

Innovation and Practice of the Synergistic Talent-Cultivation Model of “Disciplinary Literacy, Ideological and Political Education, and Professional Nurture” under the OBE Concept in Basic English Teaching

Liang Zhang ^{1,*}

¹ Beijing Union University, Beijing 100101, China

*** Correspondence:**

Liang Zhang

sftzhangliang@buu.edu.cn

Received: 20 April 2025/ Accepted: 3 June 2025/ Published online: 8 June 2025

Abstract

Basic English serves as a pivotal course within the English Education major, primarily targeting first- and second-year undergraduates. Historically, the pedagogical approach in Basic English courses in China has placed a premium on linguistic knowledge at the expense of practical application, concentrated on the academic major to the detriment of comprehensive student development, and has not effectively aligned course objectives with the criteria for graduation. As a result, the current instructional paradigm falls short in adequately preparing students for the challenges of the future workforce. To redress these shortcomings, the research embarked on a pedagogical reform initiative. Utilizing a mixed-methods approach that integrates surveys and action research, this study delves into the development and implementation of a synergistic model for talent cultivation. This model amalgamates disciplinary education, ideological and political education (IPE), and professional education within the Basic English curriculum for English Education students, underpinned by the Outcome-Based Education (OBE) philosophy. By establishing a “three-in-one” integrative framework, this study endeavors to nurture students’ ideological and moral attributes, their English disciplinary proficiency, and the vocational competencies essential for future educators. After a decade of frontline teaching practice within the Chinese educational milieu, the model has demonstrated significant improvements in students’ English language proficiency, political awareness, and professional capabilities, thus fostering their holistic development. This research highlights the imperative of ongoing pedagogical innovation and the integration of contemporary educational technologies to realize educational objectives and offers a roadmap for future scholarly inquiry.

Keywords: OBE; Basic English Teaching; Synergistic Talent-Cultivation Model

1. Introduction

The Central Committee of the Communist Party of China and the State Council have issued the “Outline for the Construction of an Education Powerhouse (2024–2035)” to advance the reform and development of higher education institutions in a classified manner. Based on fundamental positioning such as research-oriented, applied, and skills-oriented, the development positioning of various types of universities will be clarified. According to the Outline, a resource allocation incentive mechanism will be set up according to the functional positioning, actual contributions, and distinctive strengths of different types of universities, guiding them to leverage their advantages and develop their own characteristics in different fields and track. The author’s college is an applied institution located in Beijing. Applicability, locality, and openness are the core positioning and traits of applied universities. To optimize talent cultivation, it is essential to refine the talent cultivation model by reforming the curriculum system and teaching methods.

The Outcome-Based Education (OBE) originated in the United States in the 1970s, aiming to address issues of declining educational quality and the disconnect between students’ abilities and societal needs. Since the first academic paper on the OBE philosophy was published by Chinese scholars in 2003, the implementation of this philosophy in China has spanned two decades. Many universities have integrated OBE into talent cultivation model, reforming curriculum design, teaching methods, and assessment systems. The Teachers’ College where the author serves adheres to the Outcome-based Education, offering an English normal major aimed at cultivating high-quality primary school English teachers with core literacy in the English discipline, teaching and research capabilities, communication skills, and a blend of national identity and international perspective. Basic English, a core course for first and second-year students, focuses on enhancing their listening, speaking, reading, writing, and translating abilities through foundational training and textual analysis, while also fostering autonomous learning and essential communication skills to meet the requirements of the “Teaching Syllabus for English Majors in Institutions of Higher Learning” (2000) and lay a solid foundation for advanced studies.

Despite the growing interest in OBE-guided talent cultivation model, few empirical or action research of a particular course have been conducted, which gives rise to a scarcity of empirical evidence on synergistic design of talent-cultivation model of English major course. For quite a long time, the OBE philosophy has not been effectively implemented in the major courses of applied English normal students. The professional training objectives require normal students not only to master the knowledge and skills related to their major, but also to possess teaching practice abilities and innovative awareness, in hopes of enhancing their professional competence, practical ability, application capability, and innovative capacity (Zeng et al., 2022). There is no denying that Basic English teaching highlights knowledge while ignoring practice, emphasizing major study while overlooking the cultivation of individuals, thus failing to meet the demands of the graduation goals. As a result, the course exists the deep-seated pain points, say, inconsistency between teaching positioning and training objectives, the separation of IPE from professional teaching, the outdated teaching concepts and monotonous teaching models, etc, which in turn gives rise to the issue of the separation between curriculum and ideological and political

education, often referred to as the “two-skin problem”. The fundamental task of cultivating virtue and nurturing talents has not been effectively implemented.

This research delves into the development and implementation of an integrated talent development framework. It encompasses disciplinary learning, ideological and political education, and professional training within the Basic English curriculum for English teacher education students. Underpinned by OBE principles, this study establishes a cohesive “three-in-one” model, aiming to foster students’ ethical and moral character, enhance their English language proficiency, and equip them with the professional competencies essential for their future roles as educators.

2. Theoretical Basis and Research Methods

To eradicate the long- existing problems, the teaching group initiated multiple rounds of teaching reform and practice. Adopting a mixed research method combining survey and action research, the group launched teaching reform guided by the OBE concept, revising course objectives, innovating educational concepts, and consequently constructing a three-in-one integration model, namely, the Synergistic Talent-Cultivation Model of “Disciplinary Literacy, Ideological and Political Education, and Professional Nurture”.

2.1. OBE Concept

Outcome-Based Education (OBE), also known as competency-based education, goal-oriented education, or demand-driven education, refers to an educational approach where the design and implementation of teaching are aimed at the learning outcomes that students achieve at the end of the educational process.

