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A Blended Teaching Model for College English Teaching Based on the Production-Oriented Approach

Jia Song*, Chunhua Ren

College of General Education, Changchun College of Electronic Technology, Changchun 130114, Jilin, China

**Author to whom correspondence should be addressed.*

Abstract: Social development puts forward higher requirements for students' English application ability and cultural literacy. This study proposes an innovative "3+2+1" blended teaching model integrating the production-oriented approach (POA) to address key challenges in college English cultural courses at application-oriented universities. The model combines three phases (pre-class, in-class, and post-class), two dimensions (online resources and offline interaction), and one overarching goal (all-round education). Through experimental implementation at three universities, results demonstrated significant improvements in student satisfaction, autonomous learning engagement, and cross-cultural competence. This research provides a replicable template for enhancing both linguistic proficiency and cultural confidence in EFL contexts.

Keywords: College English teaching; Blended teaching model; Production-oriented approach

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1. Introduction

The development of the economy and the progress of society require a large number of applied talents who possess professional knowledge and practical skills. Therefore, the talent cultivation model of applied universities should be constantly updated to meet the demands of the times. Due to the humanistic and critical thinking characteristics, college English is of great significance for cultivating advanced applied talents. Exploring the use of appropriate teaching methods in English courses and conducting technology-based blended teaching can not only enhance students' English language knowledge but also cultivate their ability to solve problems in English. At the same time, it can enhance students' understanding of different cultures, strengthen their awareness of the similarities and differences between Chinese and foreign cultures, and boost cultural confidence, promoting the all-round development of students.

2. Major problems in college English teaching

Current college English instruction faces three core challenges: (1) Cultural imbalance: textbooks marginalize systematic cultural content, overemphasizing target-language cultures while neglecting Chinese heritage, with overly theoretical presentations hindering learner engagement; (2) Pedagogical limitations: teacher-centered methods in overcrowded classrooms perpetuate a learning-practice disconnect, fostering "dumb English" and reduced motivation; (3) Assessment gaps: reliance on attendance, superficial participation, and written assignments fails to evaluate oral proficiency or metacognitive skills, offering incomplete developmental feedback. These interrelated issues compromise the cultivation of intercultural competence and practical language application.

3. Theoretical framework

3.1. Production-oriented approach

The production-oriented approach (POA), proposed by Professor Wen Qiufang and her team after over a decade of exploration, is a foreign language teaching theory and practice system that suits China's national conditions. This theoretical system consists of three parts: teaching principles, hypotheses, and procedures [1].

The proposal of the output-oriented theory system is mainly to address two drawbacks existing in China's foreign language teaching: "separation of learning and application" and "separation of content and form" [2]. "Separation of learning and application" refers to the separation of input and output. Currently, college English teaching generally emphasizes input while neglecting output, resulting in a disconnection between input and output. "Separation of content and form" refers to the separation of language skill training and personality formation. The college English course is not only a course for teaching language skills, but also an important channel for education.

3.2. Blended learning

Blended learning has emerged as a significant pedagogical framework in higher education, encompassing a diverse array of teaching models that integrate face-to-face and online teaching and learning [3]. The flexible nature of blended learning not only enhances individual learning but also promotes greater accessibility and engagement among students [4,5]. The blended teaching paradigm fundamentally reconstructs conventional classroom practices by transcending temporal and spatial constraints [6,7]. In this model, the processes of "teaching" and "learning" are decoupled from synchronous co-location requirements. The essential contribution of digital learning platforms resides in their capacity to redefine the spatiotemporal dimensions of educational delivery.

4. Application of the "3+2+1" blended model design

Based on modern information technology and advanced teaching concepts, the college English culture teaching has created a "3+2+1" blended teaching model based on POA (**Figure 1**). In the course model, "3" refers to the three phases: "Pre-class, In-class, Post-class"; "2" refers to the "online high-quality teaching resources + offline effective interaction between teachers and students" combined "online + offline" intelligent teaching model, which effectively expands the depth and breadth of the course teaching content and realizes the precise fit between the classroom teaching mode and first-class courses; "1" refers to the teaching goal of all-round education. The intelligent teaching tools empower the practice of university English teaching, achieving the

deep integration of technology and teaching, and leading teaching innovation.

