

# Practice and Exploration of AI-Empowered English Literature Selected Readings Teaching Under the OBE Concept: A Case Study of the Instructional Paradigm for *Gulliver's Travels*

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**Abstract:** In the era where artificial intelligence (AI) technology is reshaping the educational landscape, traditional English literature selected readings teaching is in urgent need of innovation. Guided by the Outcome-Based Education (OBE) framework, this study explores a new AI-empowered teaching model for English literature. Using *Gulliver's Travels* as the core teaching case, the paper designs and implements a comprehensive instructional pathway that integrates intelligent guided reading, multi-theoretical critical analysis, and creative writing. By incorporating mainstream domestic AI dialogue platforms and intelligent writing assistance tools, this model aims to systematically cultivate students' critical thinking and creative writing abilities. Practice has shown that this paradigm can effectively guide students to deconstruct texts in depth, establish connections between classic literature and contemporary issues, thereby significantly enhancing their literary criticism literacy and innovative expression skills. This research provides an actionable model for reference in the reform of English literature teaching in the digital age.

**Keywords:** outcome-based education; AI-empowerment; *Gulliver's Travels*; critical thinking; creative writing; English literature teaching

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## 1. Introduction

Currently, a new wave of technological transformation, driven by generative artificial intelligence (AI), is reshaping the global educational ecosystem and paradigms. The deep integration of AI and teaching has become a core force driving the improvement of educational quality and paradigm innovation (Kong & Yang, 2025). This

transformation is not merely about the application of technological tools; it fundamentally signifies a shift from a "teacher-centered instruction" model to one focused on "student-centered deep-learning". English literature teaching should leverage AI to stimulate contemporary students' learning interest, guide them in profound thinking, and cultivate their innovative capabilities and critical abilities. China's

*National Standards for Teaching Quality of Foreign Language and Literature Majors in Higher Education* has long explicitly set mandatory requirements for developing students' literary text analysis skills, critical thinking and innovative expression, making the reform of literature courses an urgent imperative.

Against this macro backdrop, two key trends provide direction and support for the reform of English literature teaching. Firstly, there is a growing consensus within international organizations and the global higher education community on establishing a framework for "AI Competency". In 2024, UNESCO prospectively released the AI Competency Framework for Students and the AI Competency Framework for Teachers, providing guidelines for global education systems in the AI era. The student framework emphasizes cultivating core competencies such as "Human-centered Thinking" and "AI Ethics", while the teacher framework identifies "AI Pedagogy" as a key competency, requiring educators to design and implement innovative teaching strategies that deeply integrate AI into the classroom to foster students' critical thinking and problem-solving skills (Wang, 2025). The Chinese educational community has actively responded, systematically exploring "AI-driven New Educational Paradigms" and striving to transform AI from an auxiliary tool into an engine for pedagogical change. Secondly, China has implemented strong strategic planning and policy guidance at the national level for "AI + Education". In 2025, nine departments including the Ministry of Education jointly issued the Opinions on Accelerating the Digitalization of Education, explicitly proposing to "promote AI-assisted educational transformation", advance the deep integration of AI technology into all elements and the entire process of teaching and learning, and particularly emphasize "prioritizing teachers and students to enhance digital literacy and skills for all citizens". This top-level national design marks China's entry into a phase of large-scale, in-depth practice in AI-empowered education.

Confronted with these epochal demands and technological waves, the Outcome-Based Education (OBE) concept provides a solid yet flexible anchor for reforming English literature teaching. OBE emphasizes designing curriculum and instruction backwards from the final learning outcomes and competencies students are expected to achieve, shifting the focus from knowledge transmission to the cultivation of literacy and capabilities. This aligns perfectly with the essence of literary education—enhancing humanistic literacy, shaping critical thinking, and stimulating innovative expression. The empowerment of AI technology, particularly through the mature applications of domestic intelligent education platforms in areas like text analysis, virtual dialogue, and personalized tutoring, offers unprecedented possibilities for achieving higher-order teaching objectives under the OBE framework. (Shen, 2024) It can not only liberate students from the superficial labor of information retrieval but also guide them toward deep interpretation of textual meaning, cross-temporal critical dialogue, and insightful personalized expression.

