

# Exploration and Practice of “Modern Chinese” Teaching Reform Based on the OBE Concept

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**Abstract:** In view of the problems existing in the teaching of the “Modern Chinese” course, such as the disconnection between teaching objectives and professional demands, the single teaching mode, and the limited evaluation system, based on the concept of outcome-based education (OBE), this paper systematically explores the teaching reform path of this course. By reconstructing the three-dimensional hierarchical target system of “knowledge–ability–quality,” promoting the integration of reverse teaching content through cross-disciplinary comparison and professional certification, constructing an online and offline blended teaching process, and establishing a multi-subject, full-process evaluation and immediate feedback mechanism, students’ classroom participation, language analysis and application ability, as well as teaching quality have been effectively enhanced. Teaching practice shows that after the reform, students’ academic performance structure has been optimized, their practical abilities have been enhanced, and their learning initiative has significantly improved, providing experience and reference for the OBE transformation of theoretical courses in higher normal universities.

**Keywords:** OBE concept; “Modern Chinese” course; Teaching model; Implementation approach

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## 1. Introduction

The “Modern Chinese” course is the core and main course for the Chinese language and literature major in higher normal universities. Its teaching objective is to systematically impart the basic theories and knowledge of modern Chinese phonetics, characters, vocabulary, grammar and rhetoric, and to cultivate primary and secondary school Chinese teachers and related language and text workers with solid theoretical and practical abilities <sup>[1]</sup>. However, the traditional teaching mode is mostly centered around teachers, textbooks and classrooms, focusing on the systematic teaching of static knowledge, resulting in the “three disconnections” phenomenon: the teaching content is disconnected from the actual primary and secondary school Chinese teaching, the teaching process is disconnected from students’ future career needs, and the evaluation methods are disconnected from the ability training goals. Although students can memorize concepts, when facing real language phenomena (such as new words on the internet, grammar errors analysis) and future teaching tasks

(such as designing Chinese character teaching plans), they often feel helpless and fall into the predicament of “separate learning and application.”

The concept of outcome-based education (OBE) emphasizes “reverse design” based on students’ final learning outcomes <sup>[2]</sup>. Its core ideas of “everyone can succeed,” “competency-oriented,” and “continuous improvement” are highly consistent with the requirements of teacher education program accreditation and talent cultivation in the context of new liberal arts <sup>[3]</sup>. In recent years, the OBE concept has been widely applied in various course reforms such as university English <sup>[4,5]</sup>, sociology <sup>[6]</sup>, and microbiology <sup>[7]</sup>, and has achieved remarkable results.

However, there is still a lack of in-depth exploration on how to systematically convert the OBE concept into practical teaching strategies for the “Modern Chinese” course, which is characterized by a strong theoretical nature and high practical requirements. This study, based on the OBE concept and combined with relevant teaching reform experiences in related disciplines, proposes a set of practical paths and operational strategies aimed at enhancing students’ core literacy from four dimensions: goal reconfiguration, content integration, process implementation, and evaluation feedback.

## **2. Main problems in the teaching of “Modern Chinese” course**

### **2.1. The teaching objectives are disconnected from the career requirements**

The traditional teaching objectives are mostly set based on the knowledge points of the textbooks, such as “mastering the modern Chinese phonetic system” and “understanding the classification standards of word types.” They lack a clear description of the specific abilities that students should possess after graduation. The teaching objectives fail to effectively align with the requirements of primary and secondary school Chinese teachers, the standards for Mandarin proficiency tests, and the contents of the teacher qualification examination, resulting in insufficient motivation for students to learn and a lack of clarity about “why they are learning.”

### **2.2. The teaching content and teaching mode are both monotonous**

The “Modern Chinese” course is highly theoretical, and students are prone to problems such as insufficient learning motivation, loss of interest, and improper learning methods. The traditional teaching model lacks process-based supervision and incentives, making it difficult to provide students with timely and effective support. As a result, some students choose to avoid their studies when encountering difficulties. For students majoring in education, this issue will directly affect the improvement of their knowledge structure and professional quality, and will have a long-term impact on the quality of future Chinese language education.

### **2.3. The evaluation system is limited and fails to take into account the process of growth**

The evaluation method mainly relies on the final closed-book examination. The regular grades are mostly based on attendance and homework completion. There is a lack of systematic records and evaluations of students’ process performances such as classroom participation, group cooperation, and practical tasks. The evaluation content focuses on knowledge memorization and simple application, and there is insufficient examination of higher-order abilities such as language analysis ability, teaching design ability, and innovative thinking. The feedback of evaluation results is not timely, making it difficult for students to obtain targeted improvement guidance.