The OBE educational philosophy was initially proposed by American educator William Spady in 1981. The rise of the concept is a result of criticism and reflection on traditional educational models. In the 1970s, the decline in educational quality and the insufficiency in comprehensive quality and capabilities of students in the United States attracted widespread attention from the government and society. To enhance the quality of education, the U.S. government began to implement a series of educational reform measures, including the introduction of the OBE concept. Spady’s OBE concept was initially proposed against the backdrop of educational reform in American primary and secondary schools, aiming to guide the design and implementation of the educational system through clear learning outcomes. His philosophy emphasizes that all students can succeed, not just those who learn quickly or have advantages. Spady (1994) believed that educational activities should start from the learning outcomes of students and design courses and teaching activities in a backward manner.

China first began to study Outcome-Based Education (OBE) in 2003. The research journey of OBE education is divided into three phases, namely the introduction phase, the application phase, and the expansion phase (Feng & Han, 2024). The Ministry of Education’s “Implementation Plan for the Undergraduate Education Teaching Evaluation of Regular Higher Education Institutions (2021-2025)” emphasizes that China’s tertiary-level education is required to fully align with the internationally advanced concepts of “student-centered, outcome (result)-oriented, continuous

improvement,” and adopt them as the core philosophy guiding the entire evaluation work. OBE focuses on student development, stimulating students’ enthusiasm and potential for learning, and diligent study as the core elements for improving talent cultivation quality. It emphasizes the quality of educational outcomes, with the quality assurance mechanism and capabilities as the focus of the evaluation, promoting institutions to promptly identify issues and make continuous improvements. Currently, in the construction of talent cultivation plans, teaching models, and the requirements for graduates’ achievements in China, many are still merely at the level of relying on empirical references and peer learning (Ma & Wang, 2019).

As Spady points out, the “authentic” OBE implementation is extremely difficult for modern education systems to implement because they are fundamentally Time-Based, defined, organized, and driven by the calendar, schedule, and clock – not Outcome-Based as some profess. Most cases of so called OBE are actually “CBO” , an almost universal constellation of practices that make educational systems virtually unchangeable from an OBE perspective: Curriculum Based Outcomes, Content Bound Objectives, Calendar Based Opportunities, Cellular Based Organization, Contest Biased Orientations, Convenience Based Operations, and Convention Bound Obsolescence (Spady, 2008). Basic English course is no exception. Though claiming that Basic English teaching follows the OBE concept, the practical teaching places too much emphasis on the input of knowledge and the teaching by teachers, neglecting the importance of students’ individual development and the cultivation of their abilities, particularly putting aside the professional skills demanded in the future workplace and the ideological cultivation of the future educator. It is imperative to reestablish the framework of course philosophy and carry out empirical research.

2.2. Research Methods

Guided by OBE concept, teaching group explores the learning outcomes that English normal major students are expected to achieve by the end of the teaching process. Four research issues are put forward: What learning outcomes are students expected to achieve? Why should students achieve these learning outcomes? How can the course effectively support students in attaining these learning outcomes? How can the course determine whether students have achieved these learning outcomes? Centering on the four questions, the teaching group employs survey and action research.

2.2.1. Survey

The final learning outcomes, also called culminating outcomes, serve as both the starting point and endpoint of OBE. Taking Teacher Education Program Accreditation and curriculum revision as opportunity, the teaching group made surveys among graduate students and employers by questionnaires.

100 questionnaires were distributed to employers and 87 were collected. The data concerning the nature of the unit shows that the most-selected option is primary and junior high school educational institution, accounting for 67.19%. The second most-selected is other career units, accounting for 20.31%. Private enterprises and self-employed individuals account for 3.13%, and the proportions of other options are within 1.56%. Most of the respondents are very satisfied or

satisfied with the work performance of the graduates and the cultivation quality of talents. The survey results show that most respondents recognize the cultivation goals and requirements of the English Language and Literature (Teacher Education) program at Beijing Union University, and hold a positive attitude towards the work performance and cultivation quality of the graduates majoring in this program at our university. However, some respondents are also worried about the future demand trend for graduates majoring in this program. In response to the survey results, it is recommended that the university further strengthen students' English teaching ability, awareness of teaching and research, and comprehensive education ability during the cultivation process to better meet the needs of various institutions for English teachers.

150 questionnaires were distributed to graduates and 142 were collected. The vast majority of graduates believe that they have achieved their training objectives in terms of professional identity, English teaching ability, English teaching and research awareness, class management and collaborative education ability as well as lifelong learning ability, etc. Among them, the highest evaluation is given to the achievement of professional identity. However, only 61.97% graduates are confident in becoming excellent teachers, and quite a number of respondents suggest adding normal professional skills to English core courses to well prepare them for the future workplace.

2.2.2. Action Research

The research undertaken by the Basic English teaching group is not merely theoretical but deeply rooted in practical application. Through a process of action research, mainly by class observation, interview and questionnaires, the team has been able to identify and address key issues within the current teaching framework. This approach has allowed for a systematic reflection on teaching practices, an in-depth analysis of real-world scenarios, and a hands-on engagement in the entire lifecycle of teaching reform—from planning to evaluation.

Recognizing the imperative to adapt to evolving educational needs, the teaching team has meticulously reviewed the current state of teaching, pinpointing areas that require immediate attention. These pain points, once identified, served as the foundation for a comprehensive blueprint for reform. The team didn't stop at mere identification; they took proactive steps to revise the teaching syllabus, overhauling the teaching mode to ensure it was student-centered, refreshing the content to remain relevant and up-to-date, and innovating methods to enhance interactivity and engagement.

