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THE OUTCOME-BASED EDUCATION THROUGH INTEGRATED LEARNING TO ENHANCE ENGLISH COMMUNICATION SKILLS

NENI TRIANA[1], FENNY ANITA[2]
Universitas Abdurrab[12]
neni.triana@univrab.ac.id[1], fenny.anita@univrab.ac.id[2]

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Abstract

In the era of globalization and rapid digital transformation, English communication skills have become an essential competency for university students to succeed in both academic and professional contexts. However, many students still experience difficulties in developing effective communication skills, particularly in speaking, due to limited opportunities for practice and the persistence of traditional, theory-based instructional methods. This study aims to identify and synthesize teaching and learning strategies aligned with the principles of Outcome-Based Education (OBE) and their contribution to enhancing English communication skills in higher education. This study employed a qualitative approach using a Systematic Literature Review (SLR) design. The review followed the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) guidelines to ensure transparency, replicability, and methodological rigor in identifying, screening, and selecting relevant studies. PRISMA has been widely recognized as a standard framework for systematic reviews across disciplines, including education, due to its structured and comprehensive process. In addition, recent educational research has increasingly adopted PRISMA to examine instructional strategies, curriculum development, and pedagogical innovation in higher education. Data were collected from reputable databases and analyzed using thematic synthesis. The findings reveal that integrating multiple learning strategies—such as Problem-Based Learning (PBL), Project-Based Learning (PjBL), Task-Based Language Teaching (TBLT), Communicative Language Teaching (CLT), role-play and simulation, and collaborative learning—significantly enhances students' engagement and English communication competence. These strategies provide authentic, student-centered, and contextual learning experiences that enable active language use. Furthermore, constructive alignment between learning outcomes, instructional activities, and assessment is essential in ensuring the effectiveness of OBE implementation

Keywords: Outcome-Based Education, Systematic Literature Review, English communication skills, learning strategies, higher education

INTRODUCTION

In the era of globalization and internationalization of higher education, English communication skills have become one of the most essential competencies required for university graduates. Effective communication in English enables students to participate in international academic activities, access global knowledge resources, and compete in the increasingly interconnected labor market. As a result, higher education institutions are expected to develop graduates who possess not only disciplinary expertise but also strong communication competencies that support professional success and lifelong learning (Wu et al., 2023). Communication skills have been identified as a critical component of graduate employability and professional readiness, particularly in fields that require collaboration, problem-solving, and interaction with diverse stakeholders.

Despite the growing importance of English communication skills, many university students continue to struggle to communicate effectively in English. Traditional language teaching approaches often emphasize grammatical knowledge and examination performance rather than authentic communication practices. Consequently, students may achieve satisfactory academic scores while still lacking confidence and fluency in real-life communication situations. This discrepancy highlights the need for instructional approaches that focus on practical language use and competency development rather than content mastery alone (Crespí et al., 2022).

To address these challenges, many higher education institutions have adopted Outcome-Based Education (OBE) as a framework for curriculum design and instructional delivery. OBE is a learner-centered educational philosophy that focuses on the achievement of clearly defined learning outcomes. According to OBE principles, educational success is determined by what students can actually demonstrate at the end of a learning process rather than by the amount of content delivered by instructors. Therefore, curriculum planning, teaching strategies, learning activities, and assessment methods are systematically aligned to ensure the attainment of intended learning outcomes

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The implementation of OBE has gained considerable attention in higher education because it promotes competency-based learning and continuous improvement. Under the OBE framework, students are encouraged to actively participate in learning activities that facilitate the development of knowledge, skills, attitudes, and professional competencies. This approach shifts the focus from teacher-centered instruction to student-centered learning, where learners take greater responsibility for achieving educational outcomes. Studies have shown that OBE contributes positively to communication skills, critical thinking, problem-solving abilities, and employability outcomes among university students (Wu et al., 2023).

One of the key characteristics of OBE is the integration of active learning strategies that provide authentic learning experiences. Active learning approaches such as Project-Based Learning (PjBL), Problem-Based Learning (PBL), Collaborative Learning, Simulation-Based Learning, and Integrated Learning are widely recognized as effective methods for supporting OBE implementation. These approaches allow students to apply knowledge in real-world contexts while simultaneously developing communication and interpersonal competencies. Crespí et al. (2022) found that Project-Based Learning significantly enhances interpersonal communication and teamwork skills among university students, suggesting that active learning strategies play a crucial role in competency development.

