

# A Study on the Blended Teaching Mode of College English from the Perspective of POA

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**ABSTRACT.** *the output oriented approach pays attention to the efficiency of foreign language teaching, which is of great significance to the hybrid teaching of College English, which tries to combine the advantages of online and offline teaching and pursue the best learning efficiency. Under the guidance of the main teaching ideas of output oriented approach, this paper aims at the problems existing in the current college English hybrid teaching mode, and optimizes it from three aspects: the construction of online teaching resources, the implementation of teaching process and the formation of teaching evaluation.*

**KEYWORDS:** *Output oriented approach, College english, Blended teaching*

## 1. Introduction

Hybrid Teaching (B-Learning) combines the advantages of traditional classroom teaching (c-learning) and network teaching (e-learning), provides learners with a more participatory learning experience and achieves the best teaching effect. The essence of blended learning is the research of information transmission channel. The key of blended learning is the selection and combination of media. In other words, in the hybrid teaching mode, how to provide students with effective online independent learning content, how to design the teaching process applied to the combination of traditional teaching and online teaching, and how to create an offline and online integrated teaching evaluation mode are important factors affecting the success of the hybrid teaching mode. Based on the production oriented approach (POA) put forward by Professor Wen Qiufang, this study makes some reflections on the construction of teaching resources, the design of teaching process and the formation of teaching evaluation in the mixed teaching mode of College English and draws some enlightenment.

## 2. Summary of POA

### 2.1 Teaching Ideas

The production of the theory system of output oriented method is based on the teaching hypothesis of output driven, input facilitated and selective learning, which also constitutes the core of the whole theory system. The source of his thought is Swain's output hypothesis: output can promote learners to realize their own language deficiencies, so as to enhance the motivation of language learning. Therefore, the theory breaks the conventional teaching sequence of "input first, then output", adopts the teaching steps of "output input output", takes the output task as the starting point and goal of teaching, and selectively studies the useful parts of input materials according to the output needs, highlighting the practicability of the theory. The theory system of POA advocates "the theory of learning center", "the theory of integration of learning and application" and "the theory of education for all". It is proposed that teaching should be based on the realization of teaching objectives and the promotion of effective learning. Students' effective learning should be reflected in their output ability, including their daily communication ability of speaking, writing and translation. It is required that language teaching should be closely connected with application, and that "learning" and "using" should be integrated. In addition, POA emphasizes that language education should serve the overall development of learners, take into account all aspects of human intelligence, emotion and morality, take into account the instrumental and humanistic goals, and pay attention to the cultivation of learners' thinking ability, independent learning ability and comprehensive cultural quality[1].

### 2.2 Classroom Teaching Process

The teaching process of POA consists of three stages: driving, facilitating and evaluating. In order to ensure the operability and effectiveness of each teaching link, teachers play the role of leading, designing and supporting in different stages. In the driving stage, in order to fully stimulate students' learning motivation, teachers will guide students into the communication scenes that they may encounter in future study and work, let students complete the communication activities in the initial test, make them aware of the lack of their own language and thus generate learning desire. Then teachers explain the teaching objectives and output tasks. The teaching objectives are mainly divided into communication objectives and language objectives, and the output tasks are divided into review tasks, transfer tasks or in class tasks and extracurricular tasks. In each link of the promotion stage, the role of teachers' scaffolding is especially emphasized. First of all, according to the actual learning situation and output goal, the teacher divides the big final output task into several executable sub tasks, and explains them clearly to the students. Then guide the students to properly process and select the input materials (content, language, structure). Finally, the teacher gives students timely inspection and guidance in the output practice. In the evaluation stage, teachers should not only do a good job in real-time evaluation in the classroom, but also make targeted and differentiated evaluation and guidance for students' speaking, writing, translation and other output tasks, and pay more attention to the extra-curricular delayed evaluation. The form of delay evaluation includes the joint evaluation of teachers and students in class and the online evaluation of students after class [2].

### ***2.3 On the Overall Evaluation of the Theory and Practice of Output Oriented Method***

In recent years, domestic researchers have made further exploration and Practice on the application of output oriented approach in foreign language teaching: Zhang Lingli is testing POA In the teaching experiment of teaching effectiveness, it is found that POA can effectively stimulate students' learning motivation, promote students' comprehensive ability of listening, speaking and writing, especially for the potential development of high-level English learners. Compared with the traditional intensive reading teaching, Zhang Wenjuan points out that POA can effectively stimulate students' learning motivation, promote students' comprehensive ability of listening, speaking and writing, especially for the potential development of high-level English learners It is helpful for students to master the new target language project; Qiu Lin believes that the language facilitation theory of POA has a strong guiding significance in practical education, and has a positive role in promoting students' learning. On the whole, the practical effect of POA theory in foreign language teaching has been positively evaluated, which has certain enlightening significance for the development and improvement of foreign language teaching mode [3].

