

Construction of an Online-Offline Hybrid Teaching Model for College English Based on the Enhancement of Learning Ability

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Abstract: In recent years, with the rapid development of information technology, the online-offline hybrid teaching model has emerged as the times require and has been widely applied in the field of education, bringing profound changes to the college English teaching model. As a core indicator measuring students' learning ability and sustainable development potential, the cultivation of learning ability has become an important direction of college English teaching reform in the new era. Currently, constructing an online-offline hybrid teaching model for college English based on the enhancement of learning ability can not only address the pain points of traditional college English teaching but also focus on the cultivation of core dimensions of learning ability, effectively stimulate students' internal motivation for English learning, thereby improving the quality and efficiency of college English teaching, continuously enhancing students' comprehensive English literacy, and helping them grow into high-quality English talents needed by society. In this regard, this paper first elaborates on the significance of constructing an online-offline hybrid teaching model for college English based on the enhancement of learning ability, and then proposes a series of effective construction strategies, aiming to provide a certain reference for relevant researchers.

Keywords: Learning ability; College English; Online-offline hybrid; Teaching model

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1. Significance of constructing an online-offline hybrid teaching model for college English based on the enhancement of learning ability

1.1. Helps address the pain points of traditional college English teaching

Affected by traditional educational concepts, college English teaching mainly relies on classroom teaching, which not only has a single teaching method but is also limited by time and space. It is difficult to take into account the learning needs and rhythms of each student, and it is impossible to effectively cultivate students' learning ability. Constructing an online-offline hybrid teaching model based on the enhancement of learning ability will break the limitations of teaching time and space. Students can independently select appropriate content according to

their learning needs and rhythms, and teachers and students can carry out high-level teaching activities to build a good teacher-student relationship. In addition, the online platform records students' learning data in real time and conducts in-depth analysis to accurately grasp students' learning progress and shortcomings, facilitating teachers to carry out hierarchical teaching guidance, avoiding the problem of "one-size-fits-all", fully meeting students' personalized learning needs, fundamentally solving the pain points of college English teaching, enhancing the adaptability of students' learning, greatly improving the quality of college English teaching, ensuring that all teaching links focus on the improvement of learning ability, further improving teaching effectiveness, and ensuring that students can efficiently learn and apply English knowledge^[1].

1.2. Helps focus on the cultivation of core dimensions of learning ability

Learning ability is a core ability developed by students in the learning process, covering key dimensions such as learning motivation, learning perseverance, learning competence, and learning transformation ability. The hybrid teaching model, based on the enhancement of learning ability, returns the initiative of learning to students through online independent learning links. Students need to independently plan learning time, select learning resources, and set learning goals. This process can effectively stimulate their internal learning motivation, cultivate awareness of independent learning, and thus strengthen learning motivation^[2]. In the offline flipped classroom stage, through interactive activities such as completing oral tasks in group cooperation, jointly discussing writing ideas, and conducting cross-cultural theme debates, students need to think actively, express themselves positively, listen to others' viewpoints, and conduct critical analysis. In this process, they not only exercise their language application ability but also temper their learning perseverance in continuous interaction and challenges, learn to actively seek solutions when encountering difficulties, and improve their communication and collaboration abilities in team cooperation. The learning data recorded by the online platform, such as vocabulary mastery, listening practice duration, and homework completion quality, provides a basis for teachers' targeted guidance, helping students clearly recognize their own learning shortcomings, thereby optimizing learning strategies and improving learning competence^[3].

1.3. Helps stimulate students' internal motivation for English learning

In traditional college English teaching, students are often in a passive learning state and cannot deeply experience the fun and intrinsic value of English learning, resulting in insufficient internal learning motivation. By carrying out the online-offline hybrid teaching of college English with the aim of learning ability, teachers not only design various interactive activities but also provide students with personalized teaching guidance, effectively igniting their learning enthusiasm. At the same time, the online teaching platform has resources such as interactive exercises, situational dialogues, and high-quality online courses, making boring English teaching more interesting and vivid, and encouraging students to carry out independent learning activities. For example, students log on to the online teaching platform to memorize vocabulary through gamified level-breaking, which can significantly improve students' participation and increase their vocabulary reserve compared with rote memorization. In addition, in offline classes, teachers carry out activities such as theme debates, group collaborative tasks, and oral training tasks, providing students with a platform to showcase their talents, flexibly applying what they have learned online to practice, and gaining recognition from teachers and peers in interaction, which effectively enhances their sense of learning achievement, fully stimulates their internal desire for learning and lasting motivation, and encourages them to actively participate in the online-offline hybrid teaching of college English^[4].

2. Construction process of the online-offline hybrid teaching model for college English based on the enhancement of learning ability

2.1. Pre-class independent learning stage

In the pre-class independent learning stage, students carry out independent learning using the online platform. Teachers assign online English tasks, upload independent learning resources, and track students' learning progress in real time, providing students with targeted teaching services, thereby creating a good teacher-student interaction atmosphere, improving the quality of students' pre-class independent learning, and laying a solid foundation for the orderly development of subsequent teaching activities. First, produce and upload online learning resources, such as pre-class reading materials, digital learning courseware, and micro-lecture videos. In this process, it is necessary not only to ensure that the pre-class preview resources have reasonable content and appropriate difficulty to fully stimulate students' interest in independent learning, but also to ensure that they can improve students' language ability and assist students in solving problems encountered in independent learning. In this way, students will actively change their learning state, form a strong independent learning ability, and thus lay the foundation for the improvement of learning ability^[5].

