Research on the Construction and Practice of Online-Offline Blended Teaching Model in College English for Art Students Based on the POA Approach

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Abstract: The Production-Oriented Approach (POA) is a foreign language teaching theory with Chinese characteristics proposed by Professor Wen Qiufang's team at the China Foreign Language Education Research Center of Beijing Foreign Studies University. Based on the "Output Hypothesis", this theory emphasizes that the purpose of language learning is for effective output. In the context of rapid information technology development, this study applied the POA Approach as the theoretical foundation and uses the online-offline blended teaching model in college English courses for art students. After a 16-week experiment, data were collected through tests, questionnaires, and interviews to analyze the application effect of the POA-guided online-offline blended teaching model for college English among undergraduate art students in ordinary universities. The results showed that this model effectively improved students final grades and received high recognition from students, particularly in terms of online teaching and targeted explanations provided by teachers. This model successfully stimulated students learning enthusiasm and significantly enhanced classroom teaching effectiveness and course quality.

Keywords: Production-Oriented Approach (POA); College English Teaching for Art Students; Online-Offline Blended Teaching Model; Teaching Reform

Introduction

Over the past two to three decades, the reform of college English teaching in China has consistently been a hot topic among experts, scholars, and frontline teachers both domestically and internationally. With the evolution of times, discussions on various models of college English teaching reform have emerged in an endless stream, and many effective reform methods have been introduced. Among the subjects of college English teaching, there is a special group - art major college students. Due to the uniqueness of their major, they have a weak foundation in English, lack enthusiasm for learning, and lack learning strategies. After two years of college English learning, most of them still cannot acquire sufficient English knowledge. As for research on college English teaching for art majors, there has also been a trend of diverse opinions emerging in recent years. Flipped teaching mode, cooperative learning, multimodal information cognitive teaching mode, task-based teaching method, project-based teaching method, content-based teaching method, layered teaching method, etc., have all achieved better results than traditional classroom teaching.

Professor Wen Qiufang has a profound insight into the actual learning situation of Chinese students and has innovatively proposed the "Production-Oriented Approach," an English teaching theory with distinct Chinese characteristics. After more than a decade of meticulous refinement and practical testing, this theory has been continuously improved, effectively addressing the long-standing issue of the "disconnection between learning and application" that has plagued students. Through the carefully designed three teaching stages of driving, facilitating, and evaluating, this theory not only strives to enhance students' core English knowledge and skills but also focuses on shaping their emotional character, self-management abilities, and values, among other multidimensional qualities. Although the "Production-Oriented Approach" has garnered significant attention as a "learning-centered" teaching theory, the current research landscape remains somewhat limited, with most studies focusing on theoretical reviews, while empirical research on student learning outcomes remains scarce. The few practical studies that do exist indicate that this approach exhibits great potential in significantly improving students' English proficiency.

While universities are gradually implementing online teaching and MOOCs, shifting the focus of teaching from the traditional teacher-led model to a student-centered autonomous learning model, the current decline in student attendance in online open courses, coupled with students' insufficient self-control, makes it challenging for teachers to fully grasp the effectiveness of students' online learning. These issues pose new challenges to the blended teaching model. Therefore, blended teaching should not merely be a simple combination of online and offline teaching. Instead, it should integrate the teaching philosophy of production-oriented approach, harness the strengths of both online and offline teaching, and leverage the openness and flexibility of the internet to make teaching more systematic, targeted, and effective.

This article aims to explore the integration of the "Production-Oriented Approach" with online-offline blended teaching model, and design a blended teaching model suitable for art undergraduates. Through this model, we hope to improve students' English application ability and stimulate their interest in learning English, thereby promoting the reform of college English teaching.

Literature Review

Overview of Production-Oriented Approach

The Production-Oriented Approach (POA) is a foreign language teaching theory with Chinese characteristics proposed by Professor Wen Qiufang's team at the China Foreign Language Education Research Center of Beijing Foreign Studies University. Based on the "Output Hypothesis", this theory emphasizes that the purpose of language learning is for effective output[1].

Over nearly a decade of development, the research on POA has yielded significant achievements. This is primarily reflected in four aspects: (1) Continuous improvement of the theoretical system. POA was proposed by Professor Wen Qiufang and her team, with core concepts including "Learning-Centered Approach," "Integration of Learning and Application," and "Holistic Education Approach"[1,2]. These concepts aim to address the long-standing issue of "separation of learning and application" in Chinese foreign language teaching. Additionally, POA proposes three main teaching hypotheses: "Output-Driven Hypothesis," "Input-Facilitated Hypothesis," and "Selective Learning Hypothesis"[1]. These hypotheses provide theoretical support for the teaching process. Furthermore, the teaching process of POA includes three stages: "Driving," "Facilitating," and "Evaluating." Through the cyclic implementation of these three stages, effective learning is promoted to occur[1]. (2) Extensive empirical research has been conducted. POA has been widely applied in various types of courses, including college English[3], ESP (English for Specific Purposes)[4], and Chinese as a foreign language[5], achieving significant teaching effectiveness. Multiple empirical studies have shown that POA can significantly improve students' English listening, speaking, reading, and writing skills[6], enhance students' autonomous learning ability, and boost students' learning interest and motivation[7]. Meanwhile, researchers have provided numerous specific teaching cases, such as oral English teaching based on POA[8], writing teaching[9], and reading teaching[10], demonstrating the practical application of POA in different teaching scenarios. (3) Teacher development and research community. The implementation of POA poses higher demands on teachers' professional abilities. Therefore, related teacher training[11] and the construction of a research community have become important topics. Some researchers have proposed establishing a cloud-based teaching and research community[12] to promote experience sharing and professional growth among teachers, and enhance teachers' understanding and application abilities of POA. Wen Qiufang has studied the developmental stages and influencing factors in the application of POA[11], providing guidance for teachers' professional development. (4) Innovation in evaluation methods. POA proposes a new evaluation form of Teacher-Student Cooperative Assessment (TSCA)[13], emphasizing the goal of learning through evaluation and promoting learning through evaluation through the joint participation and interaction of teachers and students. Meanwhile, combining various evaluation methods such as peer review and machine scoring[14], a diversified evaluation system is constructed to improve the accuracy and effectiveness of evaluation.