### **3. The prerequisites and principles for the implementation of the OBE model in the “Modern Chinese” course**

#### **3.1. Participation as a whole**

The advocate of the OBE concept, William Spady, pointed out that the goal of school education is not only to enable students with strong learning abilities to succeed, but also to ensure that all students can achieve their learning objectives <sup>[8]</sup>. Although there are differences in students’ intellectual levels, under the premise of providing appropriate learning time and opportunities, all students are expected to achieve the expected learning outcomes. The participation of all students is closely related to the teaching organization ability of teachers. Therefore, how to enhance the classroom participation of all students and achieve their maximum learning benefits is a key issue that teachers need to deeply consider, and it is also the basic prerequisite for implementing the OBE teaching model.

#### **3.2. Directional reality**

The OBE concept emphasizes that the imparting of course knowledge and skills is not the only consideration for educators; instead, they should focus on the practical abilities that students can acquire after completing their studies, as well as how these abilities can help them achieve career development and personal achievements. Once the expected outcomes based on real needs are established, teaching objectives, course design, and individual learning plans all need to be adjusted accordingly. This “reverse design” approach requires that the setting of teaching objectives, the selection of teaching strategies, and the organization of teaching activities all be oriented towards real outcomes <sup>[9]</sup>. Regarding the “Modern Chinese” course, the establishment of teaching objectives and the design of teaching processes need to fully consider social needs and students’ actual gains. The reality-oriented teaching concept requires teachers to shift their focus of lesson preparation from pursuing the completeness of teaching content and the rigidity of time arrangement to centering on students’ actual learning outcomes, and designing targeted teaching methods and evaluation contents.

#### **3.3. Accessibility of opportunities and ease of obtaining guidance**

The OBE concept is student-centered, emphasizing the crucial role of teachers in school education. For students to achieve challenging learning goals, they cannot do without the effective support and timely guidance provided by the school and teachers. Specifically, teachers should give students more learning time and opportunities to enable them to fully master the knowledge, rather than merely setting rigid deadlines and score standards. Moreover, teachers need to provide practical guidance through various means, including immediate classroom guidance, after-class individual tutoring, and online support based on network technology. In addition to the teacher-led support, the “learning group assistance” model can also be adopted, encouraging outstanding students to help those struggling students through mutual assistance and providing corresponding process-based evaluation incentives. The OBE concept emphasizes that learning is a cooperative and developmental process, rather than a competitive activity. Therefore, the role of teachers should be that of a guide and supporter in the teaching process, rather than the center of the classroom. Their value lies in enabling students to have access to learning opportunities and effective guidance at any time.

### 3.4. Diversity of evaluation criteria and timeliness of feedback

The OBE concept advocates designing the teaching process based on actual outcomes, emphasizing the participation of all students, requiring educators to provide personalized learning opportunities and targeted guidance, and firmly believing that all students can achieve success. Under this concept, the diversification of evaluation criteria and the timeliness of feedback mechanisms have become inevitable requirements. Evaluation and feedback should run through the entire teaching process, rather than focusing only on the final results.

Process-based evaluation should reflect hierarchy and individual differences. By assessing, it reveals students' deficiencies and difficulties in the learning process, which helps to provide personalized support in the future. Learning speed also changes dynamically throughout the learning process, and usually improves in the later stages compared to the earlier ones<sup>[10]</sup>. Therefore, the content and weight of evaluation should also be adjusted accordingly. The evaluation content should include not only classroom learning ability but also extracurricular knowledge acquisition ability, learning attitude, and teamwork ability, etc.

## 4. Implementation methods of the OBE model for the “Modern Chinese” course

Guided by the above principles, in teaching practice, one can attempt to establish a four-in-one practical path of “objectives–content–process–evaluation.”

### 4.1. Reconstructing the three-dimensional hierarchical goal system of “knowledge–ability–competence”

Following the logic of “reverse deduction and quantitative disassembly,” first, based on the fundamental task of “cultivating moral character and promoting education,” the certification standards for teacher education programs, and the job requirements for middle school Chinese teachers, the overall course objective was determined: to cultivate future Chinese language educators who possess solid theoretical knowledge of the Chinese language, acute language analysis skills, excellent language and writing application abilities, and preliminary teaching research capabilities. Then, the overall objective was decomposed into quantifiable and assessable three-dimensional objectives, as shown in **Table 1**.

