Based on OBE Concept

Based on the concept of results-oriented education (OBE), this paper discusses how to construct a scientific, reasonable, flexible and efficient curriculum system for college English majors. The research points out that the core elements of student-centered teaching are clear teaching objectives, optimized teaching content and innovative teaching methods. Specific measures include setting clear and measurable teaching objectives, increasing the proportion of intercultural communication content, introducing real-world simulation training programs, and using information technology platforms to expand extra-curricular learning resources. In addition, the limitations of traditional classroom teaching methods are overcome by adopting diversified teaching strategies such as project-based learning, case analysis, role playing and online and offline blended teaching. At the same time, in order to ensure the effective implementation of the program, the importance of adequate preparatory work, strict implementation of the established program, regular inspection and summary of feedback is emphasized. The findings indicate that the refined university English curriculum, grounded in OBE principles, is capable of enhancing instructional quality and fostering the comprehensive development of students.

Keywords: OBE concept; College English; Curriculum system; Teaching reform.

I. INTRODUCTION

In the 21st century, as globalization advances rapidly, higher education institutions are encountering unique opportunities and challenges. University English programs, crucial for developing talents equipped with a global perspective and intercultural communication skills, find the enhancement of their curriculum system to be a pivotal focus within educational reforms [1]. The philosophy of Outcome-based Education (OBE) centers on student outcomes, striving to guarantee that all students attain anticipated learning achievements through meticulously planned and forward-thinking design. This approach aligns not only with contemporary educational trends but also introduces innovative concepts and guidance for refining the curriculum framework of university English studies [2].

With the swift advancement of information technology and the increasing societal demand for versatile foreign language professionals, conventional university English teaching methods have progressively revealed certain limitations. Issues such as outdated course materials, a lack of diverse teaching approaches, and insufficient practical components somewhat restrict the development of students' comprehensive application skills and creativity [3]. Hence, investigating an optimization pathway for the university English curriculum grounded in OBE principles is not only an effective strategy to enhance educational quality but also an essential approach to align with contemporary developmental needs and cater to the multifaceted requirements of society [4].

This paper, guided by the OBE concept, focuses on how to build a more scientific, reasonable, flexible and efficient curriculum system for college English majors, and discusses specific measures for curriculum setting, updating of teaching content and innovation of teaching methods under the guidance of the OBE concept. At the same time, it will also analyze the current research results in relevant fields at home and abroad, and put forward improvement suggestions based on the actual situation, so as to provide useful references for deepening the reform of English education and teaching in Chinese universities [5]. The ultimate goal is to enable college English majors to better cope with various challenges in their future careers and become high-quality professionals with a solid language foundation, a broad international perspective and strong cross-cultural communication skills.

II.CORRELATIONAL RESEARCH

In foreign countries, the research on the concept of OBE (results-oriented education) mainly focuses on its core principles and how to integrate these principles into the design of specific curriculum models. Scholars have deeply analyzed the essential characteristics of the concept of OBE and explored its application in different disciplines and education levels, aiming to build a teaching framework that can effectively promote the achievement of students' learning outcomes. In contrast, domestic research focuses more on practical application, mainly focusing on the optimization of course content based on OBE concept, innovation of teaching mode and reform of assessment and evaluation system, including adjusting course content according to OBE concept to ensure its practicability. Explore teaching methods suitable for China's national conditions, such as project-based learning and flipped classroom, to enhance students' learning experience, and establish a diversified evaluation mechanism to measure students' learning outcomes comprehensively. In short, domestic and foreign researches on the concept of OBE have different focuses, but they are all committed to improving the curriculum system through this advanced educational concept, so as to better serve the growth and development of students.

