Design and Practice of a University English Course Hybrid Teaching Model Based on the Output-Oriented Approach

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Abstract: With the gradual advancement of global economic integration, society's demand for quality English talents has become more urgent. The information era provides new ideas and models for college English teaching reform. The teaching model based on the output-oriented approach is task-driven, with the integration of learning and application as its core, and focuses on the perfect combination of language input and output, realizing the effective matching of modules of driving, promoting and evaluating, breaking through the bottleneck of "separation of learning and using" in previous teaching, and promoting the formation of an efficient cycle chain of blended teaching in English classes, which facilitates students' English output skills.

Keywords: output-oriented approach, colleges and universities, English teaching, blended teaching

Introduction

The rapid development of contemporary society and the increasing frequency of international exchanges have led to a growing demand for applied English talents. In line with national development and societal needs, universities should optimize localized foreign language teaching methods based on existing hybrid teaching models, guided by specific teaching theories. Efforts should be made to break through the bottlenecks of "separation of learning and application," "high scores with low abilities," and inefficient classroom time, effectively addressing the imbalance between traditional English "teaching" and "learning." The output-oriented approach is a hot topic in current localized language teaching research, with its essence being the integration of learning and application. Applying it to the university English hybrid teaching model, by constructing an integrated "drive-facilitate-evaluate" mechanism, helps to enhance students' learning motivation, highlight the cultivation of key abilities, and improve students' output awareness and level, assisting students in transforming knowledge into skills.

1. The connotation and application background of the output-oriented approach theory

American linguist Krashen has a unique and profound understanding of language learning, which includes two processes: acquisition and learning. Krashen points out that efficient input is a key factor in language learning, indicating that his theory focuses more on the input stage. In the field of second language acquisition, another influential figure is Swain, who proposed the Output Hypothesis. In Swain's research, he discovered the importance of language output, noting that speaking and writing are the main ways of language output, making language input more precise and efficient.

Combining the value of the Input Hypothesis with the advantages of the Output Hypothesis, both provide significant impetus for language learning, but neither is perfect. In response, the renowned Chinese linguist Wen Qiufang first

proposed the output-oriented approach in 2014. This theory is an extension of the output-driven hypothesis and is an effective innovation based on the actual situation of language teaching in China and the challenges it faces. The output-oriented approach mainly includes three core elements: teaching philosophy, assumptions, and processes.

Firstly, the teaching philosophy serves as the foundation and guiding ideology of this theoretical framework, primarily focusing on the integration of learning and application, leading to subsequent teaching assumptions and processes. The characteristic of the output-oriented approach is its learner-centeredness, aiming to help students achieve expected effective outputs and fulfill the goals of the learning center, ensuring that the "integration of learning and application" can take root. Secondly, by integrating the output-oriented approach, it not only maximizes students' motivation to learn and comprehensive communicative abilities but also allows students to develop critical thinking, master cross-cultural learning skills, and continuously consolidate their humanistic literacy, which is the main embodiment of "holistic education." Lastly, the teaching process of the output-oriented approach theory consists of three stages: "drive-facilitate-evaluate," highlighting the need for teachers to adjust their roles and identities in classroom teaching. However, in the process of reform, some teachers often show extreme phenomena, exacerbating the "separation of learning and application" in English learning. On the one hand, some teachers still adhere to the traditional intensive reading teaching model, unwilling to accept cutting-edge teaching thinking, neglecting the cultivation of language output abilities. On the other hand, some teachers blindly follow new teaching concepts, copying foreign teaching models, making classroom teaching seem very active, but the teachers do not play an effective guiding role, making it difficult to facilitate students' effective output.

2. Implementation principles of the hybrid teaching framework based on the output-oriented approach

With the in-depth integration of modern information education technology and English teaching, online + offline hybrid teaching has gradually become the norm.

Relying on the hybrid teaching model, it is possible to not only expand the time for teaching language input but also extend the dimensions of language input. In the context of the current compression of university English course hours and credits, the advantages of hybrid teaching have been highlighted, greatly improving teaching efficiency and student classroom participation. Of course, in the specific application of the hybrid teaching based on the output-oriented approach, it is also necessary to adhere to relevant principles.