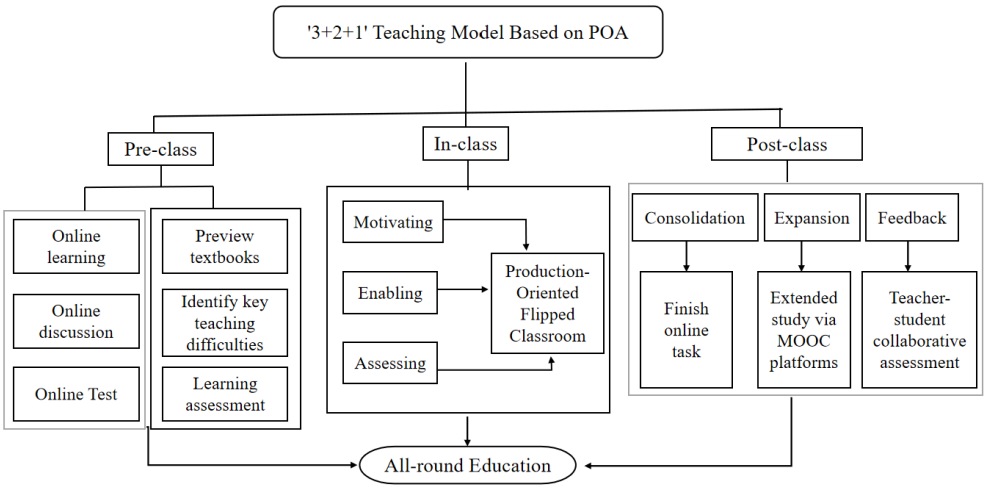


Figure 1. "3+2+1" blended teaching model based on POA

4.1. Pre-class: Online tasks (video lectures + AI quizzes)

Teachers leverage the Xueyou Tong and Umoocs platforms to design structured to-do lists, assigning autonomous pre-class tasks such as language learning exercises and cultural theme activities. These tasks include AI-powered quizzes, which are automatically graded to assess students' self-directed learning progress.

4.2. In-class: POA-driven cycles (motivating→enabling→assessing)

Before each unit, teachers design experience-driven output tasks aligned with the theme, creating immersive scenarios to spark student engagement and inquiry-based learning. In the next phase, they provide targeted input materials, guiding students through structured output tasks while focusing on key learning objectives. To bridge the gap between learning and assessment, a diversified evaluation system is implemented, where assessments serve not only as checkpoints but also as opportunities to reinforce and deepen understanding.

4.3. Post-class: Assessment and reflection

Teachers assign post-class tasks on the Superstar Learning platform, using assessment-driven learning and practice reinforcement to create a continuous output cycle. The process includes:

(1) Automated evaluation of basic language skills (AI-graded)

(2) Peer feedback among students

(3) Final teacher review

This three-stage framework ensures the seamless integration of language learning and educational objectives across curriculum design, content delivery, and assessment.

5. Dynamic assessment framework

Assessment serves as a vital tool for evaluating teaching effectiveness, ensuring quality, and driving pedagogical innovation. In college English cultural instruction, assessment must evolve beyond traditional knowledge-based evaluation to a multidimensional system that measures humanistic literacy, value orientation, social responsibility, teamwork, cross-cultural competence, etc.

To achieve this, we have developed an innovative and flexible assessment framework that operates across multiple tiers. The dynamic assessment framework is shown in **Figure 2**.

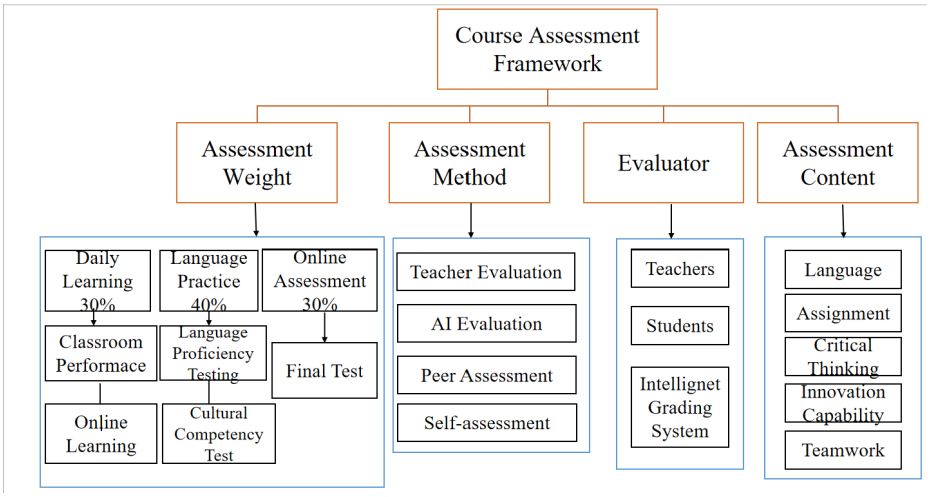


Figure 2. Dynamic assessment framework

This framework combines diverse methods of evaluation, including both classroom and extracurricular assessments, as well as process-based and summative evaluations. The framework incorporates multiple evaluators by combining teacher grading with valuable peer and self-assessment components. Furthermore, it establishes a dynamic evaluation mechanism that integrates machine-scored components for objective measurement of language accuracy alongside collaborative teacher-student feedback sessions that provide personalized developmental insights. This multi-faceted approach ensures a balanced and comprehensive evaluation process.