In 1982, American scholar Spady, W.D. [6] proposed the concept of OBE (Outcome Based Education) for the first time, defining it as "clearly focusing and organizing the education system to ensure that students can obtain substantial success experience". Specti pointed out that traditional education often attaches too much importance to grades and neglects the cultivation of students' actual abilities. His OBE philosophy advocates shifting the focus of the education system to student learning outcomes, not just student scores. The concept emphasizes the importance and promotion of students' real learning outcomes and ability development by clearly defining the competencies that graduates should possess. Fengquan [7] focused on the specific path of talent training in application-oriented universities, advocated the all-round practice of OBE concept, and emphasized that students' expected learning outcomes should be regarded as the key element of learning effectiveness evaluation. Long Fenjie et al. [8] took Guizhou Vocational and Technical College as the research sample to elaborate on the setting methods of talent training goals, the promotion measures of career optimization and the improvement strategies of teaching methods under the guidance of OBE education concept. Wang Yue [9] elaborated on the measures to build the core course practical training project for engineering management major with OBE as the orientation: shaping the student-centered interactive course teaching mode, improving the teaching effectiveness of the practical operation ability of the practical training project, and improving the practical operation skills and professional literacy of students. Yue Jinxia and Wu Qiong [10] tried to combine the OBE concept in college ideological and political education courses to innovate classroom teaching mode. On the one hand, the teaching method with students as the main body and teachers as the guidance is used. On the other hand, the "bright examination help" is introduced into the university classroom teaching, so that students can effectively accept the key theoretical knowledge of the course and improve their class participation. Zhang Jian et al. [11] incorporated the OBE concept into the reform of core curriculum teaching methodologies, proactively shifted their mindset to transition from "teaching" centered approaches to "learning" focused ones, spurred students to engage more actively in their education, and merged teaching with research activities. This integration aims to bolster students' innovation capabilities and practical competencies. Liu Guofeng [12] pointed out that the key to course evaluation lies in the goals determined in the processing of seismic exploration data, and the overall goals are refined into multiple sub-goals to help students find problems and establish self-goals during learning. Guo Guangming and Meng Xiao [13], in the process of clarifying teaching content, focus on the guidance of results, closely link the individual needs of students with the course structure, or select appropriate course content according to the requirements of students' future career development [14]. Liu Xiaotian [15], while consolidating and deepening the course content, also took into account the integration with cutting-edge technologies, and used projects as teaching examples to cultivate students' professional quality in order to meet the needs of sustainable development of the career field. It does not only teach the knowledge of a single textbook, but also breaks through the barriers between different courses, and strengthens students' acquisition and application of skills by virtue of the coherence, systematism and unity of the curriculum. Wang Xianghua [16]

The curriculum evaluation reform under the OBE concept focuses on the evaluation of students' ability. The curriculum evaluation system is mainly constructed by the students' expected learning outcomes, and no longer takes the teacher-centered teaching objectives as the main body. The expected learning outcome covers the theoretical knowledge of the course, the skills acquired, and the matching professional quality.

III.METHOD

The key to optimize the curriculum system of college English majors based on OBE is to clarify the teaching objectives, optimize the teaching content and innovate the teaching methods. When these three aspects cooperate with each other and complement each other, the student-centered teaching concept can be truly realized and talents with international vision and innovative ability can be cultivated in the new era.

A. Clear teaching objectives

In accordance with the requirements of the OBE philosophy, the development of clear and measurable teaching objectives is the first step to optimize the curriculum. These goals should be closely linked to students' future development needs and social expectations, covering multiple dimensions such as knowledge transfer, skill development and attitude shaping. At the same time, individual differences should also be fully considered when setting goals, allowing students to choose their own development direction according to their own circumstances. In addition, the corresponding feedback mechanism needs to be established in order to adjust and improve the teaching plan in time to ensure that each student can achieve the expected learning outcomes.

Under the guidance of the OBE concept, the teaching objectives are not only clear, specific, but also measurable. This means that teachers need to identify what learning outcomes are expected of students in the first place and explain why students need to achieve such learning outcomes. For example, in college English majors, the teaching objectives may include but are not limited to: mastering a certain amount of professional vocabulary and grammatical structure; Ability to carry out effective cross-cultural communication; Ability to think independently and solve problems; Form a positive learning attitude and professional quality. In order to make these goals more concrete, they can be further broken down into short - and long-term goals, such as being able to communicate accurately using the terminology of a specific field in the short term, and being able to confidently express personal opinions and participate in discussions in an international environment in the long term.

Considering that each student starts from a different point of view, personalized assessment is particularly important. Taking into account the individual differences among students, a personalized assessment system is designed and promptly evaluated to accurately monitor each student's learning status and make timely adjustments to the teaching approach. This not only helps to meet the needs of students at different levels, but also promotes the realization of educational equity. For example, for those students who already have a good foundation, you can set higher goals to challenge them; For students with a weaker foundation, more support can be given through stratified teaching or individual counseling to help them gradually build confidence.