Among these approaches, Integrated Learning has emerged as a promising strategy because it combines language learning with disciplinary knowledge and professional practice. Rather than teaching language skills in isolation, Integrated Learning creates opportunities for students to use English in meaningful academic and professional contexts. This approach aligns closely with OBE principles because it promotes the simultaneous development of multiple competencies through authentic learning tasks. For students in health sciences and medical education, Integrated Learning may involve case discussions, simulations, presentations, and project-based activities that require active communication in English. Such experiences not only improve language proficiency but also prepare students for future professional communication demands.

Furthermore, the growing emphasis on graduate employability has reinforced the importance of communication competence as a key learning outcome. Employers increasingly expect graduates to possess effective oral and written communication skills, teamwork abilities, and professional interaction competencies. Wu et al. (2023) demonstrated that communication skills significantly influence employability outcomes and should therefore be considered a central component of OBE-oriented curricula. This finding suggests that educational institutions need to implement learning strategies that systematically support communication skill development.

Although numerous studies have investigated Outcome-Based Education and active learning strategies independently, limited research has synthesized how Integrated Learning strategies within an OBE framework contribute specifically to the enhancement of English communication skills. Most existing studies focus on curriculum implementation, assessment practices, or general competency development, while fewer studies examine the specific relationship between OBE-oriented instructional strategies and English communication competence. This gap indicates the need for a comprehensive review of the literature to identify instructional strategies that effectively support communication outcomes within OBE curricula.

Therefore, this study aims to review and synthesize the existing literature on Outcome-Based Education through Integrated Learning and its contribution to enhancing English communication skills in higher education. Specifically, this review explores various OBE-aligned instructional strategies, including Project-Based Learning, Problem-Based Learning, Collaborative Learning, Integrated Learning, and Simulation-Based Learning, to identify their roles in developing students' communication competencies. The findings are expected to provide valuable insights for educators, curriculum developers, and higher education institutions seeking to improve English communication outcomes through effective OBE implementation.

METHOD

This study employed a qualitative approach using a Systematic Literature Review (SLR) design. The purpose of the study was to identify and synthesize teaching and learning strategies that are aligned with the principles of Outcome-Based Education (OBE) and their contribution to enhancing English communication skills in higher education.

The review followed the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) guidelines to ensure transparency, replicability, and methodological rigor in the selection and analysis of relevant literature. PRISMA has been widely recognized as a standard framework for conducting systematic reviews across various fields, including education, due to its structured process for identifying, screening, and including relevant studies (Page et al., 2021). In recent years, many systematic literature reviews in educational research have adopted PRISMA to examine instructional strategies, curriculum development, and pedagogical innovation within higher education contexts (Moher et al., 2009; Page et al., 2021).

FINDINGS AND DISCUSSION

Findings

The findings of the study indicate that there are several learning strategies based on the Outcome-Based Education (OBE) approach that can be utilized by lecturers in teaching English to enhance students' communication skills. Based on the analysis of various literature, the most relevant and effective learning strategies within the OBE framework include Project-Based Learning, Problem-Based Learning, Collaborative Learning, Integrated Learning, and Simulation and Role Play, as well as collaborative learning.

Project-Based Learning (PjBL) as a Core Strategy in Outcome-Based Education

One of the most frequently reported instructional strategies within Outcome-Based Education (OBE) is Project-Based Learning (PjBL). The literature consistently demonstrates that PjBL aligns strongly with the fundamental principles of OBE because both approaches emphasize competency development, authentic learning experiences, and measurable learning outcomes. In an OBE framework, students are expected to demonstrate what they can do with the knowledge they acquire rather than merely recalling information. Similarly, PjBL requires students to complete meaningful projects that culminate in observable products, presentations, reports, or performances that can be assessed against predetermined learning outcomes.

The implementation of PjBL encourages students to engage actively in the learning process through investigation, collaboration, and problem-solving activities. Instead of receiving information passively from instructors, learners work together to identify issues, gather information, evaluate evidence, and present solutions. These activities create authentic opportunities for students to use English in meaningful contexts. Throughout the project process, students are required to discuss ideas, negotiate responsibilities, prepare reports, and present findings using English, thereby improving both linguistic competence and communication confidence.