Conventional teaching approaches are often inadequate for facilitating the in-depth exploration of the complex historical narratives and philosophical inquiries embedded within literary texts. (Jiang & Wang, 2023) The Outcome-Based Education (OBE) framework, however, offers a targeted structure for reform by employing backward design principles, where curriculum development starts with defining the high-order competencies students should ultimately master. Simultaneously, the convergence of domestic AI tools and intelligent teaching platforms presents new opportunities for fostering immersive and inquiry-based literature classrooms. (Hao, 2025) These technologies enable the simulation of historical contexts, provide support for nuanced textual analysis, and facilitate creative expression, thereby making profound engagement with classically rich, allusive, and dialogic texts such as *Gulliver's Travels* a tangible reality. Based on this integrated perspective, this paper selects Jonathan

Swift's classic *Gulliver's Travels* as its core teaching case. The work's rich satirical artistry, profound utopian thought experiments, and diverse narrative perspectives make it an excellent textbook for cultivating students' critical thinking and creative expression. (Zhang & Zhao, 2024) This research aims to explore how to combine the OBE concept, international AI literacy frameworks, and the practical requirements of China's localized "AI + Education" initiatives to construct a new teaching model for selected English literature readings. Diverging from a cursory overview of the novel, this study focuses intensively on the *Glubbdubdrib* chapter in Book III. Here, the island's governor possesses the supernatural power to summon the specters of historical figures, allowing Gulliver to engage in direct dialogues with the luminaries of ancient Greece and Rome, as well as more recent heroes. This narrative construct inherently serves as an exemplary pedagogical model: it engages with the evocation of history, the interrogation of truth, and the mirroring of contemporary reality. This research aims to investigate the deep integration of the OBE framework with AI tools. Using the teaching process of the chapter on *Glubbdubdrib* as a paradigm, it seeks to design a systematic instructional scheme that guides students in "conjuring" history, conducting critical dialogue, and generating creative outputs, thus proposing a concrete and actionable pathway for humanities education in an age of intelligence.

## 2. Design of the Teaching Framework Integrating OBE Concepts and AI Empowerment

This study is positioned as a practice-oriented pedagogical exploration. The emphasis of this paper lies in articulating a replicable teaching framework and instructional logic.

### 2.1 Core OBE Principles in Practice

In this model, OBE principles are operationalized not merely as a procedural framework, but as a pedagogical orientation that prioritizes demonstrable learning outcomes over content coverage. (Jiao & Chen, 2023) By foregrounding

what students are expected to do with literary knowledge—rather than what they are expected to know—the OBE approach provides a conceptual rationale for integrating analytical reading, dialogic reasoning, and creative production within a single instructional sequence. On this basis, OBE principles are operationalized as follows:

- **Defining the Final Outcome:** The primary learning outcome is a student-authored creative writing piece (e.g., A New Dialogue from *Glubbdubdrib* or *A Modern Gulliver's Chronicle*). This work must demonstrate deep comprehension of the source text, critical engagement with a contemporary issue, and distinctive literary creativity.
- **Backward-Designed Learning Trajectory:** The path to the final outcome is mapped backwards into three sequenced competency stages: textual analysis, thematic and dialogic reasoning, and creative composition, with each stage comprising tailored activities.
- **Embedded Formative Feedback:** Continuous assessment, facilitated by AI analytics and structured peer review, provides iterative feedback throughout each stage to scaffold the development of the final product. (Wu, 2023)

## 2.2 Construction of an AI-Empowered Instructional Framework

Guided by the principles of Outcome-Based Education (OBE), this study constructs an AI-empowered instructional framework for teaching selected readings in English literature. This framework comprises four interconnected and cyclical components:

### 2.2.1 Learning Objectives Layer

- **Analytical Objective:** To critically deconstruct literary narratives, identifying rhetorical strategies and ideological constructs.
- **Technical Objective:** To employ AI tools effectively for research, ideation, and compositional refinement.
- **Synthetic Objective:** To produce an original creative work that synthesizes literary

emulation, critical social commentary, and personal insight.