### **3. The Connotation of Mixed Teaching Mode**

The teaching mode is a relatively mature teaching activity development mode and specific teaching operation model developed by experts and scholars in the field of education and teaching at home and abroad under the guidance of specific education and teaching concept and teaching method theory. The mode reflects not only the education theory support system and ideological development achievements of the proposer, but also the specific learning achievements of the learners. Therefore, the teaching mode has never been a single existence. It is the organic integration of many elements, such as the mode builder, the mode experienter and the corresponding teaching means. Innovation is the way. In the new era, the reform of College English teaching is fruitful. Standing at a new starting point, the cultivation of College English talents also faces many challenges and puzzles. Opportunities are changing. What remains unchanged is the exploration of students' potential, the implementation of talent training programs in Colleges and universities, and how to adapt to the economic and social development of the country. The advantage of hybrid teaching mode over other modes lies in the combination of the advantages of traditional teaching and the uniqueness of online teaching, which is helpful for teachers to guide, inspire and monitor the whole teaching process. At the same time, students will also change from passive recipients to active Experiencers, to participate in it to the maximum extent and to fully exert their creativity. In essence, the hybrid teaching mode is not a simple and mechanical patchwork of the centralized mode, nor a denial of traditional teaching and purely relying on online teaching. In fact, this kind of teaching mode is the deep integration of various teaching strategies, is the combination and supplement of each other. It can not only play the leading role of teachers, but also reflect the subjective initiative of students and produce good learning effect.

Like other institutional reforms, the biggest obstacle to the implementation of Hybrid Teaching Mode in College English teaching is the solidification of teachers' thinking mode. For example, some teachers do not understand the essence of the teaching mode, and directly and simply put together. The contents of the textbook are simply divided into two aspects: Teachers' on-the-job teaching and students' off-the-job self-learning. This

will restrict the respective play of the advantages of the two aspects, and change the confusion of the teaching process from the mixture without thinking. Compared with the traditional teaching, the change of hybrid teaching mode lies in the change of its internal teaching concept, not only the change of external learning environment, the change of learning behavior of learners and the change of teaching methods. No matter which teaching mode, the two main elements of teaching activities: teachers and students can not be bypassed. College English teaching reform is the product of the times. In the whole process of teaching reform, there will be many problems, such as the orientation of teaching objectives, the setting of teaching environment and the roles of teachers and students. Problems are inevitable on the road of reform. Teaching methods are advanced and teaching ideas emerge in endlessly. However, the role of teachers who play a key role in the whole teaching process has not kept pace with the development of teaching reform. Therefore, modern information technology and education teaching are not only a simple combination, but also a deep integration. The emergence of POA (output oriented approach) fully reflects the connotative development of College English teaching [4].

#### **4. The Mixed Teaching Mode of College English from the Perspective of POA**

##### ***4.1 The Construction of Online Teaching Resources***

At present, the online teaching resources in the hybrid teaching mode are rich and diverse. While providing teachers and students with a large amount of teaching materials, it is easy to fall into the confusion of selecting effective teaching content: which teaching resources can really stimulate students' interest and motivation in learning, which materials can be used as students' learning model to effectively promote learning efficiency, and students need to produce effective learning. What materials are needed to support the learning results. The driving link of POA theory clearly suggests that students can design scenarios and topics of discussion about the communicative value that they may encounter in their future study and work around their goals and tasks, so as to stimulate their learning motivation. When choosing online resources in hybrid teaching, we can focus on choosing teaching materials that are related to the real working situation of their profession and have the value of cultural communication according to different majors of students. For example, to provide students of law major with authentic foreign litigation cases with cultural conflicts and video clips of court hearings, so as to make students aware of the possible serious consequences of misunderstanding caused by cultural differences and stimulate their desire to learn. When POA guides students to complete an output task, it is necessary to ensure that students get three kinds of learning materials: content, language form and discourse structure. Thus, online teaching resources of hybrid teaching can construct and integrate foreign language learning materials according to these three classifications. In terms of the choice of input materials of discourse structure, POA suggests that students or teachers should imitate the excellent works completed by students, or encourage students to find suitable materials to supplement. The online teaching resource platform of hybrid teaching can try to encourage students to upload their own excellent works or recommend others' high-quality works, and share other supplementary learning resources they find, which can not only show their own learning results, but also give other students a demonstration role, and ultimately achieve real learning resource sharing [5].