Research has shown that project-based activities contribute significantly to the development of speaking skills, presentation skills, vocabulary acquisition, and interpersonal communication. Lestari (2025) reported that Project-Based Learning within an OBE framework allows students to demonstrate communication competencies through authentic tasks and collaborative projects. Similarly, Crespí et al. (2022) found that PjBL enhances teamwork, communication skills, critical thinking, and learner engagement, all of which are considered essential graduate attributes in OBE curricula.

For medical and health science students, Project-Based Learning may involve developing patient education materials, creating health promotion campaigns, conducting mini-research projects, or presenting case studies in English. Such activities provide learners with opportunities to apply English communication skills within professional and discipline-specific contexts. Consequently, PjBL not only improves language proficiency but also prepares students for future workplace communication demands.

Therefore, the findings suggest that Project-Based Learning represents one of the most effective instructional strategies for achieving OBE learning outcomes related to English communication skills because it integrates language use, collaboration, problem-solving, and authentic assessment into a single learning experience.

2. Problem-Based Learning (PBL) for Developing Communication and Critical Thinking Skills

Problem-Based Learning (PBL) emerged as another prominent strategy supporting the successful implementation of Outcome-Based Education. PBL is a student-centered instructional approach in which learning begins with a complex real-world problem that students must analyze and solve collaboratively. This approach is highly compatible with OBE because it emphasizes the achievement of specific competencies through active participation and practical application of knowledge.

In a PBL environment, students work in groups to identify learning issues, gather relevant information, evaluate alternative solutions, and present conclusions. These processes require continuous communication among group members, making communication skills an essential component of learning. Students must explain ideas, justify arguments, ask questions, provide feedback, and negotiate solutions using English. Consequently, communication competence develops naturally as part of the learning process rather than as an isolated language exercise.

Several studies indicate that PBL contributes significantly to the development of higher-order thinking skills and communicative competence. According to Loyens et al. (2023), students participating in problem-based learning environments demonstrate stronger critical thinking abilities and greater confidence in expressing ideas compared to students receiving traditional instruction. Furthermore, the collaborative nature of PBL encourages learners to communicate more frequently and meaningfully, thereby increasing language exposure and communicative practice.

Within medical education, PBL is widely utilized because healthcare professionals are expected to solve complex clinical problems while communicating effectively with patients and colleagues. Medical students participating in case-based discussions must analyze symptoms, identify diagnoses, recommend treatments, and

justify clinical decisions. These activities require extensive verbal communication and professional interaction, making PBL particularly suitable for enhancing English communication skills among health science students. The findings indicate that PBL contributes not only to language development but also to the cultivation of critical thinking, analytical reasoning, and professional communication, all of which are central objectives of Outcome-Based Education.

Collaborative Learning as a Foundation for Communication Development

Collaborative Learning is another instructional strategy strongly associated with OBE implementation. The literature suggests that collaborative learning creates an environment in which students actively construct knowledge through interaction, cooperation, and shared learning experiences. Since communication is the primary mechanism through which collaboration occurs, this strategy naturally supports the development of English communication skills.

Outcome-Based Education emphasizes the development of graduate competencies that extend beyond academic knowledge. Among these competencies are teamwork, leadership, interpersonal communication, and professional collaboration. Collaborative learning provides opportunities for students to develop these skills through group discussions, peer teaching, cooperative projects, and team-based assignments.

Research demonstrates that students engaged in collaborative learning participate more actively in classroom communication than students in teacher-centered environments. Through repeated interactions with peers, learners gain confidence in expressing opinions, asking questions, and responding to different perspectives. Shimizu et al. (2022) reported that collaborative learning promotes positive social interdependence, encouraging students to communicate more effectively while working toward shared goals.

For English language learning, collaborative activities create meaningful opportunities for authentic language use. Students communicate for genuine purposes rather than simply completing language exercises. They negotiate meaning, clarify misunderstandings, exchange information, and provide peer feedback using English as a communication tool. These interactions contribute significantly to speaking fluency, listening comprehension, and communicative competence.

In health sciences education, collaborative learning often takes the form of case discussions, team-based simulations, and interdisciplinary projects. Such activities mirror real healthcare settings where effective communication among professionals is essential for quality patient care. Therefore, collaborative learning serves as an important bridge between academic learning outcomes and workplace communication competencies.

Integrated Learning for Authentic English Communication

Integrated Learning represents one of the most comprehensive approaches for implementing Outcome-Based Education (OBE) in language education. This approach combines language instruction with disciplinary content, enabling students to develop English proficiency while simultaneously acquiring subject-specific knowledge and professional competencies. According to Coyle, Hood, and Marsh (2016), integrated learning promotes meaningful language use by connecting language acquisition with content learning, allowing students to apply linguistic knowledge in authentic contexts. Similarly, Cenoz (2015) argues that integrating language and content facilitates deeper learning and enhances students' ability to communicate effectively in academic and professional environments.

