

# A Research on the Online and Offline Blended Teaching Mode of College English Based on the Output-Oriented Method

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**Abstract:** Under the background and premise of higher education reform, the output-oriented method has established a scientific teaching concept for college English teaching and applied the integrated teaching ideology of learning and application to college English teaching, so as to improve the teaching effect. Based on the output-oriented teaching method, this paper analyzes and studies the online and offline blended teaching mode.

**Keywords:** Output-oriented method; College English; Online and offline; Blended teaching

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## 1. Introduction

College English is a language learning research course. The learning based on language courses is of great practical significance for mastering and using English skills flexibly. In the traditional teaching of college English, the basic knowledge and basic theory are specifically and thoroughly studied, while the mastery of English workplace application, communication, and other skills tend to be neglected<sup>[1]</sup>. This traditional teaching mode has affected the development of students' comprehensive ability to learn English. Different from traditional English education, the online and offline blended teaching mode of college English based on the output-oriented method is a theoretical system that uses the output-oriented method, also known as the production-oriented approach (POA), which takes the teacher as the teaching center in the traditional English teaching mode<sup>[2]</sup>. The inherent concept of teaching is transformed into a teaching concept of theoretical teaching, hypothetical teaching, and teacher-mediated teaching. Ever since Professor Wen Qiufang proposed the output-oriented method, the method is aimed at advancing the language proficiency of foreign language learners. In college English learning, the "output" here refers to the results of speaking, reading, writing, translation, and other components, emphasizing that all educational activities in college English classrooms should focus on effective learning. Therefore, the concept of college English learning should be based on the principle of educating people. It is necessary to strengthen the concept of autonomous learning and cultivate students' autonomous learning ability, thinking ability, and innovation ability. Applying the online and offline blended teaching mode changes the traditional English teaching mode of teaching and learning, upholds students' learning as the fundamental teaching concept, helps students use a new generation of teaching mode and master the basic skills of English learning, as well as satisfies the societal demand for English language and application-oriented compound talents. Therefore, college English education and teaching should focus on the all-round development of people and realize

the unification of college English teaching tools and humanities [3].

## **2. The significance of combining the output-oriented method with online and offline blended teaching**

The output-oriented method advocates learning as the center, the integration of learning and application, as well as the whole person education theory, which emphasizes on students' learning status in teaching, focusing not only on the cultivation of theoretical knowledge, but also the practice of professional knowledge and skills. In particular, the whole person education theory was proposed to formulate methods that suit each person's learning [4]. The teaching method should vary from person to person and meet the needs of each person's personal development. In fact, this also reflects the specific aspect of students' learning. The online and offline blended teaching mode transforms the traditional classroom teaching mode into a teaching mode that combines online teaching and classroom teaching. There are advantages and disadvantages in this teaching mode. In the hybrid teaching mode, the advantages and strengths are further emphasized, while the disadvantages should be tolerated and overcome, in order to improve students' autonomous learning ability and enhance their learning effect. It can be appreciated that the teaching concepts of the output-oriented method and the online and offline blended teaching mode are one, and their teaching goals are the same, which is to further develop students' learning quality, improve their comprehensive ability, and enhance the quality of literacy training. The combination of the output-oriented teaching method and the online and offline blended teaching mode has practical significance [5].

### **2.1. The mutual integration of teaching objectives meets the needs of the actual development of schools and individuals**

In the teaching of college English, the emphasis is on the organic combination of instrumentality and humanism. The main purpose of teaching is to improve students' English application ability and language ability. The teaching concept based on the output-oriented method is a combination of online and offline. The teaching is also based on the fundamental purpose of focusing on students' learning. By improving the traditional teaching environment and teaching mode, students' autonomous learning ability can be enhanced. In that way, they would be able to use proficient English in their studies, work, and life. Therefore, college English teachers should not only pay attention to the establishment of their own output-oriented teaching concept, but also skillfully use the online and offline blended teaching mode and the output-oriented teaching method as the impetus for teaching. Using the online and offline blended teaching mode to support the teaching center will engender the institutionalization of college English teaching, thus making it more targeted and integrated [6].

### **2.2. The optimization of the teaching mode improves students' awareness of autonomous learning**

The online and offline blended teaching mode developed by college English teachers based on the output-oriented teaching concept has changed the "disadvantages" brought by the traditional teaching mode. Students' learning is the main focus of teaching, and this stimulates students' autonomous learning. The improvement of ability and awareness, especially through the online and offline blended teaching mode, completely changes the inherent teaching process in the traditional teaching mode, promotes independent learning, and enriches the teaching composition of teachers. With the diversified information network technology of micro-courses and multimedia teachings, teaching plans can be further enriched and perfected, the field and scope of students' learning can be expanded, the teaching mode can be effectively optimized, and the teaching effect can be improved [7].

### **2.3. The flexibility and diversity in teaching enhance the interaction between teachers and students**

The online and offline blended teaching mode based on the output-oriented method distinguishes the levels

and contents of the teaching process, so that teachers can establish the educational concept of improving students' learning as the teaching center and use the online teaching method. The online and offline blended teaching mode breaks through the limitations of time and space in teaching, and the teaching process is no longer limited to the classroom, allowing for the extension of teaching outside the classroom during spare time <sup>[8]</sup>. This flexibility in teaching accelerates the spread of college English knowledge, strengthens the sharing and dissemination of knowledge, and improves the quality and efficiency of students' English learning. With online teaching, the interactions between teachers and students are no longer limited by time and space. Students can consult teachers whenever they do not understand a topic or question, while teachers can answer questions and solve their doubts anytime and anywhere. In addition, teachers can also formulate scientific and reasonable personal online learning plans according to the learning characteristics of each student, so that the concept of whole-person education can be established and students' comprehensive application ability can be improved.