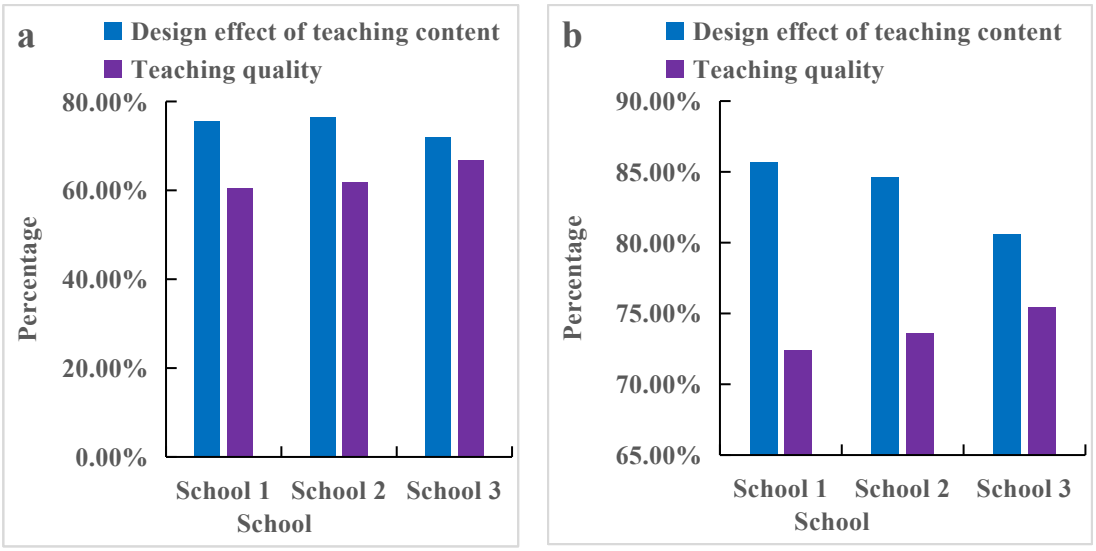
6. Experimental evaluation of the blended teaching model

To evaluate the specific teaching effect of the blended teaching model based on the production-oriented approach, this paper selected three universities for a comparative experiment, focusing on student enthusiasm, design effect, and teaching quality. This paper analyzed the enthusiasm of students in learning and the teaching quality of the blended teaching model. Among them, 50 non-English majors were surveyed in each school (**Table 1**).

Table 1. Non-English majors' satisfaction in the blended teaching model

	Satisfied	Neutral	Dissatisfied
School 1	43	5	2
School 2	42	5	3
School 3	40	6	4
Total	125	16	9

It can be seen that satisfied students believed that this teaching model can help teachers design teaching content efficiently, improve their learning interest to a certain extent, and promote the progress of blended learning. This paper later analyzed the design effect and teaching quality of the blended teaching model, and compared it with the original teaching mode. The specific comparison is shown in **Figure 3**.



a: New teaching mode b: Traditional teaching mode

Figure 3. Teaching content design effect and teaching quality of the blended teaching model

Students' enthusiasm and autonomous learning under the blended teaching model were better than in the original teaching mode. Compared with the traditional English teaching mode, the blended model helps students make full use of the learning material to learn English. In addition, the design of teaching content is easy for students to accept, thus promoting an increase in teaching quality. Under the new blended teaching model, teachers can not only reduce pressure but also monitor students' learning status in real-time, and carry out different resource teaching for different students.

7. Conclusion

This study indicates that the blended teaching model based on the production-oriented approach significantly enhances learners' English application skills and cultural confidence by strategically integrating three core elements: (1) Output-driven cultural tasks that link language practice with cross-cultural reflection; (2) Technology-assisted resource integration; (3) Multi-dimensional assessment that combines formative feedback with real-world capability benchmarks. The effectiveness of this model lies in its systematic construction of a framework for language ability and cross-cultural sensitivity, which is an important gap in traditional English courses.

Although this model demonstrates replicability across institutional contexts, longitudinal studies are needed to assess its sustainability, especially in low-tech environments. Future iterations can explore AI-driven cultural content personalization or hybrid communication programs to further consolidate global preparedness capabilities. This approach not only redefines the English culture curriculum but also provides a transferable blueprint for language education in the 21st century, aligning technological innovation with the goals of humanistic learning.

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Disclosure statement

The authors declare no conflict of interest.

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