### 2.2.2 AI Support Layer

Specific AI tools are deployed strategically across the learning journey to fulfil distinct supportive roles:

**Table 1.** AI Tool Matrix for Supporting the Creative Writing Workflow

Primary Tools	Role in the Three-Phase Process	Operation Example (for Students)	Contribution to Final Outcome
iFlytek Spark	Phase 1: Parses Swift's satire, rhetoric, and narrative structure. Phase 2: Researches historical figures' core ideas and contemporary themes.	"Analyze how Swift uses irony in Gulliver's dialogue with Aristotle in Glubbdubdrib." "Summarize Zhuangzi's views on 'machine-mind' in 300 words."	Ensures the creative work is grounded in rigorous textual analysis and contextual understanding.
Doubao, ERNIE Bot	Phase 2: Creates customizable character agents; generates dialogue prompts and plot ideas.	"Act as Shakespeare and discuss how social media 'profiles' relate to 'all the world's a stage.'" "Suggest 3 conflict points for a dialogue between Wang Wei and a modern environmentalist."	Supplies character voices, dialogues, and conceptual sparks to overcome creative blocks.
ERNIE Bot, iFlytek Spark, Doubao	Phase 3: Aids stylistic mimicry, linguistic polishing, and logical coherence; generates images.	"Revise this draft to match Swift's formal, satirical tone in Glubbdubdrib." "Generate an image of Gulliver talking to Shakespeare on a floating island."	Transforms drafts into polished, stylistically consistent literary pieces with multimodal support.
Lanmo Cloud, Yunbanke	All Phases: Hosts resources, manages submissions, and facilitates peer review.	Upload dialogue archives and draft versions; comment on peers' work via the platform.	Maintains project progress and systematizes the feedback cycle for iterative revision.

### 2.2.3 Instructional Activity Layer

The core pedagogy is explicitly structured into three phases: Textual Deconstruction → Thematic Pairing & Dialogue → Creative Synthesis and Writing.

### 2.2.4 Assessment Layer

Evaluation employs a balanced approach, weighting the final creative work heavily while also valuing the process portfolio (e.g., analytical notes, dialogue transcripts, revised drafts), thereby assessing both outcome and developmental journey.

### 3. Case Design: Teaching the Glubbdubdrib Episode

#### 3.1 Preparation

- Learning Situation and Goal Setting: Targeting sophomore English majors who have already developed basic text analysis skills, the goal is set as a progressive task from understanding the narrative of 'summons' to completing innovative dialogues.
- AI Resource Integration: Establish a 'Witch Island Resource Library' on 'Lanmo Cloud'; preset historical figure intelligent agents on 'Doubao'; design a series of prompts templates to guide students to efficiently utilize AI.
- Launching the Final Project: Students are introduced to the culminating task from the outset: to compose a creative narrative titled "A New Dialogue from Glubbdubdrib: Historical Figure on Contemporary Issue."
- Roadmapping the Journey: The three-phase learning trajectory is visually presented to students, clarifying how each stage builds toward the final objective.

#### 3.2 Implementation Process

##### 3.2.1 Phase One: Textual Deconstruction – Building the Analytical Foundation

Students employ iFlytek Spark to conduct a close reading, producing a "Narrative Mechanics Report" that deconstructs:

- 1) Selection Logic: What principles guide Swift's choice of historical figures for Gulliver to interview?
- 2) Interrogative Strategy: How do Gulliver's questions subvert established historical reputations?
- 3) Satirical Voice: How are tone, irony, and dialogue structure employed to achieve critical distance?
- 4) This report forms the student's analytical "toolkit" for their own writing.

##### 3.2.2 Phase Two: Thematic Pairing and Simulated Dialogue – Generating Core Content

This phase focuses on connecting past and present through critical dialogue. A structured framework guides students in forming productive conceptual pairs:

**Table 2.** Framework for Thematic Pairing and Dialogic Content Generation

Contemporary Theme	Suggested Interlocutor & Rationale	Guided Dialogue Prompt	Key Metaphors/Quotes to Extract	Targeted Creative Output
Technology & Human Agency	Zhuangzi (Daoist philosopher) – critiques instrumental rationality and advocates naturalness (ziran).	"Explain your parable of 'the useless tree' to a person whose daily life is controlled by algorithms. Why might algorithms harm human 'naturalness'?"	"Uselessness is true usefulness"; "Machine-mind distorts human nature"; "Spontaneity over calculation"	A dialogue exploring tension between tech efficiency and human potential, using Daoist metaphors.
Social Performance & Identity	William Shakespeare – explores role-playing and identity in theatrical works.	"In 'As You Like It', you wrote 'All the world's a stage.' How is a social media 'profile' similar to or	"All the world's a stage"; "Masks of authenticity"; "To be or to seem to be"	A critique of digital self-fashioning, leveraging theatrical metaphors of

