Construction and Implementation of Online and Offline Integrated Teaching Model

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Abstract

Online and offline integrated foreign language teaching is one of the current challenges that college English teaching is facing. Based on the output-driven and input-enabled hypothesis, this paper probes into the teaching design and its implementation process of College English Reading and Writing course in online and offline integrated teaching environment.

Keywords

Online and offline integrated foreign language teaching; Output-driven and input-enabled hypothesis; College English reading and writing.

1. Introduction

In recent years, the integration of foreign language teaching and information technology has been improving domestically. The "online + offline" integrated teaching are commonly carried out in many universities at home and abroad. However, how to effectively integrate "online + offline" integrated teaching and improve teaching quality and learning efficiency still needs to be studied and discussed in depth. Guided by the theory of "Output-Driven, Input-Enabled Hypothesis ", this study takes the "College English Reading and Writing" course as an example, and conducts an in-depth study on the design and practice of "online + offline" integrated teaching of college English courses, aiming to explore effective teaching paths for non-English major undergraduate students.

2. Online and Offline Integrated Teaching Design

In 2014, professor Wen Qiufang proposed the theory of "Output-Driven, Input-Enabled Hypothesis " which emphasizes task-oriented output has a greater driving effect on language learning than learning input aimed solely at knowledge accumulation. Output is the motivation and goal for acquiring language knowledge skills, while input is the means of facilitating the completion of specific output tasks. Input actually lays a good foundation and necessary preparation for the next step of language output. Therefore, in the teaching and learning process of a course, teachers and students can choose the content and method of input learning according to the needs of completing the target task.

Blended teaching is not a simple combination of online and offline teaching content, but it is necessary to consider how to integrate in order to receive better teaching results, so as to form a synergy of education (Lee et al., 2017). Based on the theory of "Output-Driven, Input-Enabled Hypothesis ", the teaching design combines teaching content, teaching resources, teaching strategies, teaching activities, and teaching evaluation system, which takes the teaching objectives of the output terminal as the guide, designs online and offline activity tasks, and online tasks are mainly made to complete offline tasks. In addition, the setting of online and offline task duration fully considers the characteristics of knowledge point and teaching

objectives, and the teaching evaluation is mainly based on the degree of task completion and the quality of task completion.

3. Online and Offline Integrated Teaching Process

In the whole process, the teaching concept of "teacher-led and student-oriented" will be embodied in the class of "College English Reading and Writing". Students are the center of teaching activities, and teachers play a role in guiding and managing the implementation of various activities. Teachers design offline tasks according to teaching objectives, and the implementation of online tasks is driven by offline tasks, that is, the online learning activities of students and teachers are carried out with the goal of completing offline tasks. The online part is mainly divided into the following modules: video enjoying, text reading, topic exploration, unit testing; Offline learning includes classroom presentations and group activity. The teaching process is shown in the following diagram:
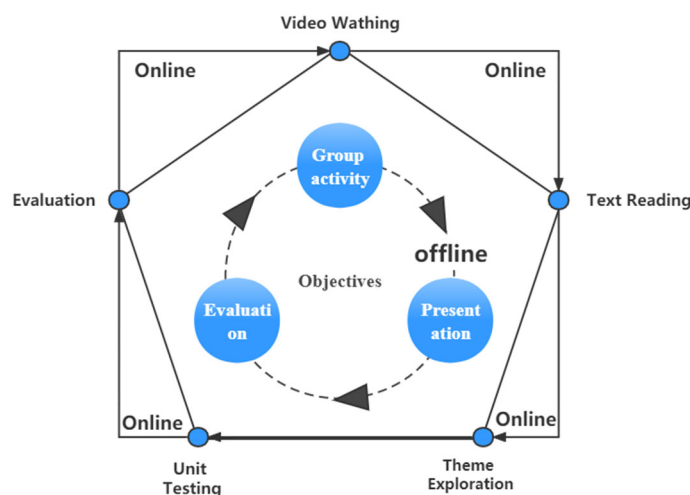

Diagram 1. The online and offline integrated teaching process

It requires teachers to design offline output activities based on the teaching objectives of each unit, and integrates learning contents around output activities. In the whole process, teachers and students work together, with students as the main body, and teachers mainly play a leading role. In the end of each unit, teachers mainly evaluate students' learning by homework assessment, unit testing, classroom performance reviewing, etc., while students clarify whether they have met the standard according to the completion of the target task.
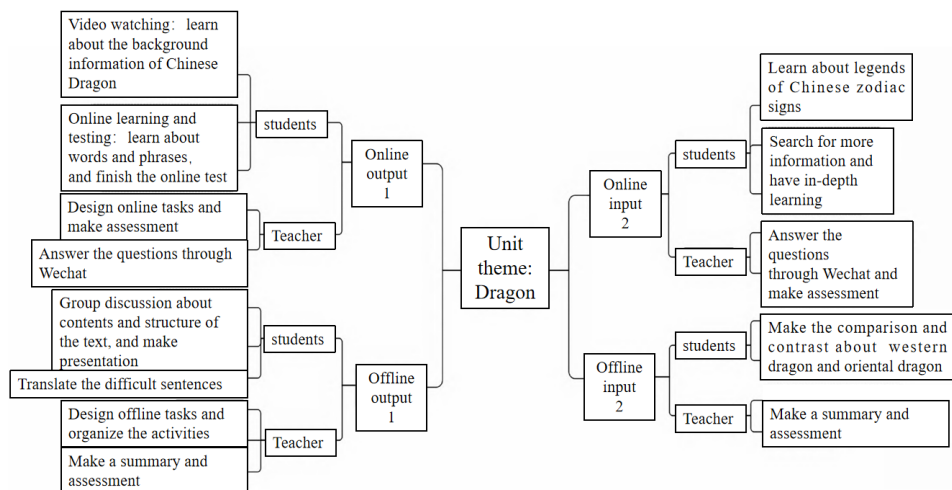
This thesis takes unit 2 of New Era Mingde College English as an example. This unit mainly centers around the theme of Chinese dragon. The objectives of this unit combine 4points. First, Learn about background information of Chinese dragon; second, grasp the vocabulary and sentence patterns of this unit; third understand the legends of Chinese zodiac signs; fourth, to recognize the profound contents of Chinese culture, and build cultural confidence and to realize the importance of spreading Chinese culture.

As shown in Figure 2: in the process of first online input and offline output, it designs activities around the first and second teaching objectives; in the process of second online input and offline input, it designs activities around the third and fourth teaching objectives, and the entire activity design is mainly based on the learning activities, driven by the completion of output tasks. Offline output of teaching activities are mainly to show logical thinking ability, language comprehensive use ability, expression ability, summary ability. In the teaching process, teachers and students each clarify their own task content, and cooperate with each other to finally complete the learning and teaching tasks of the unit. The teacher evaluates the student's learning through unit tests and homework completion, and the student also receives a checklist of tasks in the learning process of the unit after the unit learning.

4. Summary

Driven by the goal of language output activities, students' enthusiasm for learning and desire for knowledge are stimulated. In order to effectively complete the output activities, they are willing to seriously complete the online language input activity. In addition, online learning not limited by space and not easy to be disturbed by others. Meanwhile, there is no peer pressure of classroom learning and teacher on-site pressure, and students can control their own learning rhythm. Therefore, students can have a better engagement in the learning activities and the efficiency of new knowledge accumulation is relatively high.

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