**Table 1.** Three-dimensional hierarchical target system of “knowledge–ability–competence”

| Dimension             | Specific goals                                                                                                                   | Measurement indicators                                     |
|-----------------------|----------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------|
| Knowledge objectives  | Master the basic concepts and theoretical systems of modern Chinese pronunciation, characters, vocabulary, grammar, and rhetoric | Final theoretical examination (with a score of $\geq 80$ ) |
|                       | Have the ability to pronounce standard Mandarin and deliver teaching language.                                                   | Pass the Mandarin proficiency test with grade two          |
| Competency objectives | Be able to analyze and explain social language phenomena by applying linguistic theories                                         | Course case analysis report score $\geq 85$                |
|                       | Be able to design language knowledge teaching plans for primary and secondary school students                                    | Microteaching presentation score $\geq 85$                 |

|                        |                                                                                                                               |                                                                                           |
|------------------------|-------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------|
| Educational objectives | Establish a sense of national language and character norms, and enhance the sense of responsibility for cultural inheritance. | Report on Reflections on the Practice of Course-based Ideological and Political Education |
|                        | Have the ability for cooperative exploration and lifelong learning                                                            | Group collaboration peer assessment, completion rate of after-class extension tasks       |

## 4.2. Integrating the “crossing and connecting” reverse teaching content and activities

### 4.2.1. Multidisciplinary and multi-course integrated comparative teaching

The phonetics section of the “Modern Chinese” textbook (the Huang-Liao version) focuses on theoretical knowledge and provides very limited training materials. Due to the time constraints of the course, there is no extra time for practical exercises. However, for students majoring in Chinese language and literature who are future teachers in primary and secondary schools, learning phonetics is not only about systematically mastering phonetic knowledge, but also about being able to speak standard and fluent Mandarin. Based on the aforementioned realistic orientation principle, after graduation, as primary and secondary school Chinese teachers, Mandarin is not only their teaching language, but also a personal image card and a symbol of professional quality. Teachers who can speak standard and fluent Mandarin not only can establish authority and conquer students, but also become the objects and benchmarks for students to imitate. According to the aforementioned high expectation principle, in addition to classroom teaching, they also need to be able to recite various styles of texts in their original voice and give demonstrations to students themselves; preferably, they should also have the ability to host large-scale evening parties and guide recitation competitions. These are the expectations of society and work units for Chinese teachers.

In view of this, the audio part can be integrated and cross-taught with the “Mandarin and Teacher’s Oral English” course. It is suggested that the same teacher should take on both courses for the same class. The Modern Chinese course focuses on systematic theoretical instruction, while the Mandarin course concentrates on practical training. An attempt can also be made to integrate the two courses organically to achieve a close combination of theory and practice. I have been teaching these two courses for over ten years, and the practice has shown that this teaching model has achieved remarkable results.

Schools or teachers that are qualified can attempt to conduct comparative teaching for the relevant chapters of “Modern Chinese” and “English Phonetics.” Learning the two subjects separately can be rather dull. However, comparing and analyzing them can make the teaching more interesting. For example, among the four elements of pronunciation, apart from the difference in timbre, which can distinguish meanings, the elements that cause differences in English pronunciation and have an impact on meanings mainly include pitch and duration. For instance, in “happy [ˈhæpi],” the stress pattern is “heavy - light,” and if read in the opposite way, it would be incorrect; another example is “desert,” which is pronounced as [ˈdezət] meaning “desert,” and as [diˈzɜ:t] meaning “to abandon.” For the latter, the long and short sounds in the readings of the three groups of words “feet-fit,” “sheep-ship,” and “port-pot” result in completely different spellings and meanings. For Chinese, the main factor that plays a role is pitch, which is specifically manifested as tones. Different tones result in different meanings. Another example is the comparison between Chinese affricates and English plosives. The 6 affricates in Chinese, based on different pronunciation methods, can be divided into three groups: b[p]-p[ph], d[t]-t[th], g[k]-k[kh], all being voiceless consonants. The difference lies in whether they are aspirated or not; while in English, the 6 plosives b[b]-p[p], [d]-[t], [g]-[k] are mainly the contrast of clear and turbid sounds. Moreover, the vowel tongue positions and lip shapes that need to be explained in both Chinese and English phonetics can also be compared and explained, and students can be

given demonstration exercises.

Apart from the audio part, the content such as text, vocabulary, and grammar can also be taught in comparison with other languages. For example, the means by which Chinese expresses grammatical meanings mainly rely on function words and word order, while the Indo-European language family relies on morphological changes. Through such comparisons, students can better understand the characteristics of modern Chinese, have a deeper understanding of theoretical knowledge, and also enhance their learning interest.