2.1 Comprehensive integration of education as the primary principle

Online + offline hybrid teaching should be guided by the concept of comprehensive education, and any language teaching activities should be committed to effective learning, achieving the organic integration of learning and application. On the one hand, teachers need to actively respond to changes, helping students establish a scientific system of values from various channels and perspectives. On the other hand, teachers should fully leverage the rich resources of online teaching to cultivate students' national sentiments and correct values.

2.2 Student language output as the target principle

University English hybrid teaching has broken through the constraints of time and space, and teaching design based on the output-oriented approach should revolve around cultivating students' language output goals, continuously refining specific course education goals, and achieving progressive teaching objectives. Based on measurable teaching objectives, by creating new teaching mechanisms such as gold courses and flipped classrooms, students are provided with teaching methods for higher-order abilities, enhancing the innovation and challenge of courses.

2.3 Diversification of teaching content selection principle

In hybrid teaching, the selection of resources for university English courses has become more convenient and abundant. Therefore, teachers also need to rely on the output-oriented approach, and in the process of selecting course teaching content, they also need to timely supplement various contents, maintaining the intersection and integration of holistic education and English subject teaching. With diversified and challenging teaching content, students' comprehensive qualities are gradually enhanced.

2.4 Adhere to the problem-oriented principle

Currently, hybrid teaching is a major trend, and the effects achieved are obvious. To further accurately solve the problems existing in students, teachers also need to continue to adhere to the problem-oriented principle in the application of the output-oriented approach, maximizing the main body status of students in the classroom. By using advanced teaching technologies, teachers can build ladders for students and play the role of scaffolding.

2.5 The principle of objective and fair teaching evaluation design

According to the connotation of the output-oriented approach, both online and offline teaching links cannot be separated from objective and fair teaching feedback and protection, which puts higher demands on teaching evaluation design. Therefore, teachers should deeply practice, combine changes in student conditions, focus on online input and offline synchronous output, and give play to the effectiveness of teaching evaluation, enabling students to clearly understand the deficiencies in their learning, thereby effectively urging students to learn and achieving seamless integration of hybrid teaching and the output-oriented approach.

3. Application of the output-oriented approach framework system

Hybrid teaching is an inevitable product of the development of the information age and a powerful tool for higher education reform. In the teaching of hybrid English courses, it not only effectively continues the value of offline learning methods but also maximizes the irreplaceable advantages of online teaching. In recent years, the concept of hybrid teaching has been continuously enriched, but the core of the online + offline teaching model remains unshakable. Among them, the leading position of teachers is undoubted. Only under the guidance of teachers, with targeted inspiration and real-time supervision, can the initiative of students as the main body of teaching be effectively stimulated. Faced with the continuous impact of technological and industrial revolutions, hybrid teaching technology has become more mature.[1] In the context of the construction of "gold courses" and "double first-class" construction, if English teaching methods want to achieve new breakthroughs and innovations, it is necessary to break the thinking patterns, continuously break through the shackles of old teaching models, and actively create artificial intelligence and flipped learning situations based on the selection of online resources, ensuring that hybrid teaching remains dynamic and cutting-edge.

After years of practice and the efforts of teachers and students from many universities, the hybrid teaching model of university English has been writing new chapters. Based on the essence and connotation of the output-oriented approach theory, applying it to the reform of university English hybrid teaching, the original intention is to improve the quality and efficiency of courses, thereby cultivating more professional English talents for society. The previous text has discussed the three major systems of the output-oriented approach and analyzed the online and offline links in the hybrid teaching model. Then, the two are integrated and efficiently integrated to produce the best synergistic effect, which also needs to be precisely deployed in the specific design and structure. This paper analyzes the integration framework of the two from before school, before class, during class, and after class. First, in the pre-school stage, teachers need to adhere to the guiding concept of the integration of learning and application, perform statistical analysis of relevant student situation data before the course begins, and formulate corresponding teaching objectives and plans to help students complete the psychological and physical adjustment of course learning and make positive preparations. Secondly, in the pre-class stage, teachers are required to apply the concept of the pre-class stage, dedicated to providing services and guidance for students' online independent learning. The pre-class stage mainly includes the push and release of online learning tasks, mainly based on micro-courses and MOOC video resources, and the selected teaching resources and designed teaching videos must meet the needs of students. Students need to complete task activities independently in this stage, and teachers check the learning effects through a combination of online and offline methods. Thirdly, in the in-class stage, teachers need to guide the students under the guidance concept of input facilitation. On the one hand, teachers combine output tasks to provide students with further learning materials and do targeted guidance. On the other hand, students actively complete learning objectives according to the teacher's requirements and input knowledge, adopting learning methods such as group cooperation and inquiry, achieving effective facilitation of knowledge input. Finally, in the after-class stage, the application