Between 2012 and 2024, the dedication of the teaching group to these reforms was unwavering. Through six rigorous rounds of teaching practice and the successful completion of four significant teaching reform and practice projects, along with substantial course construction efforts, the team has demonstrated a commitment to excellence in education. Their efforts resulted in the establishment of a closed-loop continuous improvement mechanism for the curriculum, fostering a dynamic, spiraling process of development that is both informed by and drives the OBE concept.

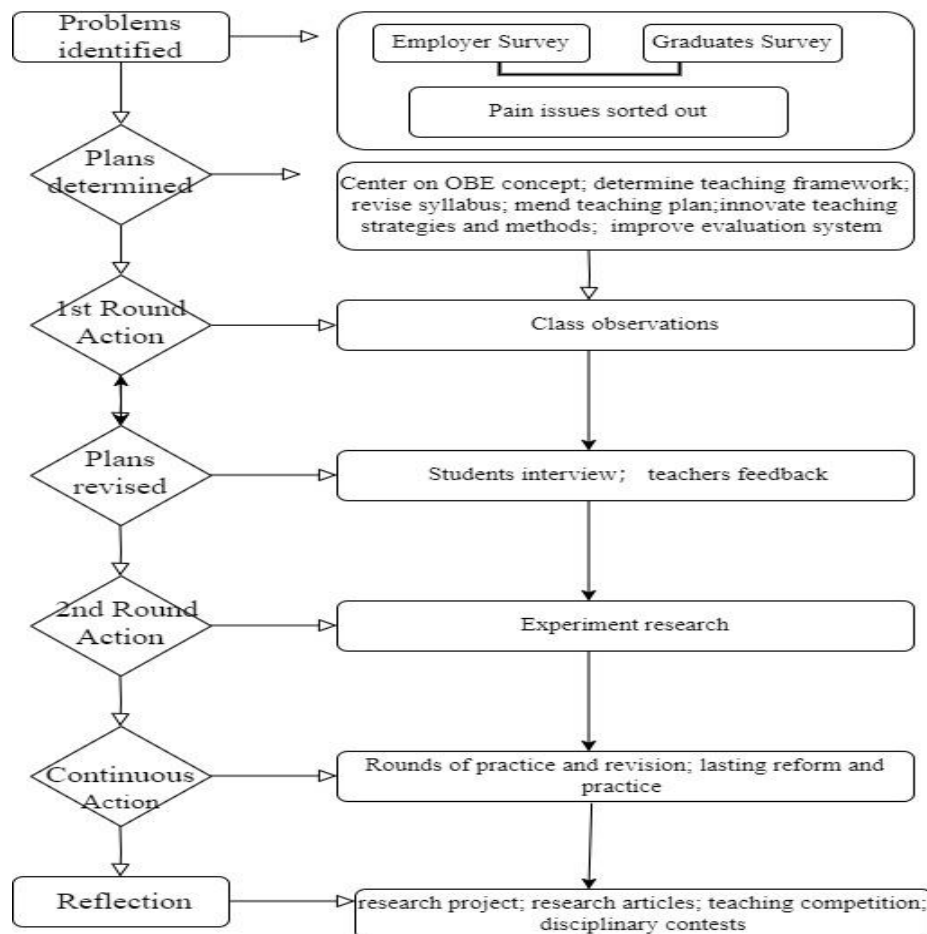


Figure 1. Action Research Flow

3. Three-in-one Synergistic Talent-Cultivation Model

The Basic English teaching team, deeply engaged in front-line teaching, has implemented the fundamental task of establishing moral character and nurturing talent, creating a synergistic talent development teaching model of “Disciplinary Literacy, Ideological and Political Education, and Professional Nurture” that integrates the three aspects of nurturing in Basic English. The model focuses on the reform and practice of Basic English teaching guided by the OBE concept, innovating educational philosophy, content, methods, means, and evaluation of teaching. It has addressed existing problems in current Basic English teaching and cultivated primary school English teachers in the capital with good moral character, high professional literacy, excellent vocational skills, and strong comprehensive qualities.