The fundamental principle of integrated learning is that language is most effectively acquired when it is used for meaningful and purposeful communication. Rather than teaching English as an isolated subject, integrated learning situates language use within authentic disciplinary and professional contexts. As a result, students perceive English not merely as an academic requirement but as a practical tool for communication and knowledge construction. This perspective is consistent with the findings of Dalton-Puffer (2019), who reported that language-content integration creates opportunities for authentic interaction and supports the development of communicative competence.

Within an OBE framework, integrated learning supports the simultaneous achievement of multiple learning outcomes. Students not only improve their language proficiency but also develop critical thinking, collaboration, problem-solving, and professional competencies. Such a holistic approach aligns closely with the core principles of OBE, which emphasize the attainment of measurable graduate attributes through meaningful learning experiences (Spady, 1994; Killen, 2019). Furthermore, integrated learning enables students to demonstrate knowledge application and communication competence in real-world situations, which are essential indicators of outcome achievement.

The literature highlights the effectiveness of integrated learning in promoting authentic communication practices. Through simulations, role plays, presentations, projects, and case-based discussions, students engage in learning activities that mirror real-life situations. In medical and health sciences education, for example, students may conduct patient interviews, discuss clinical cases, present treatment plans, or participate in healthcare simulations using English. Such activities require learners to apply language skills in realistic professional

settings, thereby strengthening both communicative competence and professional readiness (Wu et al., 2023; Li et al., 2023).

Furthermore, integrated learning has been found to increase student motivation and engagement because learners recognize the relevance of English to their academic disciplines and future careers. When language learning is directly connected to professional practice, students become more actively involved in the learning process and demonstrate greater willingness to communicate in English. Research by Lasagabaster (2022) found that students in integrated language-content programs exhibited higher motivation, stronger communication skills, and greater confidence in using English compared to those in traditional language classrooms.

The findings suggest that integrated learning serves as an effective mechanism for translating OBE principles into classroom practice. By combining language development with disciplinary and professional application, integrated learning enables students to achieve multiple learning outcomes simultaneously and prepares them to communicate effectively in academic, workplace, and global contexts. Therefore, integrated learning can be considered one of the most suitable instructional strategies for supporting OBE implementation in English language education at the tertiary level.

Simulation and Role Play for Professional Communication Competence

Simulation and role-play activities are increasingly recognized as valuable instructional strategies within Outcome-Based Education (OBE)-oriented curricula, particularly in medical and health sciences education. These approaches provide students with opportunities to practice communication skills in realistic scenarios that closely resemble professional situations. According to Nestel and Bearman (2015), simulation-based learning creates safe and authentic environments in which learners can develop communication, clinical reasoning, and professional competencies without risking patient safety.

OBE emphasizes performance-based learning outcomes, requiring students to demonstrate competencies in authentic contexts rather than merely acquiring theoretical knowledge. Simulation and role-play activities align closely with these principles because they allow learners to apply communication skills while performing professional roles such as doctors, nurses, patients, healthcare administrators, or researchers. Through such experiential learning activities, students can demonstrate observable competencies that can be assessed against predetermined learning outcomes (Li et al., 2023). Furthermore, simulation-based instruction promotes active engagement and supports the development of graduate attributes emphasized in OBE frameworks, including communication, teamwork, and professionalism (Velásquez et al., 2022).

Research indicates that simulation-based learning improves speaking confidence, communication fluency, and professional interaction skills. During simulations, students must listen carefully, respond appropriately, ask relevant questions, and provide information clearly and accurately. These communicative demands contribute significantly to language development and communication competence. A systematic review conducted by Velásquez et al. (2022) found that simulation-based activities enhance interprofessional communication skills and improve students' ability to communicate effectively in healthcare settings. Similarly, Alrashidi and Phan (2023) reported that role-play activities significantly increased learners' confidence and willingness to communicate in English.

For medical students, role-play activities involving doctor–patient interactions are particularly beneficial. Students practice obtaining patient histories, explaining diagnoses, discussing treatment options, and responding empathetically to patient concerns. Such experiences prepare learners for future clinical communication while simultaneously strengthening English language proficiency. According to Fuentes et al. (2021), medical simulations provide authentic opportunities for students to develop patient-centered communication skills and improve professional interactions in clinical environments.