concept focuses on evaluation to promote learning, achieving the output tasks under the predetermined goals. After-class teachers will present output tasks to students, and through learning before school, before class, and during class, students basically have the ability to complete high-quality tasks. After the task is completed, students need to complete self-evaluation feedback and peer evaluation to ensure that students understand, absorb, and apply knowledge efficiently.[2]

4. Optimization path of the university English hybrid teaching model applied to the output-oriented approach

In the new era, how can university English hybrid teaching efficiently apply the output-oriented approach? Teachers also need to optimize course positioning with output as the driving force, improve students' comprehensive language literacy with themes as the center, carefully design online and offline output tasks, create an open classroom, and enhance the interactivity and challenge of teaching. By constructing an objective, scientific, and comprehensive evaluation mechanism, building a first-class team of teachers, and enhancing the comprehensive effectiveness of value guidance and language education for students.

4.1 Optimizing course positioning with output as the driving force

The construction of "gold courses" in the new era is an important guiding direction for the reform of university English courses, providing a new handle for the cultivation of applied English talents in the new era. Under the guidance of "gold course" construction, the teaching goals of university English should focus on the strategic orientation of moral education, focusing on the development and cultivation of students' knowledge, abilities, and qualities. Around the course positioning of university English, according to the characteristics of the demand for English talents in the new era, the focus of hybrid course construction is to shift from the past single language knowledge teaching to a comprehensive transformation of comprehensive abilities and language application literacy. Since the past teaching model of "input dominated and output assisted" has been out of step with the times, adopting a teaching orientation of "output as the driving force" is the mainstream today. Therefore, university English hybrid "gold course" teaching should do a good job in the "online and offline two dimensions" of the same direction docking, ensuring that the two levels of input and output can be highly matched, in order to help students' language knowledge, abilities, and comprehensive qualities to be comprehensively improved. On the one hand, through online to achieve low-order knowledge input, such as watching MOOCs or micro-courses, which can stimulate students' desire to learn and make students understand the output tasks, so that they have a relatively clear understanding of pronunciation, vocabulary, grammar, and chapters during the preparation stage. On the other hand, combined with offline face-to-face classrooms to do further high-order knowledge output, helping students' oral, translation, and writing output, so as to comprehensively and accurately improve the quality of teaching.[3]

4.2 Improving students' comprehensive language literacy with themes as the center

University English teaching in the new era needs to keep pace with the times, which is not only driven by the current educational reform under the big environment but also an inevitable move to cultivate practically skilled individuals which are intensely demanded by society. University English teaching should focus on the construction of new liberal arts and strive to highlight the integration of multidisciplinary thinking. The advantage of hybrid English teaching lies in the flexible use of new applications, creatively integrating online and offline teaching resources based on student needs and course requirements, thereby improving students' comprehensive language literacy. According to the evolution process of university English course teaching content, the development of English courses is constantly updated with the development of the times, which is also an inevitable need for higher education to serve the national strategic needs comprehensively. Nowadays, college students' English practical ability is relatively weak, which will inevitably affect the efficiency of students' future engagement in related positions and even have a negative impact on their own development. Therefore, in the arrangement of classroom teaching content, hybrid teaching content needs to reflect the characteristics of interdisciplinary, which can serve the output well. While cultivating students' general English basic abilities, it is also necessary to creatively design theme-centered teaching modules, focusing on cultivating students' cross-cultural

communication abilities. Through the teaching of theme modules, students can broaden their international horizons, make it clear the differences between Chinese and Western cultures, deepen their understanding of local culture, and let students learn to do things in English, thus forming the correct values and enhancing students' academic standards and communication abilities.[4]