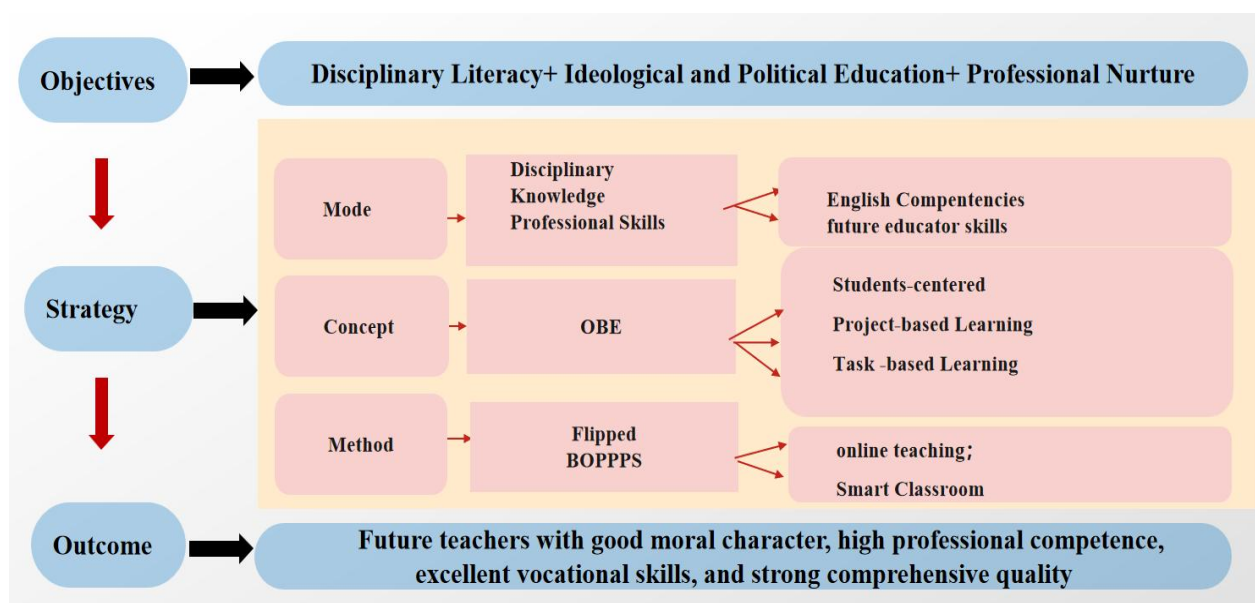


Figure 2. Basic English Talent-Cultivation Framework

3.1. Revision of Syllabus

The course team adopted a backward design approach, revised the course syllabus, aligned the course objectives with the graduation requirements, and implemented the education philosophy of being outcome-oriented. Take Basic English (I) as example, the revised syllabus is as follows:

Table 1. Revised Syllabus

Graduation Requirements	Corresponding Graduation Requirements Indicators	Course Objectives
[Disciplinary Literacy] Master the fundamental knowledge and basic theories of the English discipline, as well as the abilities to analyze and solve problems. Understand the basic knowledge and principles of related teaching subjects. Possess a certain level of foundational knowledge from other disciplines, have a basic understanding of scientific knowledge, and maintain an international perspective. Proficiently grasp language skills	[Disciplinary Foundation] Possess a solid understanding of the foundational knowledge and basic theories of the English discipline, along with the capabilities to analyze and solve problems. Be familiar with the fundamental knowledge and principles of related subjects. Have a certain grasp of basic knowledge from other disciplines and a basic understanding of scientific knowledge, coupled with an international perspective.	1.Knowledge: Students should recognize 2,500-3,000 words and be able to use 1,000-1,500 of them correctly and proficiently, along with the most fundamental collocations; they should identify various types of clauses (especially relative clauses), various tenses and grammar, understand basic word formation, translation fundamentals, discourse structure knowledge, and some basic writing cohesion

<p>such as listening, speaking, reading, writing, and translating in English, and have the ability to interpret English texts. Have a humanistic and scientific literacy, comprehend the value of disciplinary integration in primary education, understand the connections between the English discipline and other disciplines, and be able to integrate relevant knowledge and skills from these disciplines and apply them in practice.</p>	<p>[Disciplinary Skills] Proficiently master language skills such as listening, speaking, reading, writing, and translating in English, and possess the ability to interpret English texts.</p>	<p>techniques.</p>
<p>[Holistic Education] Understand the unique educational value of the English discipline and be able to integrate educational activities organically into English classroom teaching. Possess a healthy physique and good psychological quality, and comprehend the laws of physical and mental development and character education in elementary school students. Participate in the design, organization, and implementation of club activities, thematic education, and Young Pioneer activities to develop the capability for holistic education.</p>	<p>[Subject-based Education] Capable of correctly understanding the unique educational value of the English discipline, and able to integrate educational activities organically into English classroom teaching to effectively educate and guide students. discipline, and be able to integrate educational activities into English classroom teaching to effectively educate and guide students.</p>	<p>2.Integration: Through the study of this course, students will be able to integrate their existing knowledge with English contexts to accurately understand and grasp the content and viewpoints of reading materials, accumulate more cultural information, and enhance their overall English proficiency; they will also be able to conduct educational activities in teaching that align with learning themes to educate and guide students.</p>

<p>[Educational Passion] Possess a heart full of benevolence, recognize the significance and professionalism of the work of primary school English teachers, and have a strong willingness to teach. Have a foundation in the humanities and a spirit of science, with positive emotions, a correct attitude, a healthy physique, and proper values. Respect and care for students, be concerned with their growth, and be happy to be a guide for their healthy development.</p>	<p>[Health and Quality] With a foundation in humanistic and scientific spirit, one possesses positive emotions, a correct attitude, a healthy physique, and proper values. Having high aspirations for the teaching profession and a spirit of dedication, one respects and cares for students, promotes their healthy development, and is full of love and responsibility. Meticulous and patient in work, one is eager to guide students in developing their character, acquiring knowledge, fostering innovative thinking, and dedicating themselves to their country.</p>	<p>3.Emotion: While learning language skills, students gain an understanding of the historical, political, cultural, and philosophical elements within texts, perceive the cultural connotations and humanistic values within them, and gradually develop a sense of educational passion and the ability to convey values among English teacher candidates. This lays a solid foundation for them to truly grow into future teachers with core English disciplinary literacy and a rich sense of educational sentiment.</p>
<p>[Learning to Reflect] Possess a consciousness for lifelong learning and professional development, dynamically track the evolution of primary school English education reforms domestically and internationally, and adapt to the demands of the times and educational development. Capably plan learning activities and career paths. Have a sense of reflection, initially master methods and skills of educational reflection, possess an innovative spirit, apply critical thinking methods to identify, analyze, and have the awareness and ability to participate in educational reform practices.</p>	<p>[Reflection and Innovation] Possess a sense of reflection, understand that teachers are reflective practitioners, and have a preliminary grasp of the basic methods and skills of educational reflection. Have an innovative spirit and apply critical thinking methods to discover, analyze, and solve practical issues in school education and teaching. Have the awareness and capability to engage in educational reform practices.</p>	<p>4.Learning: Students critically engage with the works of renowned authors, absorbing and evaluating the viewpoints presented within these texts. This process fosters critical thinking, enabling them to identify, analyze, and address real-world issues in conjunction with practical situations, thus truly internalizing knowledge.</p>

