

Research Article

An Empirical Study on Online and Offline Blended Teaching Mode of College English Reading Teaching

Zhang Li* 

Yangtze University College of Arts and Sciences, Yangtze University, Jingzhou, China

Abstract

Online and offline blended teaching mode is a new teaching mode which is in line with the needs of college English teaching reform and can effectively stimulate students' interest in English learning. In college English teaching, the improvement of reading ability is crucial for students to acquire knowledge. Moreover, English reading ability is the premise of developing other language skills. College English reading teaching has achieved a certain success at present, but there are still a lot of problems. For some students, their reading ability is still low, and their analytical ability is poor, which are not conducive to improve students' listening, speaking, writing and translation abilities. Due to these problems, with the guidance of production-oriented approach (POA), this paper makes an empirical study on online and offline blended teaching mode of college English reading teaching for non-English majors in our university by means of data analysis and questionnaire survey. This paper tries to explore the following questions: 1) Whether online and offline blended teaching mode can improve English reading ability of non-English majors? 2) Does online and offline blended teaching mode affect students' learning motivation, learning attitude and learning behavior? 3) What are the advantages of online and offline blended teaching mode? Through the study, it is found that online and offline blended teaching mode of college English reading teaching can effectively stimulate students' interest in English learning and improve their English academic performance. On the other hand, it is also found that online and offline blended teaching mode has higher requirements for teachers' teaching ability. This study has practical significance for improving online and offline blended teaching mode of college English reading teaching and enhancing the reading ability of non-English majors.

Keywords

Blended Teaching Mode, College English, Reading Teaching

1. Introduction

Reading ability is one of the basic English qualities that students require, and the cultivation of students' reading ability should always be emphasized in college English teaching [1]. The current situation of college English reading teaching is not optimistic, and there are a lot of problems. For example, the reading teaching class in many schools is not stu-

dent-centered, but teacher-centered, with too much emphasis on vocabulary and grammar. The classroom atmosphere is not active, students perform passively, and there are few opportunities to participate in classroom activities [2]. In 2018, the National Standard for the Teaching Quality of Undergraduate Majors in Colleges and Universities pointed out that Higher

*Corresponding author: 511090796@qq.com (Zhang Li)

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Education in the new era should embody three basic principles: First, Higher Education should highlight the main position of students; Second, Higher education should be output-orientated; Third, Higher Education should emphasize continuous improvement [3]. In 2020, the College Foreign Language Teaching Steering Committee of the Ministry of Education and Higher Education Press jointly issued the College English Teaching Guide, which advocated that colleges and universities should make full use of information technology, actively create a diverse teaching and learning environment, build and apply excellent courses, such as online courses, offline courses, online and offline blended courses, virtual simulation personalized courses, and implement a blended teaching model [4]. The application of online and offline blended teaching mode can not only highlight students' dominant position, providing them with enough opportunities and space for autonomy, but also fully mobilize their initiative to participate in learning, and at the same time this teaching mode also emphasizes the value of teachers in guiding and assisting [5]. Online and offline blended teaching is the inevitable trend of modernization. How to realize the concept of "1+1 > 2" by applying online resources into classroom teaching is the question to be answered [6]. Therefore, with the guidance of production-oriented approach (POA) [7], this paper takes college English reading teaching in Yangtze University College of Arts and Sciences as an example and expounds the design and implementation of online and offline blended teaching mode in college English reading teaching. Through the study, this paper aims to optimize college English reading teaching, realize the diversification of evaluation modes and stimulate students' language output ability in the process of reading learning and ultimately improve students' overall reading ability.

2. Online and Offline Blended Teaching Mode Based on POA

The online and offline blended teaching mode of college English teaching is a new online teaching and learning mode [8] which combines online learning and classroom teaching under the background of "Internet+education". This teaching mode integrates the online and offline advantages, breaks the limitations of traditional teaching, and is conducive to cultivating students' autonomous learning and innovative thinking ability. Online and offline blended teaching mode has become the new trend of Higher Education. POA refers to production-oriented approach (hereinafter referred to as POA) proposed by Professor Wen Qiufang [9] based on the output-driven and input-enabled hypothesis in 2014, which emphasized that task-based output played a greater role in promoting the internal driving force of language learning than the learning input aimed at knowledge accumulation. Output was the goal to acquire knowledge, while input was the facilitating means to complete specific output tasks. Input actually laid a good foundation and it was necessary for the

language output in the next stage [10]. POA theory system put forward by Professor Wen Qiufang and his team not only solves the problems of "teaching inefficiency" and "separation of learning and application" in college English teaching for many years, but also provides advanced teaching concepts and methods for college English Teaching [11]. Based on POA, the online and offline blended teaching mode is constructed through three stages: 1) Before class, students are required to learn online through Microlecture, Massive Open Online Courses or MOOCs and complete the tasks such as doing exercises and quizzes. In the whole process, the teachers should monitor learning processes and answer online questions; 2) In class, students should answer the questions related to pre-class tasks and present their group tasks in front of their classmates. At this stage, teachers should answer questions offline according to the students' performance of the completion of pre-class tasks, make summary and give feedbacks; 3) After class, students are supposed to complete practical tasks, and accept evaluations from teachers or peers, etc. [12]. In the whole process, teachers cooperate well with students to create a more harmonious relationship.

