

Exploration and Practice of Online-Offline Blended Teaching for the "English Viewing, Listening and Speaking" Course of English Major in Private Colleges and Universities

Song Zhou

Wuhan college,Wuhan, Hubei, 430200, China

ABSTRACT

With the digital transformation of higher education and the deepening of the goal of cultivating applied talents in private colleges and universities, the "English Viewing, Listening and Speaking" course, as a core skill course for English majors, is in urgent need of breaking through the limitations of traditional teaching models. This study takes English majors in private colleges and universities as the research object, adopts literature research method, case analysis method, etc., and combines Learning Theory of Constructivism, Blended Teaching Theory and Production-Oriented Approach (POA). Taking Wuhan College as an example, it explores the practical path of online-offline blended teaching. The research sorts out the current teaching situation of the course and the limitations of the traditional model, analyzes the teaching resource integration strategy based on the U-Campus and Duifenyi platforms, and evaluates the teaching effect through grades and feedback. The results show that the blended teaching model can better improve students' audio-visual comprehension and oral expression abilities, but there are problems such as insufficient pertinence of teaching resources, weak information technology capabilities of teachers, and lack of students' autonomous learning ability. Accordingly, it puts forward improvement strategies such as optimizing resource construction, enhancing teachers' abilities, and strengthening students' guidance, so as to provide practical references for the reform of the audio-visual-oral course for English majors in private colleges and universities.

KEYWORDS

Private colleges and universities; English viewing, listening and speaking; Online-offline blended teaching; Production-Oriented Approach (POA); Teaching practice

1 Research background and current situation

1.1 Research background

In the wave of digital transformation of higher education, private colleges and universities, as an important position for cultivating applied talents, their English majors are faced with the teaching dilemma of "emphasizing theory over practice". The "English Viewing, Listening and Speaking" course is a core course for cultivating students' cross-cultural communication ability and language application ability. However, the traditional audio-visual-oral classroom teaching usually involves playing audio and video, explaining exercises and teaching lower-level listening and speaking skills. Many students even despise the study of this course, being absent-minded in class, doing homework carelessly after class, and rarely spending time on high-quality audio-visual-oral practice^[1], which makes it difficult to meet the personalized learning needs of students and the workplace requirements for English skills. The online-offline blended teaching model, by integrating the flexibility of online resources and the depth of offline interaction, can not only make up for the shortcomings of private colleges and universities such as limited teaching resources and unbalanced student-teacher ratio, but also improve the teaching quality of the course. It has important practical significance for promoting the connotative development of English majors in private colleges and universities.

1.2 Domestic and foreign research status

Foreign research on blended teaching started relatively early. The "Community of Inquiry Model" proposed by Garrison provides a theoretical framework for blended learning design^[2]. Domestic research focuses on college English teaching. The "Production-Oriented Approach" proposed by Wen Qiufang provides a teaching logic for blended course design^[3], and Chen Jianlin emphasizes the in-depth integration of information technology and foreign language teaching^[4]. However, most of the existing studies focus on public colleges and universities or general English courses, and there are few studies on the "English Viewing, Listening and Speaking" course for English majors in private colleges and universities. Moreover, there is a lack of targeted strategies combined with the characteristics of students in private colleges and universities, such as weak foundation and insufficient autonomous learning ability.

1.3 Research methods and innovations

This study adopts the literature research method to sort out the relevant literature on online-offline blended course teaching at home and abroad, understand the research status and development trend, and provide a theoretical basis for this study. Through the case analysis method, the "English Viewing, Listening and Speaking (3)" course of Wuhan College is selected as a specific case to deeply analyze the implementation of its online-offline blended teaching. The innovation of this study lies in the in-depth exploration of online-offline blended course teaching combined with the characteristics

and needs of English major students in private colleges and universities, and the proposal of targeted teaching strategies and suggestions.

2 Theoretical basis of online-offline blended course teaching model

2.1 Learning theory of Constructivism

The learning concept of Constructivism holds that students do not simply and passively receive information, but actively construct the meaning of knowledge, and this construction cannot be replaced by others^[5]. In blended teaching, the online part can guide students to explore knowledge independently through task-driven methods, such as watching micro-courses and completing listening exercises before class. The offline part helps students deepen their understanding of knowledge through teacher guidance and group collaboration.

2.2 Blended teaching theory

Blended teaching refers to a teaching method that, at the appropriate time, through the application of appropriate media technology, provides resources and activities that match the appropriate learning environment, enabling appropriate students to form appropriate abilities, thereby achieving the optimal teaching effect^[6]. Blended teaching emphasizes the complementary advantages of “online + offline”, and its core is the teaching design centered on students. Under the guidance of this theory, the online part undertakes the function of “knowledge transfer”, and the offline part undertakes the function of “knowledge internalization”. For private colleges and universities, this model can alleviate the problem of insufficient teachers - teachers push resources in batches online and focus on targeted guidance for students’ weak links offline, so as to improve teaching efficiency.