The findings demonstrate that simulation and role-play represent highly effective strategies for achieving OBE learning outcomes because they integrate authentic performance assessment with meaningful communication practice. These activities enable students to demonstrate observable competencies that can be directly linked to intended learning outcomes. Therefore, simulation-based learning can be considered one of the most appropriate instructional strategies for enhancing English communication skills within OBE-oriented higher education curricula, particularly in health sciences and medical education (Li et al., 2023; Velásquez et al., 2022).

Discussion

The analysis showed that Project-Based Learning was the most frequently discussed instructional strategy in the reviewed literature, followed by Problem-Based Learning, Collaborative Learning, Integrated Learning, and Simulation-Based Learning. Most studies reported positive effects on students' communication competence, including speaking fluency, presentation skills, interpersonal communication, professional communication, and confidence in using English (Crespí et al., 2022; Wu et al., 2023).

Table 1. OBE-Aligned Instructional Strategies Identified in the Literature

Instructional Strategy	Main OBE Principle	Communication Outcomes
Project-Based Learning	Authentic Assessment	Presentation Skills, Public Speaking
Problem-Based Learning	Competency Development	Critical Discussion Skills
Collaborative Learning	Teamwork and Interaction	Interpersonal Communication
Integrated Learning	Real-World Application	Professional English Communication
Simulation and Role Play	Performance-Based Assessment	Clinical and Workplace Communication

The systematic literature review identified five instructional strategies that are most frequently associated with the successful implementation of Outcome-Based Education (OBE) in enhancing English communication skills in higher education. These strategies include Project-Based Learning (PjBL), Problem-Based Learning (PBL), Collaborative Learning, Integrated Learning, and Simulation and Role Play. The reviewed studies consistently indicate that these approaches align with the core principles of OBE, namely student-centered learning, competency-based instruction, authentic assessment, and the achievement of measurable learning outcomes. Furthermore, the findings reveal that these strategies provide students with meaningful opportunities to use English in authentic academic and professional contexts, thereby facilitating the development of communication competence (Wu et al., 2023).

Among the identified strategies, Project-Based Learning emerged as one of the most effective approaches for improving English communication skills. The literature suggests that project-based activities encourage students to engage in presentations, discussions, collaborative planning, and report writing, all of which require active use of English. Through these activities, students not only improve their speaking and presentation skills but also develop critical thinking, problem-solving, and teamwork competencies. Because students are required to produce tangible outcomes and demonstrate their learning through authentic tasks, Project-Based Learning aligns closely with the OBE principle of authentic assessment (Crespí et al., 2022).

The findings also highlight the significant contribution of Problem-Based Learning to the development of communication competence. In Problem-Based Learning environments, students are exposed to real-world problems that require investigation, analysis, discussion, and collaborative decision-making. These learning activities encourage learners to communicate ideas, justify arguments, and negotiate solutions using English. As a result, students develop critical discussion skills and higher-order thinking abilities while simultaneously enhancing their communication competence. The reviewed studies indicate that Problem-Based Learning effectively supports competency development, which is one of the primary objectives of OBE-oriented curricula (Loyens et al., 2023).

Collaborative Learning was another strategy frequently identified in the reviewed literature. The findings demonstrate that group-based learning activities promote interaction, peer support, and active participation in English communication. Through collaboration, students learn how to express opinions, provide feedback, negotiate meaning, and work effectively with others to achieve shared goals. These experiences contribute significantly to the development of interpersonal communication skills and teamwork competencies, both of which are considered essential graduate attributes within OBE frameworks. Moreover, collaborative learning environments create opportunities for authentic language use and foster greater confidence in communication (Shimizu et al., 2022).

Integrated Learning was found to be particularly effective in bridging language learning and professional practice. The literature suggests that communication skills improve when English is taught through disciplinary content rather than as an isolated subject. In this approach, students use English to engage with subject-specific knowledge, discuss professional issues, and complete tasks relevant to their future careers. For example, students in health sciences may analyze clinical cases, present medical reports, or discuss research findings in English. Such activities promote professional communication competence while simultaneously supporting the achievement of multiple learning outcomes. This finding demonstrates the strong alignment between Integrated Learning and the OBE principle of real-world application (Lasagabaster, 2022; Wu et al., 2023).