3. Research Design

3.1. Research Questions

In order to fully understand the effect of online and offline blended teaching mode of college English reading teaching on students' English learning, this study mainly proposes and solves the following three questions:

- (1) Compared with the traditional English teaching, whether the online and offline blended teaching mode can improve English reading ability of non-English majors?
- (2) Does the online and offline blended teaching mode affect students' learning motivation, learning attitude and learning behavior?
- (3) What are the advantages of the online and offline blended teaching mode?

3.2. Research Subjects and Instruments

In this study, 67 non-English majors are selected as the research subjects. Results of college English final exams in four semesters are the data basis. The total scores and scores in writing, listening, reading and translation are analyzed with statistical software. Subsequently, a questionnaire survey was conducted among 165 students who participated in the college English course which implemented online and offline blended teaching mode, aiming at understanding the influences of online and offline blended teaching mode on students' learning motivation, learning attitude and learning behavior [13], so as to summarize the advantages of online and offline blended teaching mode in College English Reading teaching.

4. Result and Discussion

Study 1: Analysis of the students' grades

Firstly, a comparative analysis of students' final exams in

four semesters was conducted, and it was found that students' grades were obviously higher than those in the first time after implementing the online and offline blended teaching mode. (see Table 1)

Table 1. Statistics of four English test scores in experimental classes.

Match	Number	lowest score	Highest score	Average	Average Deviation
First	64	45	85	66.03	
Second	64	45	89	71.61	5.58
Third	64	39	93	74.5	8.47
Forth	64	25	96	77.25	11.22

Through the comparative analysis of students' English scores four times, it is found that students' English scores have been improved in the blended teaching environment. Next, this study compares the final scores in the third semester and the forth semester in listening, reading, writing and translation and the results show that the difference in reading is the most obvious.

Table 2. Statistics of the scores of the last two English tests in the experimental classes.

Match	Writing	Listening	Reading	Translation
Third	14.54	21.47	12.04	14.97
Forth	14.78	21.51	12.93	15.33
Average Deviation	0.24	0.04	0.89	0.36

Study 2: Analysis of Student Questionnaire

In order to explore the advantages of online and offline blended teaching mode and the influences of online and offline blended teaching mode on students' learning motivation, learning attitude and learning behavior [14], a questionnaire survey was conducted among 165 students. Through the analysis of the collected data, the results show that: (1) Online and offline blended teaching mode can meet the students' English learning needs. After the implementation of online and offline blended English teaching mode, students' attitudes towards English learning have changed obviously. (2) Online learning offers a wide range of learning resources. Students can absorb and expand knowledge appropriately by watching video resources repeatedly before, during and after class according to their own learning needs, thus stimulating their interest in English learning and enhancing their English academic performances significantly.

On the contrary, the results of the questionnaire survey also show the problems existing in online and offline blended teaching mode of college English reading teaching: (1) In the whole teaching process, the role of teachers cannot be ignored and the teaching tasks should be designed appropriately according to the students' situation in different classes. If

teachers just assign teaching tasks mechanically without considering the students' academic differences, they can't tailor to the specific needs of the students, let alone stimulate students' interest in English learning and improve their English academic performance [15]. (2) In online learning, students think that online video resources are difficult to understand, so it is necessary to add Chinese translation subtitles to the learning materials appropriately, and teachers need to intervene to explain the difficulties in learning materials, thus improving learning efficiency. Due to the limited time spent online every day, teachers are expected to reduce the amount of online tasks for online learning. (3) In offline learning, students are expected to get teachers' instructions and peers' help. They are expected to apply what they have learned into practice in the form of group discussion, report and practical exercises, so as to enhance students' interest in English learning, change passive learning into active learning, and improve students' English application ability.

Compared with the traditional teaching mode, the advantages of online and offline blended teaching mode [16] based on POA are mainly reflected in the following aspects: (1) online and offline teaching methods are adapted to the time, which improves the teaching efficiency; (2) task-oriented

teaching and learning based on POA can improve students' practical ability, the spirit of teamwork and ability of gathering information; (3) the online and offline blended teaching mode makes the English teaching methods diversified, thus effectively enhancing the effect of teaching, improving students' enthusiasm in English learning.

5. Conclusion

The online and offline blended teaching mode of college English reading teaching is an innovation of teaching methods. Through the follow-up study of college English learning of non-English majors in our school, this study made a comparative analysis of the students' English final exam results and conducted a questionnaire survey among non-English majors on the implementation of online and offline blended teaching mode of college English reading teaching, so as to build a practical community of online and offline blended teaching mode of college English. This study indicates that the online and offline blended teaching mode of college English breaks through the traditional single teaching mode, makes full use of the advantages of online and offline teaching resources. This teaching mode includes not only knowledge taught by teachers, but also allows students to actively participate in group tasks through the Internet and other advanced teaching methods, which greatly improves students' cooperation and practical ability, enhances students' interest in English learning and injects new vitality into college English reading teaching. In the meantime, how to optimize online resources to better serve offline classrooms and how to improve teachers' teaching abilities to meet students' needs are also key problems to be solved in the future teaching.

Abbreviations

POA Production-oriented Approach

Author Contributions

Zhang Li is the sole author. The author read and approved the final manuscript.

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Conflicts of Interest

The author declares that there is no conflict of interest regarding the publication of this article.

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