In order to ensure that all students can successfully achieve the established learning outcomes, it is also necessary to build a cycle of continuous improvement. The school is more responsible for the learning results than the students, and it needs to put forward specific evaluation and improvement basis. Therefore, teachers should collect feedback information from students regularly, analyze the problems encountered in the learning process, and adjust the teaching strategy accordingly. For example, the real feelings of students can be understood through questionnaires, classroom observation or one-to-one interviews, so as to optimize course design and improve teaching methods. In addition, intelligent technology-enabled feedback mechanisms can be used to facilitate communication between teachers and students, correct deviations in a timely manner, and ensure that every student can follow the right path.

B. Optimize teaching content

In order to solve the problem that traditional curriculum content is too focused on theoretical knowledge and neglects practical application, the following aspects are proposed to optimize the content: First, increase the proportion of intercultural communication and other contents to help students understand the rules of language use under the multicultural background; The second is to introduce a real scene simulation training program, so that students can practice listening, speaking, reading, writing and translating in practice; The third is to use the information technology platform to expand extra-curricular learning resources and encourage students to explore topics of interest independently. Through the above measures, the course can be more close to the real life situation, stimulate students' learning interest and enthusiasm.

Increasing the content proportion of cross-cultural communication helps to cultivate students' global vision and diversified way of thinking. In today's increasingly globalized world, it is not enough to only master a language, but more important to learn how to use this language to understand and respect the differences of other cultures. To this end, college English courses can incorporate more knowledge about the history, geography, customs and other aspects of different countries and regions. At the same time, activities such as "International Cultural Festival" and "Sino-Foreign cultural Exchange Week" can be held to give students the opportunity to experience the exotic culture. In addition, foreign teachers or international students can be invited to share their experiences and broaden the cognitive boundaries of students.

The introduction of real scene simulation training program aims to improve students' practical operation ability and the ability to solve complex problems. Different from traditional classroom teaching methods, this approach emphasizes task-oriented learning processes, that is, given a specific situation or problem, students are required to complete predetermined tasks through teamwork. For example, in business English courses, students can act as employees of import and export companies, handling orders, negotiating contracts, resolving disputes and other business processes; In the tourism English course, you can simulate the process of guiding tourists to visit scenic spots, including explaining the characteristics of scenic spots, answering questions from tourists and so on. This kind of practical teaching activity can not only enhance students' language expression ability, but also exercise their adaptability and innovation ability.

Expanding extra-curricular learning resources by means of information technology platform is one of the important measures to meet the educational needs of the new era. With the development of Internet technology, a large number of high-quality foreign language learning materials have appeared on the Internet, such as online dictionaries, speech recognition software, multimedia courseware, etc. These are incomparable advantages of traditional teaching materials. Teachers can guide students to make full use of these resources to carry out independent learning. For example, recommend some authoritative websites for students to consult information; Organize online discussion groups to discuss a topic in depth; Give open-ended assignments and encourage students to find answers for themselves. At the same time, it is also possible to develop exclusive applications or small programs to extend classroom teaching to extracurricular, forming a combination of online and offline learning mode.

C. Innovative teaching method

To address the limitations of traditional classroom teaching methods, it is recommended to implement a diverse range of teaching strategies, including project-based learning, case studies, role-playing, and other interactive approaches. These methods not only foster greater communication and interaction between teachers and students but also stimulate active participation in class discussions and encourage students to proactively seek solutions to problems. Moreover, leveraging modern educational technology can facilitate blended online and offline instruction, transcending time and space constraints to offer students a more varied and enriched learning experience. Ultimately, it is crucial to enhance training in self-management and teamwork skills, equipping students with a stronger competitive edge for their future careers.

Project-Based Learning (PBL) is a student-centered teaching method that encourages students to explore a real, meaningful problem or task over an extended period of time. This method is well suited for college

English courses because it allows students to integrate their language knowledge and skills in the process of solving practical problems. For example, teachers can set several project topics according to the course theme, such as "making an English short film to introduce Chinese traditional culture", and then let students form groups freely to complete all work from planning, shooting to post-production within the specified time. In this process, students not only learn how to express their ideas in English, but also learn how to work together, coordinate progress and cope with emergencies. In this way, students can not only improve their language level, but also cultivate their creativity and social responsibility.