		different from the 'roles' you describe?"		performance and authenticity.
Environmental Consciousness	Wang Wei (Tang poet) – embodies “harmony between human and nature” in shanshui(landscape) poetry.	“I live in a city where skyscrapers replace mountains and smog hides the moon. How would you rewrite your poem ‘Moonlight Over the Pine Spring’ for this world?”	“Moonlight filters through pine needles”; “Stream gurgles over stones”; “Nature as spiritual home”	A reflective dialogue contrasting poetic natural harmony with modern ecological alienation.

Student Activity: Choosing a pairing, students use Doubao's character-agent feature to conduct simulated dialogues, extracting compelling quotes, arguments, and metaphors for their dialogue archive.

### 3.2.3 Phase Three: Creative Synthesis – Producing and Refining the Narrative

- 1) From Archive to Draft: Using their archive, students draft their narrative. ERNIE Bot can assist with expansion: “Develop my conversation with Zhuangzi about smartphones as ‘superfluous appendages’ into an 800-word scene with setting, dramatic tension, and reflection.”
- 2) Stylistic Refinement: A crucial step. Students use iFlytek Spark with a comparative prompt: “Refine my draft’s tone, syntax, and argumentative flow to closer emulate the pointed irony and formal diction found in this excerpt from the Glubbdubdrib chapter.”
- 3) Multimodal Presentation & Meta-Cognition (Optional): Students may use Doubao to generate an evocative image for their story. They also submit a “Creative Process Statement” explaining their thematic choices, AI tool usage, and key personal creative decisions.
- 4) Workshop and Revision: In a writing workshop, peers provide feedback on historical plausibility, critical depth, and stylistic success, informing final revisions.

### 3.3 Assessment

Final evaluation synthesizes:

- Final Creative Piece (50%): Assessed for analytical depth, literary quality, originality, and effective synthesis of the OBE process phases.
- Process Portfolio (30%): Comprising the Narrative Mechanics Report, dialogue archive, draft iterations, and the Creative Process Statement.
- Collaborative Engagement (20%): Based on contribution to dialogue exercises and the peer workshop.

## 4. Outcomes and Reflective Analysis

### 4.1 Observed Outcomes

Classroom implementation suggested a noticeable improvement in the overall quality and structural sophistication of student writing. Within the constraints of a practice-based teaching exploration, student work increasingly demonstrated purposeful engagement with Swift’s satirical strategies, more deliberate connections between historical perspectives and contemporary concerns, and a growing awareness of stylistic control in dialogue construction.

Students informally reported reduced anxiety toward the major creative task, indicating that the phased instructional design and AI-supported scaffolding helped make the writing process more transparent and manageable. These observations are

based on classroom practice and reflective teaching analysis rather than formal empirical measurement.

#### 4.2 Reflections and Ongoing Challenges

Key reflections center on maintaining pedagogical balance:

- 1) Between Emulation and Originality: The model must guard against AI-driven stylistic homogeneity. Assessment rubrics must explicitly reward unique student voice and conceptual innovation.
- 2) Between Tool Utility and Critical Autonomy: AI is framed strictly as a scaffold. Course design must ensure core tasks—formulating critical questions, making conceptual connections, evaluating arguments—remain decidedly human and intellectually demanding.

This necessitates the instructor's role evolving into that of a learning architect and meta-cognitive guide for human-AI collaboration.

#### 5. Conclusion

This study presents a viable OBE pathway for literary education that meaningfully integrates generative AI. By treating the chapter on *Glubbdbubdrib* as a teachable methodology and implementing a structured “deconstruction-pairing-synthesis” cycle, it guides students in transitioning from analytical readers to reflective creator-critics. The model demonstrates AI's potential not as a replacement for deep learning but as a catalyst for it, providing scalable support for complex competency development. Future iterations could expand this paradigm into comparative or interdisciplinary “textual reinvention” projects, contributing to the ongoing evolution of humanities pedagogy for a digitally mediated world. While the discussion primarily draws on the context of Chinese higher education and locally available AI platforms, the instructional logic and pedagogical sequencing proposed in this study may offer reference value for literature teaching reforms in other educational settings.

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