### **3. The principles of constructing the online and offline blended teaching mode based on the output-oriented method**

#### **3.1. The principle of comprehensive development**

According to the "Outline of the National Education Reform and Development Plan," the first requirement as international talents is the ability to apply foreign languages. Therefore, college English education should begin from an international perspective and focus on English applied thinking, English comprehensive ability, and English social skills. In order to meet the demands of industrial development, aiming at the development of students' comprehensive ability, it is mandatory to strive to cultivate English comprehensive development talents. Based on the output-oriented method, teachers should focus on teaching from the dissemination of basic English knowledge to the comprehensive application of English speaking, listening, reading, writing, and translation, so as to cultivate students' English self-learning habits and skills, along with problem-solving skills <sup>[9]</sup>.

#### **3.2. The principle of subjectivity in learning**

In the traditional college English classroom teaching, teachers occupy the dominant position in teaching, and the teachers' classroom quality occupies a large proportion in the evaluation of classroom teaching. The online and offline blended teaching mode based on the output-oriented method has changed the characteristics and laws of traditional teaching. It emphasizes on the principle of subjectivity in students' learning. Personalized characteristics, teaching purpose, teaching content, teaching organization, and teaching environment must be planned and designed as a whole, so as to maximize the subjectivity of students' learning and mobilize their initiative and positivity in learning English <sup>[10]</sup>.

#### **3.3. The principle of participatory interactivity**

The construction of the online and offline blended teaching mode requires the interaction between the various subjects involved in teaching, such as the interaction between teachers and students, the interaction among students, and the interaction between students and teaching resources <sup>[11]</sup>. The online and offline blended teaching mode based on the output-oriented method involves not only the interaction between learners and teaching resource platforms, but also among people in light of English application scenarios. Offline flipped teaching is more suitable for English classroom learning and training, situational exercises, and group cooperation exploration. In this way, students can actively participate in every link of college English teaching <sup>[12]</sup>.

#### **4. The strategy of online and offline blended teaching mode based on the output-oriented method**

##### **4.1. Designing college English teaching plans based on the output-oriented teaching method**

Under the background of the output-oriented teaching concept, college English teachers should adopt different teaching plans according to the different stages in the online and offline blended teaching process<sup>[13]</sup>. In particular, in terms of teaching concepts and teaching goals, it is necessary ensure individualization, carry out scientific design, and use the output-oriented method to help students achieve the learning effect of applying what they have learned. College English teachers need to firmly establish the subject consciousness of learning, organically combine online teaching with offline teaching, and help students expand their thinking based on a certain theoretical basis. When using the output-oriented method, teachers should help students improve their English communication and practice skills, especially when teaching offline, by creating more situational scenarios to guide students in applying theoretical knowledge to practical applications for in-depth excavation and exploration of comprehensive and in-depth theoretical knowledge<sup>[14]</sup>.

##### **4.2. Organizing stratified teaching in combination with blended teaching**

In the organization and implementation of blended teaching, teachers should focus on reflecting the application of information network technology, actively use both, online teaching and offline teaching, as well as strengthen students' ability to master knowledge and skill application. Especially in the process of organizing stratified teaching, teachers must pay attention to students' basic English ability, special ability, application ability, and other abilities. Students' innovation and independent learning abilities should also be evaluated and stratified, so as to improve students' comprehensive English ability<sup>[15]</sup>.

##### **4.3. Combining online and offline blended teaching throughout the implementation process**

In online and offline blended teaching, teachers should provide online and offline teaching guidance throughout the implementation process. The first is online learning feedback. Using online learning platforms, teachers should conduct statistical evaluation of students' learning data and quantitative scoring of students' login times, study time, online discussion content, and other domains. They should also regularly set up online assessments and quizzes. The second is classroom tasks and online interaction<sup>[16]</sup>. In classroom teaching, teachers should design open-ended questions and tasks that can be completed in the classroom itself. On online learning platforms, online interactive exchanges should be conducted in the form of questions and answers, activity organizations, as well as discussions and exchanges<sup>[17]</sup>. In addition, teachers can also monitor students' mastery of a teaching content through online voting and discussion after class. Classroom tasks should be based on the online teaching content and the task list. Teaching contents such as language, social, and cultural activities can be arranged; additionally, similar languages, social and cultural customs, as well as students' conscious thinking patterns should be compared to strengthen students' sense of language substitution<sup>[18,19]</sup>.

#### **5. Conclusion**

The online and offline blended teaching mode based on the output-oriented method has changed the time and space arrangement of English teaching in the traditional teaching mode, taking students' learning as the focus in teaching. Students can use modern information network technology to organize their own online and offline learning. This blended teaching model enables teachers to better grasp students' learning plans, content, and levels, enhances students' autonomous learning ability, and allows for personalized learning habits. Based on the output-oriented method, the online and offline blended teaching mode assumes students' learning as the teaching center, driven by English teaching goals, and guided by English "output"; thus, it is in line with the current college English teaching ideology.

## Disclosure statement

The author declares no conflict of interest.

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