#### **4.2.2. Multi-dimensional and multi-level integration guidance planning**

Based on the inclusiveness of participation and the reality-oriented principle, the teaching effect of “Modern Chinese” should be evaluated by the quality of each student’s “output.” Therefore, classroom teaching activities should follow the reverse design concept of “result - process,” that is, to systematically plan the teaching process based on learning objectives and the skills required by society and the profession.

The core skills related to the “Modern Chinese” course include: Mandarin proficiency, middle school Chinese teaching ability, language phenomenon analysis ability, language and text application ability, and Chinese international education teaching ability, etc. In teaching, content such as Mandarin proficiency tests, middle school teacher qualification exams, international Chinese teacher qualification exams, academic paper writing, career interviews, and teacher training teaching skills competitions can be integrated into the classroom to help students understand social needs and the practical significance and skill correlation of course learning.

For example, phonetic teaching combines the requirements of Mandarin test levels and examination skills to specifically correct common problems such as front and back nasal sounds, nasal side sounds, and flat and upturned tongues of students from dialect areas; examples from the international Chinese teacher qualification exams are introduced into the classroom to promote learning through examination, allowing students to intuitively master the way of applying knowledge; in grammar teaching, cases of grammar mistakes in previous graduates’ papers are introduced to guide students to independently revise and reflect, which not only trains the ability to correct grammar mistakes but also avoids writing errors in papers, and strengthens the awareness of professional qualities.

Therefore, classroom teaching is not a one-way process of knowledge injection. The actual learning effectiveness of students is the only criterion for evaluating teaching outcomes, which is where the advanced and scientific nature of the OBE teaching concept lies. Multi-dimensional guidance planning views teaching as a three-dimensional dynamic process, and all related projects constitute its three-dimensional dimensions, rather than a one-way linear activity between teachers and the classroom.

#### **4.2.3. Integrated utilization of multiple resources and channels**

According to the principle of reality orientation, the Chinese language textbooks for primary and secondary schools and the students themselves represent the objective reality that students will encounter in the future. From this perspective, taking the actual teaching of Chinese language in primary and secondary schools as the endpoint of the outcome, introducing primary and secondary school textbooks, students’ homework, common questions, etc. into the university classroom, building a bridge between theoretical learning and practical application, and stimulating students’ intrinsic motivation for learning. When teaching the chapter



on pronunciation, the author once introduced the part about initial consonants, final vowels, and single-read syllables in the primary school Chinese textbook of the People's Education Edition into the classroom. Through comparison, it was found that this was quite different from the relevant discussions in modern Chinese textbooks. For example, the primary school Chinese textbook treats the two semi-vowels *y* and *w* as initial consonants, but in fact, these two letters serve as sound isolation symbols; there are 24 finals in this textbook, but in fact, the finals of modern Chinese amount to 39; here, *ye*, *yin*, etc. are regarded as single-read syllables, but *ya*, *yong*, etc. are excluded. What is the reason for this arrangement? It is necessary for students to understand. As students majoring in Chinese language and literature, their knowledge scope must not only stop at "knowing the primary school Chinese phonetic table," but also understand the origin and development of the Chinese phonetic system and the good intentions of the textbook compilers, so as to be able to teach effectively, be well-prepared, and be proficient in the teaching process.

In addition, relevant exercises were introduced in the class. This question assesses primary school students' mastery of pinyin, covering concepts such as three-syllable combinations, *jiezi* (whole-sound characters), and light syllables. The analysis of the structure of three-syllable combinations and vowels, as well as the range of vowels listed in the primary school pinyin table, are related. Here, the three-syllable combinations refer to those not present in this vowel table and those with a vowel head; *jiezi* only refers to the sounds specified in the pinyin table and does not include *ya* in the text. Regardless of whether the setting of the question is reasonable or not, just by comparing the primary school textbooks with the modern Chinese textbooks for university students, we can see that even if only dealing with the primary school pinyin teaching part, teachers need to possess a complete knowledge system of modern Chinese pinyin.

In addition to the connection between textbooks and supplementary teaching materials, the following resources and channels can also be integrated: the combination of offline and online resources, the integration of classroom teaching and on-site observation, and the parallel operation of real classrooms and simulated classrooms. "Modern Chinese" as a traditional discipline requires a new generation of teachers to quickly master modern teaching methods and media, and to reasonably utilize online resources (such as MOOCs, live classes, academic lectures, professional public accounts, and teaching platforms, etc.). Research shows that students who follow the OBE model and receive electronic support have significantly higher learning enthusiasm and effectiveness than those in the traditional model <sup>[11]</sup>. On-site observation and simulated classrooms are also effective supplements to classroom teaching. The former requires establishing a stable cooperative relationship with local primary and secondary schools, while the latter relies on school facilities and teachers' experience.