The updated syllabus is characterized by its comprehensive approach to student development that goes beyond traditional language knowledge focus. The new syllabus demonstrates the following key features: Firstly, the integration of Knowledge and Skills. It emphasizes not only the mastery of English language skills such as listening, speaking, reading, writing, and translation but also the application of these skills in practical contexts. Secondly, holistic development. The syllabus aims to develop students' disciplinary literacy, including foundational knowledge and theoretical understanding, as well as the ability to analyze and solve problems within and beyond the English discipline. Thirdly, educational Passion. It incorporates the cultivation of educational passion and the ability to convey values, preparing students to become teachers who are not only knowledgeable but also emotionally invested in their profession. Fourthly, comprehensive Education. The syllabus integrates the understanding of the unique educational value of the English discipline and the ability to integrate educational activities into classroom teaching, focusing on the overall development of students. It includes the development of health and quality, emphasizing the importance of a healthy physique and psychological quality, as well as a positive attitude and correct values. Fifthly, reflection and innovation. The syllabus encourages a spirit of reflection and innovation, equipping students with the ability to critically analyze educational practices and engage in educational reform. There is a strong emphasis on the practical application of knowledge, ensuring that students can apply what they learn in real-world situations, particularly in the context of teaching. Finally, adaptability and lifelong Learning. The syllabus prepares students to adapt to the changing demands of education and to engage in lifelong learning and professional development.

Overall, the new syllabus is no longer CBO but OBE, designed to produce well-rounded English teachers who are equipped with the necessary language skills, educational passion, and the ability to integrate and apply their knowledge in diverse educational settings.

3.2. Integration of IPE

As “Guidelines for the Construction of Ideological and Political Education in Higher Education Courses” points out that the effectiveness of moral education and talent cultivation is the fundamental criterion for assessing all work in higher education institutions. To fulfill the essential task of moral education and talent cultivation, it is imperative to integrate value shaping, knowledge imparting, and ability development into a cohesive whole, ensuring that these elements are inseparable.

IPE of the Basic English course originate from the textbook and extend beyond it. The textbooks selected for the Basic English course are Volumes 1-4 of “Modern College English Intensive Reading” published by Foreign Language Teaching and Research Press. The content of these textbooks is easy to understand but profound, emphasizing the consolidation of language skills through text reading; most of the texts are excerpts from famous works by renowned authors all over the world. These texts balance language and culture, focus on developing the mind, broadening horizons, fostering the spirit of independent thinking, and building analytical and critical abilities, which align with the course's disciplinary and educational goals. When conducting intensive reading teaching, historical, political, cultural, and philosophical elements are explored, and current events are integrated to bring the textbook to life and promote the

internalization of knowledge. During cross-cultural comparisons and analyses, understanding of different national histories, ways of thinking, and ideologies is deepened. Therefore, while cultivating language skills, improving students' critical thinking abilities and literary quality, and fostering their cultural confidence are of paramount importance in the ideological and political construction of this course.

Beyond the textbook, educational goals permeate the entire teaching process. The rich resources of extracurricular activities are fully utilized to guide students in self-study through Cloud Classes, develop self-learning abilities, and increase practical language skills. Before class, students are provided with and encouraged to read current news related to the text to keep pace with the times; during class, five-minute speeches train students' abilities to create presentations, prepare manuscripts, and give speeches; after class, in addition to requiring students to upload dubbing, recitation audio, or videos, particular emphasis is placed on cultivating students' teaching abilities. For example, creating micro-lessons is an important part of after-class practical activities in Basic English. In the past, after teachers explained key content, students mostly completed learning tasks by taking notes and reviewing them. In this course, students are required to independently create presentations and record micro-lesson videos after class to achieve knowledge internalization. This mode of self-teaching helps students organize knowledge and simultaneously helps them master and use modern information education tools, laying a preliminary foundation for future teaching while consolidating language skills.

An excellent ideological and political course design should be like salt dissolving in water, nurturing silently, avoiding the counterproductive effects of forced preaching. For example, the previously mentioned pre-class warm-up activities explore a sense of national pride and social responsibility through understanding current events; intensive reading of texts explores elements such as character cultivation, humanistic quality, and national spirit through thematic analysis; when there are comparisons between Chinese and Western cultures in the articles, teachers timely promote traditional culture and enhance cultural confidence. All of these are areas where ideological and political education can be effectively integrated into professional English courses.

IPE of Basic English course is no longer an empty word but implemented in the daily teaching and learning activities. Combining language learning with moral education and professional skills, the course creates a three-in-one model of cultivating future educator.

4. Teaching Reform and Practice

Building on the synergistic talent development teaching model that encompasses "Disciplinary Literacy, Ideological and Political Education, and Professional Nurture" within the OBE framework, the teaching group has been at the forefront of a continuous teaching reform and practice initiative. This model has provided a robust structure for addressing the multifaceted needs of students, ensuring that they are not only well-versed in their discipline but also equipped with the ideological grounding and practical skills necessary for their future roles. Through six iterative cycles of action research, the teaching group has systematically tackled and resolved deeply entrenched issues that have plagued traditional teaching approaches. This process has not

only rectified immediate concerns but also set a precedent for proactive curriculum evolution, ensuring that educational practices remain relevant and effective in a rapidly changing academic and professional landscape. The outcomes have been nothing short of transformative, leading to a more dynamic, student-centered learning environment where the development of well-rounded individuals is paramount.