Case Study Analysis is another effective teaching strategy to promote deep learning. By analyzing real business cases or classic examples from other fields, students can better understand abstract concepts and apply them to concrete situations. For example, when teaching business English writing, several excellent business letters can be selected as examples, and students can be guided to carefully read and discuss the format norms, tone control and other issues involved in them. Or, when explaining marketing knowledge, choose some well-known brands' marketing strategies as research objects, and let students try to analyze the reasons for their success and the logical thinking behind them. This approach not only helps to deepen students' understanding of professional knowledge, but also helps to improve their critical thinking skills and decision-making skills.

As a lively form of teaching, Role Play is especially suitable for practicing oral expression and interpersonal skills. In class, teachers can create a variety of situations, such as airport security check, hotel check-in, restaurant ordering, etc., and let two or more students play different roles for dialogue practice. This can not only increase the interest of the class, but also enable the students to practice the common sentence patterns and expressions repeatedly in the simulated real environment. More importantly, in this way, students get immediate feedback on what they are doing well and what needs to be improved, so that they can constantly adjust their performance until they have mastered it. In addition, it can also be combined with video recording function to record students' performance clips for subsequent review.

With the advancement of information technology, Blended Learning online and offline has gradually become one of the mainstream trends. This model breaks the spatial boundaries of the traditional classroom, making teaching and learning no longer limited to a fixed place and time. On the one hand, teachers can release preview materials, such as PPT presentations and short video tutorials, through the network platform before class, so that students can get familiar with the content to be learned in advance. On the other hand, during the formal teaching period, in addition to the necessary theoretical explanation, more interactive links can be arranged, such as group discussion, question and answer competition, etc., to liven up the classroom atmosphere. After class, teachers can also use online forums, social media groups and other ways to keep in touch with students, answer questions and share ideas. Through the flexible use of a variety of teaching methods, students can create a more colorful learning environment.

IV. APPLICATION OF MODEL

A. Build an effective evaluation system

The college English curriculum system based on the OBE concept must be accompanied by a perfect evaluation system to accurately measure and reflect students' learning results. It includes the combination of formative evaluation and terminal evaluation, the design of multiple evaluation indicators and the establishment of dynamic adjustment mechanism. Especially for those soft skills that are difficult to quantify (such as critical thinking, innovation, etc.), it is important to explore appropriate assessment methods to ensure that each student's performance is evaluated comprehensively and objectively. The framework is shown in Figure 1.
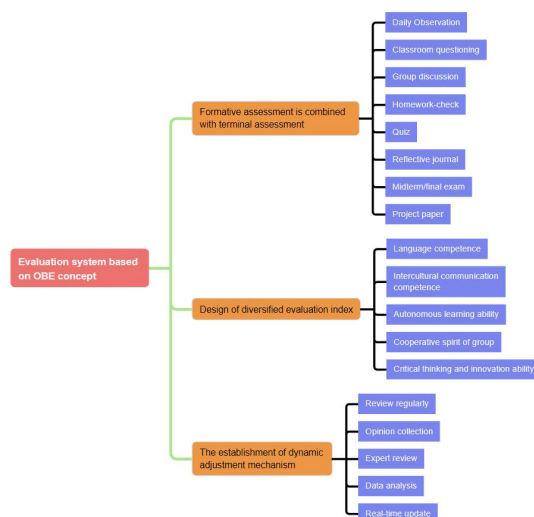
Figure 1. The framework of College English curriculum evaluation system based on OBE concept

1. Formative assessment is combined with terminal assessment

In traditional teaching evaluation, too much emphasis is placed on the final evaluation, that is, the main focus is on the results at the end of the semester or the end of the school year, and the continuous feedback and support in the learning process are ignored. However, in the framework of OBE, formative assessment becomes particularly important because it can help teachers to understand students' learning progress in time and adjust teaching strategies accordingly. Formative assessment can be carried out throughout the whole semester of teaching activities through daily observation, classroom questions, group discussions, homework checks and other forms, aiming to promote the development of students' understanding of knowledge and application ability. For example, teachers can assign a short reflection diary after each class, asking students to summarize what they have learned that day and raise their own questions; Or regularly organize small quizzes to test students' mastery of key knowledge points. These activities can not only provide valuable information for teachers, but also stimulate the initiative and responsibility of students.