2.3 Production-Oriented Approach (POA)

The POA proposed by Wen Qiufang is driven by “production” and emphasizes the teaching process of “input facilitation - production practice - evaluation and feedback”. Listening and speaking have always been the weak links of Chinese learners’ English ability. Under the guidance of POA, the audio-visual-oral teaching for English majors is implemented with production as the orientation, and an online-offline blended teaching model of continuous input, internalization and production of language, knowledge, skills, values, etc., is carried out in the N-cycle process of driving - facilitation - evaluation^[7]. In the blended course, POA guides the connection between online and offline parts: online, the “input facilitation” is completed by pushing audio-visual resources related to production tasks; offline, “production practice” is realized through group simulated negotiations; finally, “evaluation and feedback” is completed through online platform mutual evaluation and teacher comments, forming a teaching closed loop.

3 Teaching practice of blended “English viewing, listening and speaking” course - a case study of Wuhan College

3.1 Teaching platforms and resources

The “English Viewing, Listening and Speaking” course of Wuhan College carries out teaching relying on multiple teaching platforms. In the third semester of the course, “Listening Critically” published by Foreign Language Teaching and Research Press is selected as the main textbook. The online learning part mainly relies on the U-Campus platform, which is an intelligent teaching cloud platform built by Foreign Language Teaching and Research Press, providing a one-stop blended teaching solution for foreign language teaching in colleges and universities, including teaching, learning, evaluation, testing and research. The platform also has an intelligent evaluation function, which provides a basis for teachers to adjust teaching strategies. The Duifenyi platform also plays an important role in teaching. It undertakes the functions of offline attendance checking and supplementary resource provision, and also supports teachers to upload various supplementary resources to enrich students’ learning content. On the one hand, it undertakes the functions of offline attendance checking and supplementary resource provision, and also supports teachers to upload various supplementary resources to enrich students’ learning content. On the other hand, the Duifenyi platform can directly interact with students online through WeChat, such as answering questions, submitting and correcting homework, so that teachers can give timely feedback to students, greatly improving teaching efficiency.

3.2 Teaching implementation process

3.2.1 Teaching arrangement

In the teaching plan of the third semester, the “English Viewing, Listening and Speaking” course of Wuhan College reasonably allocates online and offline class hours to give full play to the advantages of online-offline blended teaching. The total class hours of the course are 32, including 24 offline class hours and 8 online class hours. Offline teaching is mainly arranged in the language lab. Through face-to-face teaching and guidance by teachers and classroom interaction among students, it helps students master key knowledge and skills, and cultivates students’ cooperative learning ability and communication ability. Online teaching is mainly carried out through the U-Campus platform and the Duifenyi

platform. Students can arrange their own learning in their spare time, complete online learning tasks, and consolidate and expand the knowledge they have learned.

3.2.2 Teaching process

In terms of the teaching process, the course adopts a teaching model of pre-class preview, in-class interaction, and after-class review and consolidation to promote students' effective learning. Before class, teachers will assign preview tasks to students through the U-Campus platform, requiring students to preview the textbook content in advance and understand the unit theme and key knowledge. Teachers will provide some preview materials, and students need to complete the preview tasks on the U-Campus platform. During class, teachers will conduct targeted explanation and guidance according to the students' preview situation. Teachers will help students solve the problems encountered in the preview and deepen their understanding of knowledge through questioning, guidance, demonstration and other methods. After class, students need to complete relevant review tasks on the U-Campus platform to consolidate the knowledge they have learned. Teachers will promptly correct students' homework through the Duifenyi platform, give feedback and evaluation, and help students find their own problems and shortcomings and make improvements in a timely manner.

3.3 Teaching effect evaluation

3.3.1 Evaluation methods

The course adopts a diversified evaluation method to comprehensively and objectively evaluate students' learning effects. The total evaluation score of the course is composed of several parts. Among them, the learning evaluation of the online learning platform U-Campus accounts for 30% of the total evaluation score, including two aspects: the learning duration of the course and the course score. The learning duration of the course accounts for 6%, requiring a minimum of 32 hours per semester, and students who have 96 hours or more per semester can get full marks in this part; the course score accounts for 24%, which is calculated based on the average score of the homework scored by the system. The assessment of offline teaching accounts for 70% of the total evaluation score, including attendance, homework, in-class performance, exams and other aspects. Attendance is recorded through the Duifenyi platform, accounting for 10% of the total evaluation score to ensure students' learning participation. Homework includes online homework and offline homework. Teachers will assign corresponding homework according to the teaching content and students' learning situation, which is submitted and corrected through the Duifenyi platform. The homework score accounts for 10% of the total evaluation score. In-class performance mainly examines student' participation in class, speaking situation, group cooperation ability, etc., which is evaluated by teachers and accounts for 10% of the total evaluation score. Exams include mid-term and final exams, which comprehensively examine students' mastery of the course knowledge and skills, and the exam score accounts for 40% of the total evaluation score.

3.3.2 Analysis of evaluation results

Through the analysis of the distribution of students' scores, it can be found that the teaching effect of the course in the third semester shows certain characteristics. From the overall scores, the distribution of students' scores is relatively reasonable, and most students can reach a good learning level.