Second, assign online independent learning tasks and design differentiated and progressive learning tasks. For example, for vocabulary learning, basic vocabulary check-in and extended vocabulary application tasks can be assigned. Students with weak foundations consolidate core vocabulary through word-level breaking games on the online platform, while students with surplus learning capacity need to complete vocabulary collocation and sentence making or thematic short essay writing to apply vocabulary in specific contexts^[6]; for listening training, audio materials of different difficulty levels are set. The basic task is to complete listening multiple-choice questions and check answers, while the advanced task requires students to retell key information or summarize the main idea according to the listening content. Ensure that in the process of completing tasks, students can not only consolidate their language foundation but also gradually cultivate their learning ability of independent planning and problem-solving^[7].

Third, expand the online interactive space, provide rich opportunities for language application, and create a highly restored language environment for students. At the same time, teachers set up groups using social platforms such as WeChat and QQ to discuss with students and answer questions through the groups. In the process of interaction and communication, teachers should give students positive feedback in a timely manner to effectively improve their enthusiasm for online interaction^[8]. In addition, teachers provide students with high-quality learning services. To enhance students' learning effects, teachers can teach learning strategies and skills. For example, teachers can supplement practice materials using the online platform, or teach learning skills such as reading, translation, writing, and vocabulary through the platform. Teachers should also care for students, provide them with emotional support, effectively overcome the negative emotions generated by students in the process of independent learning, and thus continuously improve students' learning ability^[9].

2.2. In-class flipped stage

In the online-offline hybrid teaching model for college English, online teaching and offline teaching will be deeply integrated, and the advantages of online and offline teaching will be fully exerted to comprehensively improve the effect of college English teaching. Compared with the traditional teaching model, the hybrid teaching model mainly focuses on necessary lectures and student Q&A, leaving more time for students to conduct independent learning. First, at the beginning of classroom teaching, teachers focus on explaining common problems existing among students based on their pre-class preview situation, and carry out various classroom

teaching activities to assist students in improving their learning ability^[10].

Second, the task exploration link. After answering common problems, teachers put forward questions to guide students into the task exploration link. Students complete exploration tasks through group cooperation, independent exploration, and other methods^[11]. For example, combined with the learning theme of “etiquette differences in cross-cultural communication”, teachers can put forward core exploration questions: “What are the differences between international friends in gift-giving, greeting methods, etc., in international business cooperation scenarios? How to avoid conflicts caused by cultural differences in international business cooperation?” Then, teachers divide students into several learning groups. Each group divides the work reasonably. Some students collect cases of cooperation failures caused by cultural conflicts; some students sort out and summarize the greeting etiquette of various countries. In this way, it can deepen students’ understanding and application of English knowledge, enhance students’ team cooperation ability, problem-solving ability, etc., and thus improve students’ learning ability as a whole^[12].

2.3. Post-class summary and reflection stage

Conducting post-class summary and reflection in an online form is the final link of the online-offline hybrid teaching model for college English. Teachers can summarize, analyze, and provide feedback based on students’ performance in the pre-class independent learning stage and in-class flipped stage, as well as the situation of classroom group collaborative learning and discussions. According to teachers’ suggestions and feedback, students can summarize learning achievements, reflect on learning strategies, and generate new knowledge to achieve the goal of drawing inferences from one instance^[13]. At the same time, students are encouraged to submit their learning achievements and reflection summaries to the online platform to achieve result sharing, so that students can learn from each other’s experiences and methods, and thus achieve common progress. In addition, teachers can also test students’ learning achievements through online tests, homework, and other forms. Online tests and homework should focus on the key and difficult points of classroom teaching content, while taking into account the pre-class independent learning content, set a reasonable time limit for task completion, urge students to review language knowledge promptly, train language skills, and cultivate students’ self-regulation and self-management abilities in the process of hybrid learning^[14].

3. Conclusion

In summary, the online-offline hybrid teaching model for college English, based on the enhancement of learning ability, forms a closed-loop teaching ecosystem through the empowerment of pre-class independent learning, the interactive deepening of in-class flipped classrooms, and the continuous optimization of post-class summary and reflection. This not only effectively breaks the time and space limitations and “one-size-fits-all” dilemma of traditional teaching but also integrates the cultivation of learning ability throughout the entire teaching process, promoting students’ transformation from passive acceptance of knowledge to active construction of knowledge, and from simple acquisition of language skills to improvement of comprehensive learning literacy. In the future, teachers need to further explore innovative paths of the hybrid teaching model, such as using artificial intelligence technology to achieve more accurate personalized learning push, expanding online and offline practical scenarios for cross-cultural communication, etc., continuously improving the scientificity and effectiveness of the teaching model, to provide more valuable reference for college English teaching reform and help cultivate more high-quality talents with strong learning ability and comprehensive language application ability^[15].

Disclosure statement

The author declares no conflict of interest.

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