4.1. Problems solved

To start with, it solved the problem of inconsistency between course teaching objectives and talent cultivation objectives. Guided by the OBE concept, it incorporated educational objectives into the syllabus, deeply integrated ideological and political education with professional courses, and eradicated the problem of “two skins” between ideological and political education and teaching.

Moreover, it solved the problem of outdated teaching concepts, carried out student-centered project-based and task-based teaching, and cultivated students’ disciplinary literacy and vocational skills that combine language and skills, knowledge and application.

Besides, it solved the problems of monotonous teaching mode, single means, and outdated environment by adopting blended learning mode and BOPPPS mode, fully utilizing smart classrooms, empowering teaching with AI, and forming a course feature that integrates applicability, technology, interactivity, and fun.

Finally, the problem of insufficient teaching and research ability of English teachers has been solved, forming a virtuous cycle of promoting construction through courses, promoting research through construction, promoting competitions through research, and promoting teaching through competitions. A teaching team with outstanding teaching ability, rich teaching and research achievements, and excellent teaching results has been built.

4.2. Methods and Approaches

The teaching group applied three methods and approaches to deal with the existing problems, namely, deriving course objectives from graduation requirements, persisting in teaching reform and continuously improving teaching quality as well as implementing teacher community and teacher-student community models.

4.2.1. Deriving course objectives from graduation requirements

Through surveys of employers and graduates, the teaching group clarifies the talent training objectives of the course. The course is centered on student development, emphasizing the characteristics of normal education, strengthening vocational ideals and professional ethics education, and cultivating students’ awareness and responsibility to become high-quality English teachers with the belief of being a “good teacher with four qualities.” The course integrates the cultivation of English language skills and future teacher vocational skills into the curriculum system, playing a dual role in nurturing and developing talents, promoting the integrated development of students’ professional identity, teacher ethics, English literacy, and reflective and innovative abilities.

4.2.2. Persisting in teaching reform and continuously improving teaching quality

(1) Update educational philosophy

The group Implements OBE concept, the student-centered educational philosophy, clarifies students' intended learning outcomes, establishes specific, measurable, and achievable teaching tasks, pays attention to individual differences among students, emphasizes autonomous learning and personalized development, and focuses on cultivating learning habits, reflective abilities, and the capacity for knowledge internalization.

(2) Optimize teaching content

The group expands the breadth, depth, and warmth of teaching content, adds current affairs, and deepens students' understanding of the history, ways of thinking, and ideologies of different countries from historical, political, cultural, and philosophical perspectives. Teachers guide the students to explore the cultural connotations and humanistic values of teaching materials, compare the past and present, and relate the East and West, emphasizing patriotic education, humanistic education, cross-cultural literacy, critical thinking, and mutual learning between Chinese and Western cultures. The teaching strengthens the identification with the excellent traditional Chinese culture from the dimensions of history and reality, theory and practice, and enhance cultural confidence.

(3) Reform teaching methods

The group adopts a blended teaching model combining online and offline learning, rely on Bloom's taxonomy to carry out the BOPPPS interactive classroom teaching model. The course uses task-based and project-based teaching, with knowledge application and language skills throughout the entire teaching process.

(4) Upgrade teaching methods

The group utilizes the advanced teaching facilities of the college to improve the teaching environment, and carries out teaching, learning, and evaluation-human-machine collaborative teaching in smart classrooms. It Keeps pace with modern information technology, uses AI tools such as Kimi and Doubao to empower teaching and cultivates the AI literacy of normal students.

(5) Strengthen teaching evaluation

The group emphasizes formative evaluation, uses the interactive, management, and testing functions of the smart platform system to grasp the learning process and outcomes in a timely manner. It applies the grouping, presentation, and assessment functions of the smart platform to carry out teacher evaluation, peer evaluation, and self-evaluation, and optimizes the assessment, evaluation, and feedback mechanisms.

4.2.3. Implementing teacher community and teacher-student community models

The teaching team implements a teacher community model, jointly applying for teaching and research topics, preparing lessons collectively, carrying out teaching and research activities, participating in teaching competitions, and teacher skill training, improving teaching abilities and optimizing teaching effects through teaching reform, teaching and research, and teaching

competitions. The teaching team values emotional education, focuses on students' personalized growth, leads students to participate in various levels and types of academic competitions, promotes learning and practice through competitions, and achieves mutual progress between teachers and students, and promotes teaching growth.

5. Research and Practice Achievements

Through teaching reform and practice over a decade, fruitful results have been achieved, marking a significant shift in the approach to Basic English teaching for English normal majors. The teaching group's commitment to addressing existing problems with a multifaceted strategy has led to substantial advancements. This has not only resolved immediate issues but also established a foundation for ongoing development and innovation in teaching practices.

5.1. Steady Improvement in Disciplinary Literacy

Students' first-time pass rate of TEM-4(Test for English Majors, Band 4) has exceeded the national average on multiple occasions. Considering their college entrance exam scores, such achievements are truly commendable. Taking Class 1 of the 2020 cohort as an example, the overall pass rate for the English major level four exam reached 56.1%, with 4 students achieving a "good" grade, while the national pass rate was 52.69%; Class 1 of the 2022 cohort had a first-time pass rate of 57.69%, with 3 students achieving a "good" grade, against a national pass rate of 52.75%, both higher than the national level four exam pass rate. Students actively participate in speech, reading, writing, and translation competitions, continuously achieving excellent results. In the "FLTRP Cup • Foreign Language Teaching and Research Press Cup" reading and writing competitions, students have won numerous awards and high-level recognition. Students Wang Siqi of the 2019 cohort and Yan Yufei of the 2022 cohort won first prize in the Beijing Union University Future Teacher Skills Competition. Yan Yufei had not taken any teacher education courses before participating in the competition. She fully affirmed the dual capabilities in disciplinary literacy and vocational skills that the basic English course provided her, which is the best proof of the achievement of the course objectives.