At the same time, final assessments, which measure a student's overall performance over a longer period (such as a semester), are still indispensable, often in the form of mid-term exams, final exams, or project reports. In order to ensure the authenticity and reliability of the assessment results, a variety of test types should be adopted, including objective questions such as multiple choice questions and filling-in questions, as well as subjective questions such as short answer questions and essay questions, and even open question situations can be introduced to examine students' comprehensive analysis ability and innovative thinking. In addition, the final assessment should also focus on the students' practical skills, such as oral expression, listening comprehension, etc., which can be achieved through mock interviews and role playing.

The organic combination of formative assessment and terminal assessment can not only reflect students' learning status more comprehensively, but also provide a basis for personalized guidance. For example, when it is found that a student has obvious deficiencies in a specific area, the teacher can develop a special learning plan for him or her to provide additional support and services; Students who perform well can be given more challenging tasks to encourage them to further expand their horizons.

2. Design of diversified evaluation index

In order to ensure the scientificity and effectiveness of the evaluation system, a reasonable evaluation index must be designed. A good evaluation system should have the following characteristics: it can reflect the current business concerns; It includes both result type index and process type index. There are corresponding service grips. In the case of college English courses, this means paying attention not only to students' final

grades, but also to their changes in attitude, interest, and engagement during the learning process. The following are several important dimensions of evaluation:

Language Ability: This is the most basic and important aspect of the assessment, covering the four basic skills of listening, speaking, reading and writing. In addition to the traditional written test, students' oral performance can also be recorded by audio recording, video recording, etc., in order to assess their pronunciation accuracy, fluency and pragmatic appropriateness more intuitively.

Intercultural Communication competence: With the acceleration of globalization, it is particularly important to cultivate students' intercultural communication awareness. By organizing international exchange activities and inviting foreigners to give lectures, students can have the opportunity to contact different cultural backgrounds, and on this basis assess their adaptability and communication skills.

Independent Learning ability: Modern education emphasizes the concept of lifelong learning, so it is crucial to cultivate students' ability to think independently and manage themselves. Students' ability to acquire information and solve problems can be evaluated by setting research topics and encouraging extracurricular reading.

Teamwork: Many work scenarios require good collaboration, so integrating group work, project-based learning and other content into the course design can help exercise students' collective sense and social responsibility. Factors such as the frequency of interaction between members and the proportion of contributions can be considered in the evaluation.

Critical thinking and innovation: Although these soft skills are difficult to quantify, they are an important measure of a person's overall quality. Through case analysis, debate and other forms, students can be guided to think about problems from multiple angles and cultivate creative problem-solving ability.

3. The establishment of dynamic adjustment mechanism

In order to keep the assessment system dynamic and adapt to the changing teaching needs, it is also necessary to establish a dynamic adjustment mechanism. This means regularly reviewing the effectiveness of the evaluation process, collecting comments and suggestions from all parties, and making changes accordingly. For example, students' views on existing assessment methods can be understood based on the results of questionnaires at the end of each semester; You can also invite peer experts to participate in lectures and evaluation, and get improvement suggestions from a professional perspective.

In addition, with the development of information technology, the application of intelligent tools has also brought new possibilities for dynamic adjustment. For example, using big data analysis technology to track students' learning trajectory, identify which links are prone to problems, so as to give early warning and take intervention measures; Or use an online platform to update the grading details in real time, so that each participant can clearly know their score and the reasons behind it.

In short, building an effective evaluation system based on OBE concept is a systematic project, which needs to consider various factors. Through reasonable allocation of the proportion between formative assessment and terminal assessment, careful design of diversified assessment indicators, and flexible use of dynamic adjustment mechanism, we can better serve the development needs of each student and promote the continuous improvement of college English teaching quality.

B.   *Strategy and continuous improvement during implementation*

In the process of implementing the college English curriculum system guided by the OBE concept, in order to ensure its effectiveness and continuously optimize the teaching quality, the following key aspects should be paid attention to. These steps are not only conducive to the smooth promotion of teaching reform, but also promote the steady improvement of education quality.