4.3 Carefully designing online and offline output tasks to create an open classroom

Hybrid teaching needs to arrange and coordinate teaching time. Among them, online independent learning time should account for 20%-50%, and then organically integrate with offline flipped classrooms. Combining a large number of practices has proven that flipped classrooms oriented by MOOCs, micro-courses, and SPOCs have achieved very good results and have been highly recognized by teachers and students. This is due to the seamless integration of online and offline promoting information technology and English teaching, thus having a positive promotional effect on course teaching. Applying the output-oriented approach to the reform of university hybrid teaching, by carefully designing online and offline output tasks, helps to generate new momentum for online input and offline output, thereby helping to build an open classroom. As mentioned earlier, the output-oriented approach is based on "drive, facilitate, and evaluate" as the core, which also corresponds to the three important stages of hybrid teaching, namely pre-class input, in-class flipping, and post-class consolidation. First, in the drive link, teachers can creatively set teaching objectives and output tasks, present them through micro-courses, and supplement them with relevant teaching resources. After students receive pre-class tasks, they can ask questions online at any time and become aware of their own language deficiencies and difficulties, which is convenient for subsequent targeted learning. Secondly, in the carefully designed offline flipped classroom, teachers check the effectiveness of online learning according to pre-class objectives, center on students' "learning," adjust the teaching pace in time, and thus provide immediate feedback and guidance to achieve the effect of "promoting learning." Finally, post-class teaching guided by the output-oriented approach relies on data interaction intelligent learning environment, and through precise online teaching resource cooperation and assistance, can significantly ensure that teaching achieves the expected output tasks.[5]

4.4 Constructing an objective, scientific, and comprehensive evaluation mechanism

The evaluation of university English hybrid teaching based on the output-oriented approach further highlights the objectivity, scientific nature, and comprehensiveness of output tasks. First, the evaluation weight is more rational. This is reflected in the evaluation taking into account both the learning process and the learning results of students, achieving a more coherent and complete distribution of online and offline evaluations, and comprehensively assessing students' learning abilities. Second, the evaluation methods are more diversified. This is reflected in online and offline evaluations being completed under the professional guidance of teachers, mainly through intelligent recording and review methods, as well as peer and teacher-student cooperative evaluation, with different scoring weights being more scientific, promoting students to deepen the learning process. Finally, the evaluation subjects are diversified. This is mainly manifested in the qualitative change of evaluation subjects, in the comprehensive evaluation system of teachers, students, and intelligent review, breaking through the shortcomings of process evaluation methods, and avoiding the subjective and one-sided defects of single teacher evaluation. In addition, the evaluation content is multidimensional. This is mainly manifested in the new type of evaluation method, which focuses on both the quality of task input and output, and also pays great attention to whether the teaching objectives are achieved or not. It can be seen that the evaluation method not only focuses on the assessment of students' language abilities but also expands the depth and breadth of the assessment, which is helpful to feedback course teaching optimization and improvement, thereby achieving high-order and challenging goals.[6]

4.5 Building a first-class team of teachers to enhance value guidance and language education effectiveness

In the practice of university English hybrid teaching, how to efficiently apply the output-oriented teaching method has put higher demands on teachers' professional qualities. First, teachers need to have noble moral cultivation, a consciousness and attitude of lifelong learning, and the ability to persist, continuously accumulating momentum in

information-based teaching. Second, university teachers need to timely change roles, take "output" as the goal, and guide tasks and problems, whether in the process of designing output tasks or organizing input materials, they need to act as good directors and effectively control the "degree" of scaffolding. Finally, university English teachers need to continuously improve their online teaching abilities and organically connect online and offline teaching to enhance the effectiveness of value guidance and language education. In addition, universities are required to build a first-class team of teachers, establish a complete training system, implement advanced training systems, regularly organize teaching discussions and research activities, and let teachers establish the concept of lifelong learning and the integration of learning and application, striving to be leaders in talent cultivation work.

In summary, the reform of university English online + offline hybrid teaching guided by the output-oriented approach has met the development of the times and the new needs of the new era for talents. It achieves the organic integration of "drive, facilitate, and evaluate" in the teaching process, which helps to solve the drawbacks of traditional English teaching and greatly improves the quality of university English education. For front-line teachers of university English, they still need to continuously study the theory of the output-oriented approach, and throughout the four stages of pre-school, pre-class, in-class, and after-class, they should run through the concept of the integration of learning and application in hybrid teaching. By constructing an integrated mechanism of "drive-facilitate-evaluate," the value and effectiveness of teaching reform can be maximized, and the effect of "learning for application, and application for learning" can be ultimately achieved.

Conflicts of interest

The author declares no conflicts of interest regarding the publication of this paper.

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