5.2. Enhancement of Social Impact

During the 2022 Beijing Winter Olympics and Paralympics, students from the English Department actively participated in volunteer activities, leveraging their language strengths to give back to society. Student Zhang Xin, while serving at the Zhangjiakou Yunding Ski Park, performed excellently and was honored with the title of "Beijing Winter Olympics and Paralympics Advanced Individual in Beijing".

The teaching team has established a platform for course ideological and political education exchange, sharing experiences with experts and scholars from normal universities across the country to enhance the construction of course ideological and political education capabilities. In October 2021, at the Second National Forum on Basic Education English Subject Teaching and Teacher Education, Professor Yang Anqing discussed with experts from key normal universities such as Beijing Normal University and Huazhong Normal University, and made a keynote speech

on “Design and Implementation of the Path of Integrating Ideological and Political Education into English Drama Reading Courses under the New Normal Context,” combining course ideological and political education with professional courses and sharing the experience gained in course ideological and political education construction with similar institutions, majors, and courses.

Graduates of the English (Normal) major have entered various primary schools in Beijing for teaching positions, including municipal key primary schools such as Beijing Primary School, Huangchenggen Primary School, and YuXiang Primary School, which have affirmed the quality and capabilities of the graduates. In addition, the proportion of graduates applying for graduate studies at home and abroad continues to increase. For example, student Zhang Zili of the 2019 cohort was admitted to the Graduate School of Education at the University of Pennsylvania, an Ivy League institution in the United States, and has now been admitted to a doctoral program at Pennsylvania State University. The comprehensive quality of the students has been recognized.

5.3. Outstanding Teaching Achievements

Course resources are continuously optimized, and teaching models are continuously upgraded, with significant effects and outstanding achievements. The course won the second prize in the National Micro-lesson Teaching Competition at the municipal level. The course is a high-quality course in the School of Normal Education and was approved as an innovative course at the university level in 2020. In the same year, the course was rated as a model course for ideological and political education in the university's teaching design competition. The course teaching evaluation has been excellent for several years and has been recognized by students.

5.4. Improvement in Teaching and Research Capabilities of the Teaching Team

The teaching group won the second prize in the National Micro-lesson Competition in the Beijing division, the second prize in the university-level teaching excellence award, and the first prize in the university-level ideological and political education teaching competition. The teaching group, representing Teachers' College of Beijing Union University, participated in the university-level competition for ideological and political education teaching and was rated as an excellent team for ideological and political education at Beijing Union University. The main contributors have outstanding research and teaching capabilities, among which Professor Yang Anqing has obtained one industry-university-research project from the Ministry of Education's Higher Education Department, and other members have led and participated in more than 20 university-level course construction and teaching reform projects. Key members of the team have participated in international and domestic conferences, published more than ten papers related to teaching at home and abroad, actively shared teaching achievements, and played a demonstrative role.

6. Features and Innovations

The Basic English teaching team is deeply involved in front-line teaching, integrating the fundamental task of establishing moral character and nurturing talent throughout the entire teaching process. They have constructed and implemented a teaching model that combines

“Disciplinary literacy + Ideological and political cultivation + Professional nurture.” Centering on students, applying a blended teaching model and relying on Bloom’s taxonomy for BOPPPS interactive classroom teaching, they carry out task-based and project-based learning, covering the application of knowledge and language skills throughout the entire teaching process. This has created a course characteristic that integrates applicability, technology, interactivity, and interest, truly implementing the fundamental task of establishing moral character and nurturing talent—cultivating primary school English teachers in the capital with good moral character, disciplinary literacy, and vocational skills.

6.1. Innovation in Teaching Philosophy

The OBE concept is integrated throughout the curriculum system and talent cultivation, emphasizing English language knowledge and skills, and integrating the professional skills and literacy of primary school English teachers. It organically combines nurturing talent with moral education, aligning ideological and political courses with professional courses. The curriculum is student-centered, highlighting the characteristics of normal education, strengthening vocational ideals and teacher ethics education, integrating knowledge transmission (English discipline knowledge), ability cultivation (language application skills and future teaching skills), and value shaping (scientific outlook on life, national sentiment, educational sentiment, international perspective), thus implementing the fundamental task of establishing moral character and nurturing talent.

6.2. Innovation in Teaching Content

Multi-modal teaching resources are developed. To solidify English language skills, specialized explanations and training for TEM-4 and TEM-8 are added; to improve ideological cultivation, ideological and political elements are included in the lesson plans and implemented in the classroom, supplementing cultural, historical, philosophical knowledge, and adding current affairs to expand teaching, subtly influencing without didactic preaching, allowing ideological and political education to permeate the hearts of students; to train future teacher skills, content is added including teaching games, presentation skills, courseware production, teaching activity evaluation and feedback, teaching theory learning, and AI tool operation and application, in hopes of cultivating students’ confidence and ability to teach.

6.3. Innovation in Teaching Methods

Based on Bloom’s taxonomy and the BOPPPS model, lower-order learning is diverted online, and offline classrooms rely on situational teaching and constructionist ideas, using task-based and project-based teaching methods to carry out various themed activities. Students improve their cognitive and discernment abilities through practical experience and knowledge construction, optimizing the effect of knowledge internalization, while also enhancing language skills and professional literacy. Online courses and high-quality digital resources are developed to implement blended teaching online and offline. The second classroom is revitalized by using online resources such as Moocs and micro-courses to expand the teaching space. The teaching environment is optimized, and human-machine integrated teaching is carried out in smart

classrooms, helping students master modern educational information technology and improve teaching effectiveness. The course is approved as an innovative course at the university level.