#### **4.2.4. Various forms and multiple types of support evaluation feedback**

Most traditional teaching evaluations only focus on test results, while ignoring individual differences among students and the learning process. This makes them difficult to be objective and fair, and also hinders the all-round development of each student. Under the OBE model, the evaluation standards and methods for courses must be diversified. "Diversified evaluation goals can help limit comparisons among students, reduce the selection and assessment functions of evaluation, highlight the incentive and guiding functions, and thereby provide motivation for students to continue achieving their final learning outcomes" <sup>[4]</sup>. Evaluation should follow the principle of "scientific scoring for quantifiable content and multi-angle comprehensive assessment for non-quantifiable content" <sup>[12]</sup>. For behaviors that can be directly observed, such as classroom participation,

presentation performance, and teacher training competitions, the evaluation weight can be appropriately increased <sup>[13]</sup>. Regarding “Modern Chinese,” the author abandons the “one test determines the outcome” approach and constructs an evaluation system that covers the entire process of before, during, and after class, encompasses knowledge, ability, and literacy, and integrates multiple entities such as teachers, students, and AI. The specific design is shown in **Table 2**.

**Table 2.** Multidimensional evaluation system for the “Modern Chinese” course

| Evaluation dimension              | Evaluation item       | Evaluation subject                                           | Evaluation method/tool                  |
|-----------------------------------|-----------------------|--------------------------------------------------------------|-----------------------------------------|
| Process-based evaluation<br>(50%) | Before class<br>(10%) | Pre-class tests,<br>Question preparation                     | System/AI, Teacher                      |
|                                   | Class time (30%)      | Classroom participation (questions, discussions)             | Teacher, Peer                           |
|                                   |                       | Group collaboration (case analysis, project<br>presentation) | Teacher, group, peer                    |
|                                   |                       | Microteaching/mock lecture                                   | Teacher and student self-<br>evaluation |
| Summative assessment (50%)        | After class (10%)     | Homework completion                                          | Teacher, system                         |
|                                   | Final exam (50%)      | Final closed-book examination                                | Teacher                                 |

## 5. The practical effects and reflections of teaching reform

This teaching model has been implemented in the Chinese Language and Literature major of Mianyang Normal University based on the OBE concept for teaching reform and practice for two years. It has covered 4 classes with 169 students. The process assessment and evaluation plan and indicators have been gradually optimized. There have been significant improvements in various aspects such as attendance rate, head-up rate, classroom interaction, after-class communication, and exam pass rate. The classroom head-up rate has increased from 65% before the reform to over 90%, the number of active questions has increased threefold, and the activity level of the online discussion area has significantly improved. The analysis of final exam results shows that the proportion of students in the high score range (above 85 points) has significantly increased, and the failure rate has decreased. Especially in the subjective questions that test comprehensive analysis ability, the advantages are more obvious.

Of course, this reform also faces challenges. For example, the depth and breadth of group discussions in large classes cannot be guaranteed, and the whole-process evaluation places a high demand on the workload of teachers. In the future, we will further explore more efficient online and offline interaction strategies and utilize learning analysis technology to achieve more accurate diagnosis of learning situations and personalized recommendation of learning resources, truly realizing the high-quality development of modern Chinese language course teaching.

## 6. Conclusion

Introducing the OBE teaching model into the “Modern Chinese” course in higher normal universities is not only a revolution in teaching philosophy, but also a systematic reconfiguration of teaching practice. Based on the principles of the comprehensiveness of participation, the reality-oriented guidance, the accessibility of opportunities, the ease of obtaining guidance, the diversity of evaluation, the timeliness of feedback, and the high expectations for learning outcomes, this article proposes specific implementation paths such as multi-disciplinary integration teaching, multi-dimensional planning guidance, multi-channel resource integration, and multi-form support evaluation. These paths are based on teaching reality, emphasizing the combination of theory and practice, and aim to promote the transformation of the “Modern Chinese” course from “knowledge



imparting” to “ability cultivation,” and from “teacher-centered” to “student-centered.” The implementation of the OBE model can effectively stimulate students’ learning initiative and participation, enhance the practicality and targeted nature of the course content, improve students’ professional qualities and comprehensive abilities, and lay a solid foundation for their future careers in language teaching and related fields.

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