However, the evaluation results also reflect some shortcomings in teaching. Some students still need to improve their listening and oral expression abilities. This may be related to factors such as students' basic level, learning methods and practice time. The evaluation results also show that there is a large gap in scores among students, and some students have relatively low academic performance, which requires more attention and guidance from teachers.

4 Problems in blended course teaching

4.1 Teaching resources

Firstly, the resources are "generalized" and lack applied content needed by students in private colleges and universities; secondly, the resources are fragmented. The resources of U-Campus and Duifenyi are not connected, so students need to switch platforms, which affects the learning experience; thirdly, the update is lagging behind. The videos supporting the textbooks are relatively outdated, making it difficult to fit the current cross-cultural communication scenarios.

4.2 Teachers' teaching ability

English teachers in private colleges and universities have two major shortcomings: one is weak information technology application ability. Some teachers only know how to use basic functions of the platform such as "assigning tasks" and cannot use data analysis to track students' learning trajectories.

4.3 Students' learning adaptability

There is a large gap in the foundation of students in private colleges and universities. The college entrance

examination English scores range from 40 to 130 points (full mark:150), leading to the differentiation of learning effects.

5 Improvement strategies for blended course teaching

5.1 Optimizing the construction of teaching resources

Integrating high-quality resources is a key step in optimizing the construction of teaching resources. Private colleges and universities should actively cooperate with major educational resource platforms, select and integrate high-quality English Viewing, Listening and Speaking teaching resources at home and abroad, and incorporate them into the college's teaching resource database to provide rich and diverse learning materials for teachers and students.

5.2 Enhancing teachers' teaching ability

On the one hand, schools or departments can carry out hierarchical training, providing platform operation entry training for new teachers and advanced training on blended teaching design for backbone teachers. On the other hand, demonstration classes for blended teaching can be set up, and teachers can be organized to observe and communicate every month to share excellent cases.

5.3 Strengthening students' learning guidance and support

Cultivating students' autonomous learning ability is one of the important goals of online-offline blended course teaching. Teachers should guide students to formulate reasonable learning plans in the teaching process, and reasonably arrange online and offline learning time and tasks according to the course objectives and their own actual situation.

6 Conclusions and prospects

This study explores the online-offline blended teaching of the "English Viewing, Listening and Speaking" course for English majors in private colleges and universities, and the results are remarkable: the blended model effectively stimulates students' learning interest and initiative, and the rich online resources meet the personalized needs of students, allowing students to independently choose learning content and methods; offline classroom interaction promotes communication and cooperation, and cultivates students' team collaboration and communication abilities.

However, there are still problems in teaching: some students have weak autonomous learning ability, lack effective plans and self-management when facing online resources, resulting in poor learning effects; the connection between online and offline teaching is not smooth, and the correlation between online tasks and offline content is insufficient, which affects the continuity of teaching, the teaching evaluation system is not perfect, and the evaluation of the online learning process and results is not comprehensive and objective, making it difficult to accurately reflect the learning situation. In view of the problems, the improvement strategies are of practical significance: strengthen the cultivation of students' autonomous learning ability, guide students to learn efficiently through learning method guidance, plan formulation and the establishment of learning groups; optimize teaching connection, teachers should take into account the advantages of online and offline when designing content, so that the two can be closely combined into an organic whole; improve the evaluation system, comprehensively consider online learning duration, scores, in-class performance, homework completion and other aspects, and establish diversified indicators to ensure comprehensive and accurate evaluation. In the future, there is broad room for the development of the teaching reform of this course. With the development of artificial intelligence technology, online platforms and resources will be more perfect, and online resources can be further integrated and optimized to develop targeted and practical resources; innovate teaching methods, deepen the application of project-based and cooperative learning, and allow students to improve their abilities and literacy in practice; strengthen teacher training to improve their information technology application and teaching levels; track and evaluate the teaching effect, and make timely adjustments to improve the quality, so as to cultivate more excellent English professionals for the society and promote the teaching reform to achieve more remarkable results.

References

- [1] Zeng J. P. (2022). Exploration and practice of a multidimensional interactive blended teaching model for English majors' Listening, Viewing and Speaking courses. *The Guide of Science & Education*, (26), 93-95.
- [2] Garrison D. R., & Kanuka H. (2004). Blended learning: Uncovering its transformative potential in higher education. *Internet and Higher Education*, 7(2-3), 95-105.
- [3] Wen Q. F. (2015). Constructing the theoretical system of "Production-Oriented Approach". *Foreign Language Teaching and Research*, 47(04), 547-558+640.
- [4] Chen J. L., & Ma M. Q. (2019). Research on the reconstruction of foreign language teaching paradigm in the information age: rationale and objectives. *Technology Enhanced Foreign Language Education*, (01), 12-17.
- [5] Chen W. (2007). A review of Learning Theory of Constructivism. *Academic Exchange*, (03), 175-177.
- [6] Li F. Q. (2016). Theoretical basis and instructional design of blended teaching. *Modern Educational Technology*, 26(09), 18-24.
- [7] Yu X. M. (2022). Innovative research on the blended teaching model of college English Listening, Viewing and Speaking based on POA. *English Teacher*, 22(24), 56-58+66.