Simulation and Role Play were also identified as highly effective strategies for enhancing English communication skills, particularly in professional and healthcare education contexts. The reviewed studies indicate that simulated learning environments provide students with opportunities to practice communication in realistic scenarios such as doctor–patient consultations, healthcare team discussions, and professional presentations. These activities require students to apply language skills in authentic situations while demonstrating professional behavior and decision-making abilities. Consequently, simulation and role-play activities contribute to the development of communication fluency, confidence, empathy, and workplace communication skills. Because students' performances can be directly observed and assessed, these strategies strongly support the OBE principle of performance-based assessment (Velásquez et al., 2022).

Overall, the findings suggest that the enhancement of English communication skills within an OBE curriculum cannot be achieved through a single instructional strategy. Rather, effective communication development requires the integration of multiple active learning approaches that complement one another. Project-Based Learning primarily strengthens presentation and speaking skills; Problem-Based Learning enhances critical discussion and analytical communication; Collaborative Learning develops interpersonal communication and teamwork abilities; Integrated Learning promotes professional English communication; and Simulation and Role Play support clinical and workplace communication. Collectively, these strategies create authentic learning experiences that enable students to demonstrate measurable communication competencies aligned with the intended learning outcomes of OBE. The findings further indicate that these approaches are particularly relevant for students in medicine, physiotherapy, nursing, midwifery, and other health-related disciplines, where effective English communication is increasingly recognized as an essential professional competency in a globalized healthcare environment (Wu et al., 2023).

This systematic literature review aimed to identify instructional strategies that align with the principles of Outcome-Based Education (OBE) and support the enhancement of English communication skills in higher education. The findings revealed that five instructional strategies—Project-Based Learning, Problem-Based Learning, Collaborative Learning, Integrated Learning, and Simulation and Role Play—are consistently recognized in the literature as effective approaches for achieving communication-related learning outcomes. These strategies share key characteristics that reflect the fundamental principles of OBE, including student-centered learning, competency-based instruction, authentic assessment, and the application of knowledge in real-world contexts. The review demonstrates that OBE implementation extends beyond curriculum design and assessment practices, requiring the integration of instructional strategies that actively engage students in meaningful communication experiences.

The review further indicates that each strategy contributes to the development of different aspects of English communication competence. Project-Based Learning promotes presentation and public speaking skills through authentic project activities, while Problem-Based Learning enhances critical discussion and analytical communication abilities. Collaborative Learning strengthens interpersonal communication and teamwork competencies, whereas Integrated Learning facilitates the development of professional English communication by connecting language learning with disciplinary content. In addition, Simulation and Role Play provide authentic opportunities for students to practice workplace and clinical communication skills in realistic professional settings. Collectively, these strategies enable students to demonstrate measurable communication competencies that are aligned with intended learning outcomes and graduate attributes emphasized in OBE frameworks (Wu et al., 2023).

Based on the synthesis of the reviewed literature, it can be concluded that the enhancement of English communication skills within an OBE-oriented curriculum cannot be achieved through a single instructional approach. Instead, effective implementation requires the integration of multiple active learning strategies that complement one another and provide authentic opportunities for communication practice. This finding is particularly relevant for higher education institutions, especially those offering health-related programs such as medicine, nursing, midwifery, physiotherapy, and other allied health sciences, where professional communication is a critical graduate competency. Therefore, educators and curriculum developers are encouraged to incorporate OBE-aligned instructional strategies into English language courses to better prepare graduates for academic, professional, and global communication demands.

CONCLUSION

This systematic literature review aimed to identify instructional strategies that align with the principles of Outcome-Based Education (OBE) and support the enhancement of English communication skills in higher education. The findings revealed that five instructional strategies—Project-Based Learning, Problem-Based Learning, Collaborative Learning, Integrated Learning, and Simulation and Role Play—are consistently recognized in the literature as effective approaches for achieving communication-related learning outcomes. These strategies share key characteristics that reflect the fundamental principles of OBE, including student-centered learning, competency-based instruction, authentic assessment, and the application of knowledge in real-world contexts. The review demonstrates that OBE implementation extends beyond curriculum design and assessment practices, requiring the integration of instructional strategies that actively engage students in meaningful communication experiences.

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authentic opportunities for students to practice workplace and clinical communication skills in realistic professional settings. Collectively, these strategies enable students to demonstrate measurable communication competencies that are aligned with intended learning outcomes and graduate attributes emphasized in OBE frameworks (Wu et al., 2023).

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