6.4. Innovation in Teaching Evaluation

Digital empowerment is used in teaching evaluation, constructing a diverse evaluation subject and dimension, emphasizing formative evaluation, and scientifically utilizing intelligent testing tools. The evaluation subjects and methods are enriched by carrying out teacher-student mutual evaluation, peer evaluation, and self-evaluation to improve the objectivity and scientific nature of the evaluation. A resource library and question bank are built on the cloud platform to carry out pre-tests, post-tests, and in-class tests, tracking learning progress in a timely manner through data, recording learning outcomes, and feedback on learning effects to aid student growth. Additional student questionnaires and interviews are added at the beginning and end of the semester to reflect on the effects and optimize teaching.

6.5. Innovation in Teaching Ecology

Emotional education is valued, focusing on the interactive and collaborative relationships between teachers, students, and the environment during the teaching process, creating a good learning atmosphere. Warm interactions between teachers and students and healthy competition among students establish a harmonious and efficient learning ecology, optimizing teaching effectiveness.

7. Conclusions

This study has delved into the development and implementation of a synergistic talent-cultivation model within the framework of Outcome-Based Education in Basic English instruction. The model's focus on integrating disciplinary literacy, ideological and political education, and professional nurture has been pivotal in reshaping the educational landscape for English majors. Over the course of nearly a decade, this approach has been refined through extensive front-line teaching practice, yielding substantial improvements in students' English proficiency, political literacy, and vocational capabilities.

The research has underscored the necessity for educational paradigms that better equip students to meet the demands of both their academic pursuits and future professional endeavors. By aligning course objectives with broader educational goals and deeply embedding ideological and political education within the English curriculum, this model has effectively bridged the gap between theory and application, thus addressing the "two-skin problem" that has long plagued traditional teaching methods.

Achievements from this study indicate that the three-in-one integration model not only enhances language skills but also fosters students' moral development and professional competencies, preparing them to thrive in their future careers. The model's impact is further amplified through its promotion of active student participation in national exams and competitions, as well as its role in bolstering students' social engagement, as evidenced by their contributions during significant events like the 2022 Beijing Winter Olympics.

Innovations within this study encompass a revised teaching philosophy that seamlessly weaves OBE principles into the fabric of the curriculum and talent development. The expansion of teaching content to include more ideological elements, the adoption of blended learning models, and the incorporation of digital tools for evaluation, all contribute to a dynamic and effective learning environment. Moreover, the emphasis on creating a positive educational ecology that values emotional education and interaction between teachers and students has been instrumental in enhancing the overall teaching and learning experience.

The study presents a robust case for the efficacy of the OBE-driven, synergistic model in Basic English instruction. It has demonstrated its potential to cultivate well-rounded educators who are equipped with not just with language skills but also with the moral integrity and professional acumen necessary to excel in their future roles. The model offers a blueprint for educational reform and talent development, inviting further exploration into its long-term benefits and potential for refinement. This research stands as a testament to the transformative power of innovative educational approaches in molding the educators of tomorrow.

While this study has achieved significant results in integrating the OBE concept into basic English teaching, particularly in enhancing students' English proficiency, political literacy, and professional competencies, certain limitations remain. For example, the implementation scope is primarily confined to Basic English course, thus applicability of this model is in want of being tested. Moreover, the long-term impacts of the model are insufficient, and longitudinal studies to evaluate sustained effects on students' career development need conducting; In the future, the team will continue to deepen teaching reform and practice, focusing on testing the applicability of this model in diverse English major courses and educational contexts, conducting long-term empirical research to test the effects on normal students' career development, effectively preparing students for academic pursuits and future career development.

Author Contributions:

Conceptualization, L. Z.; methodology, L. Z.; software, L. Z.; validation, L. Z.; formal analysis, L. Z.; investigation, L. Z.; resources, L. Z.; data curation, L. Z.; writing—original draft preparation, L. Z.; writing—review and editing, L. Z.; visualization, L. Z.; supervision, L. Z.; project administration, L. Z.; funding acquisition, L. Z. All authors have read and agreed to the published version of the manuscript.

Funding:

This research was funded by Beijing Union University's educational reform project titled "Design and Practice of English Smart Classroom Based on AIGC", with the project number J2025Y007.

Institutional Review Board Statement:

Not applicable.

Informed Consent Statement:

Informed consent was obtained from all subjects involved in the study.

Data Availability Statement:

Not applicable.

Conflict of Interest:

The authors declare no conflict of interest.

References

- Feng, W., & Han, J. (2024). The historical evolution, spatial differences, and research trends of OBE. *Learning Weekly*, 10(28), 163–166.
- Ma, J., & Wang, H. (2019). Literature Review on OBE Theory Research. *The Theory and Practice of Innovation and Entrepreneurship*, 8(16), 88–89.
- Spady W. (1994). *Outcome-Based Education: Critical Issues and Answers*. The American Association of School Administrators.
- Spady, W. (2008). It's Time to End the Decade of Confusion about OBE in South Africa. *Suid-Afrikaanse Tydskrif vir Natuurwetenskap en Tegnologie*, 27(1), 17–29.
- Zeng, Z., Li, J., & Zeng, B. (2022). Study on Talent Cultivation Mode of Local Colleges for Chemistry Specialty Under Normal Professional Certification. *Chinese Journal of Chemical Education*, 43(6), 14–20.