##### ***4.2 Guarantee of the Effectiveness of Teaching Process***

POA adopts the teaching steps of driving (output)→promoting (input)→evaluating (output). Each step is closely linked, which provides a valuable reference for the teaching process of hybrid teaching. In general, teachers in mixed teaching require students to be familiar with the content of class through independent online learning before class, so as to prepare for the participation of class teaching. In the subsequent classroom teaching, teachers first guide, summarize and solve problems around students' online learning content. However, in the actual teaching, the online learning efficiency of students before class directly affects the classroom teaching effect and the distribution of teaching time, which often makes it difficult for teachers to accurately control the teaching progress and slightly passive. The first stage of POA teaching process is completed by online teaching, but its focus is not on the preview of new knowledge points, but through guiding students to try to output tasks, and then creating a "hungry state" for them, effectively stimulating their learning motivation, so as to clear learning objectives and tasks. Compared with the traditional preview of new knowledge points, it is more targeted and makes full use of the advantages of online teaching - vividly and vividly presenting the real situation of output tasks [6].

In the survey on the satisfaction of College English blended teaching mode, some students said that although they have autonomy in the process of online learning, they feel that watching videos lacks communication and interaction, and sometimes they find it difficult to concentrate completely. They prefer to have face-to-face direct

communication and interaction with teachers and students in class. Therefore, this proves that the teaching of key knowledge points should be placed offline rather than online. POA can be used for reference in mixed teaching. To facilitate the classification of teaching content in the stage, teachers integrate the teaching content into the explanation of classroom teaching tasks according to the content, language form and discourse structure, and reproduce the communication scenes presented on the front line of the class, so that students can quickly invest in the language use of the real situation, and finally help students to produce the learning tasks defined before the class. Teachers should timely check and guide students' output tasks in class, at the same time, pay attention to collect students' excellent works as a demonstration of online learning after class, and give further improvement evaluation and suggestions. Inspired by the teaching process of POA, hybrid teaching can gradually complete the teaching steps from online to offline to online, so that all links are closely linked and the advantages of classroom teaching and online teaching can be brought into full play [7].

#### ***4.3 Innovation of Teaching Evaluation Form***

At present, most of the teaching evaluation in hybrid teaching is only in the form of online evaluation, but the evaluation criteria, evaluation contents and evaluators are not clearly explained, and the offline and online teaching evaluation are difficult to achieve a unified integration. The evaluation process of POA teaching process can bring some enlightenment to the above aspects. POA advocates the use of teacher-student cooperative evaluation, which is a supplement to teacher evaluation, student self-evaluation, peer evaluation, automatic machine evaluation, etc. In order to achieve the unity of online and offline teaching evaluation, teachers and students should first build a unified evaluation standard, and both sides have reached a consensus. The validity of peer evaluation can only be guaranteed when the standards of online students' mutual evaluation and offline classroom teachers' and students' mutual evaluation are unified. After class, the students have a consistent and unified guidance for the practice and application of the knowledge they have learned. Secondly, both online and offline evaluation contents should focus on the output tasks of speaking, writing and translating with communicative value. The output forms of specific tasks can allow students to choose according to their future employment needs. The output of all students should be uploaded to the online teaching platform, which can not only help students to establish a formative evaluation portfolio, but also ensure that all students can get evaluation and guidance without taking up too much valuable classroom teaching time. In addition, offline teaching evaluation should not only rely on teachers as the main evaluator, all students can participate in the evaluation according to the established evaluation criteria. Students who have not participated in the in class evaluation are required to submit their learning results online, and teachers and students are required to jointly evaluate them online. Only when teachers and students make clear standards and fully mobilize all students to participate in online evaluation, can we create more opportunities for students to exercise their thinking ability and independent learning ability [8].

#### **5. Conclusion**

The output oriented approach is a foreign language teaching theory with Chinese characteristics, which focuses on the effective learning of students. It is of some enlightening significance to the hybrid teaching of College English, which tries to combine the advantages of online and offline teaching to seek the best learning efficiency. In this paper, based on the main ideas of output oriented approach and classroom teaching process, the author puts forward suggestions on the construction of online teaching resources, the implementation of teaching process and the formation of teaching evaluation. However, the effectiveness of theoretical enlightenment needs to be verified by teachers in and out of class teaching practice. How to integrate the new foreign language teaching theory into the application of College English hybrid teaching mode, and how to explore the best starting point of classroom teaching and network teaching are all worthy of further study.

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