1. Adequacy of preparatory work

1)Information Collection and analysis

The starting point of success is detailed information gathering. This includes, but is not limited to, research on the basic situation of students (such as enrollment level, learning interest), the applicability of existing teaching materials, and the professional background and skill level of teachers. Through questionnaire survey, interview, data analysis and other means, we can comprehensively understand the current teaching situation and potential challenges, and provide a solid basis for follow-up planning. For example, in the case of Beihai Campus of Guilin University of Electronic Science and Technology, the Teaching and Research Office conducted a detailed online questionnaire survey and offline discussion on students' English foundation, learning motivation and learning strategies, and based on this, formulated a targeted teaching plan.

2) Plan specific steps

Based on the preliminary research results, it is crucial to develop a detailed and operable implementation plan. This phase should clarify short-term goals and long-term vision, and break the overall task into several milestones, each with a clear timeline and allocation of responsibilities. At the same time, taking into account the possible risk factors, emergency plans are planned in advance to ensure that the continuity and stability of teaching activities can be maintained even in emergencies. In addition, it is necessary to establish effective communication channels to ensure that all relevant personnel have timely access to the latest information and participate in the decision-making process.

2. Strict implementation of the established program

Once a specific action plan has been established, the next step is to implement the tasks strictly according to the plan. This means strengthening daily management, holding regular work meetings, and monitoring progress. Strengthen training and support for teachers and encourage them to actively explore the application of new teaching methods and technological tools; And closely track the learning dynamics of students, timely adjust the teaching content to meet the needs of different levels. Especially in the introduction of the mixed teaching mode supported by information technology in the era of "Internet +", it is more necessary to carefully design the teaching links that combine online and offline to ensure seamless docking between the two.

3. Review and summarize feedback regularly

1) Effectiveness evaluation

During the implementation period, the teaching results must be rigorously evaluated on a regular basis. This is not only an important means to check whether the expected goal has been achieved, but also an effective way to find shortcomings and find room for improvement. In addition to the traditional test results, the assessment can also be combined with classroom performance, project work, peer evaluation and other forms, and strive to reflect the true level of students from multiple perspectives. Soft skills that are difficult to quantify (such as critical thinking and innovation ability) can be examined through case studies and debate competitions to ensure the comprehensiveness and impartiality of the evaluation system.

2) Problem correction

When problems are identified, quick action is needed to fix them. This may involve rethinking the design of certain parts of the curriculum or providing additional resources to help specific groups. For example, if students in a certain course generally report difficulty in listening comprehension, then special listening training modules can be considered, or foreign teachers can be invited to conduct special lectures. It is important to develop a rapid response mechanism so that any problems that hinder learning progress can be dealt with in a timely manner.

4. Experience accumulation and process optimization

Every practice is a valuable source of experience. Both the successful experience and the lessons of failure should be carefully recorded and systematically sorted into the future teaching design. This can not only avoid repeating the mistakes of the past, but also learn from the successful practices of the past, and gradually

build a mature and stable operating mechanism. In this process, special emphasis is placed on the importance of continuous improvement - that is, according to the changing external environment and the updating requirements of social needs, flexible adjustment of teaching content and methods, so that it always keeps pace with The Times.

Through the preparation of the above aspects, strict implementation of the established program, regular review and summary, and continuous accumulation of experience and lessons, we can better play the advantages of the OBE concept and promote the development of college English curriculum system towards a more scientific and reasonable direction. This iterative process is not only conducive to improving the quality of teaching, but also lays a solid foundation for training compound talents to meet the requirements of the new era.

V.CONCLUSIONS

Optimizing the curriculum system for university English majors based on the OBE concept proves to be both practical and effective, as it not only boosts students' enthusiasm and involvement in learning but also strengthens their capability to address real-world issues by embedding OBE principles into curriculum design. The proposed optimization strategy emphasizes the integration of theoretical knowledge with practical skills, motivating students to apply classroom learning to actual scenarios and shifting the emphasis from "teaching" to "learning". Research findings indicate that this curriculum framework can markedly enhance students' language proficiency, cross-cultural communication skills, and autonomous learning capabilities, preparing graduates to more effectively tackle various challenges in their future careers. By cultivating high-caliber professionals equipped with a solid linguistic foundation, broad international perspectives, and robust cross-cultural interaction abilities, this approach ensures the flexibility and adaptability of the entire educational process through the ongoing refinement of the teaching management system. Moreover, it offers a valuable model for future teaching reforms and provides other institutions with significant insights for conducting similar initiatives, laying a foundation for further advancements in educational and pedagogical reforms.

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