Among them, the empirical research on POA has garnered the most attention from researchers. Conducting larger-scale and longer-duration experimental studies[15] to verify the universality and effectiveness of POA in different teaching environments and student groups holds profound significance.

Overview of Blended Teaching Model:

The concept of blended learning can be traced back to the United States in the late 1990s, and it attracted widespread attention from experts and scholars in the global education community from its inception. However, the academic community has yet to reach a unified understanding of the specific definition of blended learning. Scholars Singh and Reed proposed that the core of blended learning lies in achieving a balance and optimization between learning costs and learning outcomes, aiming at achieving the best teaching effectiveness[16]. Driscoll emphasizes that blended teaching integrates various online technologies, teaching theories, and instructional design strategies, and aims to achieve excellent teaching outcomes through organic integration with traditional classroom teaching[17]. Garrison et al. further point out that blended teaching is based on innovative teaching concepts. Teachers implement teaching in stages according to the characteristics of the teaching process, optimize the teaching effectiveness at each stage, and ultimately achieve comprehensive mastery of knowledge by learners[18].

Entering the 21st Century, the concept of blended teaching was introduced to China. In 2003, Professor He Kekang explicitly proposed that the blended teaching model should fully leverage the respective advantages of traditional teaching models and e-Learning (digital teaching) models[19], and advocated for the application of blended teaching in curriculum teaching, constructing a new teaching model with teachers as designers and students as protagonists. The following year, Professor Li Kedong refined blended teaching, proposing a teaching model consisting of eight steps, which restructured teaching concepts and strategies in the teaching process through the mutual complementarity of face-to-face teaching and online teaching[20]. Since then, a number of scholars have conducted systematic and in-depth research on blended learning teaching models, among which Li Fengqing and Han Xiaoling have conducted in-depth discussions on the evaluation system of blended teaching quality[21]. In addition, some researchers have applied blended teaching models to the teaching of specific schools and courses, enriching the connotation of blended teaching, integrating technological means, and blending online teaching scenarios. For example, Liang Dingqiang and Yu Jianhua designed a blended teaching model for the news English course with the characteristic of "1+2+X" based on school-based characteristics[22]; Chen Xirong adopted a blended teaching model combining MOOCs and rain classrooms in business English courses based on content-based teaching concepts[23]; Lv Xiaomin explored the application of MOOC-based blended teaching models in college English teaching, achieving effective integration of online teaching and traditional classroom teaching[24].

From theoretical discussions to comparative experiments, and further to the exploration of the teaching effectiveness of blended teaching models, related research has emerged in an endless stream. Most research results have affirmed the superiority of online and offline blended teaching models. However, it is worth noting that in the existing published literature, researchers often use a single theory for practical research, and empirical research combining second language acquisition theory is still scarce. Currently, no scholar has conducted research on the organic combination of POA and blended teaching model. In addition, as an important component of blended teaching, research on online teaching mainly focuses on the exploration of effective teaching models for college English, while there is a lack of attention to effective evaluation of online teaching. At the same time, there is still insufficient exploration of online learning, the complementarity of online and offline learning, and the influencing factors for optimizing college English teaching under the blended teaching model.

Construction of Online-Offline Blended Teaching Model Based on POA
The core assumption of the production-oriented teaching method lies in the concept of "output-driven", which advocates that learners should first attempt language output independently, thereby deeply understand the importance of outputting language. When students encounter difficulties in attempting output and realize their own shortcomings, teachers intervene in a timely manner, providing precise information input based on the production goals and the challenges faced by students, helping each student steadily improve their language proficiency and achieve self-transcendence. Meanwhile, "input facilitation" places more stringent requirements on teachers, who need to carefully design a series of teaching tasks that truly meet the needs of students, fully stimulate their interest in learning, and inspire their intrinsic motivation, so that input and output tasks complement each other and comprehensively improve students' learning efficiency.

Based on the above facts, the "Selective Learning Hypothesis" emerged as the times required. It flexibly adjusts learning paths based on the conclusions of the "Input-Induced Hypothesis", and selectively selects the language knowledge, content, and discourse structures that students need. At the same time, the concept of "learning through assessment" is particularly emphasized. It advocates for the joint participation of teachers and students in evaluation, closely integrating evaluation with learning, making instant evaluation in the classroom an indispensable part of the teaching process.

Adhering to this advanced teaching philosophy, this article ingeniously integrates an online and offline blended teaching model into the specific teaching design. This model is divided into two major components: online driving and offline facilitating. Online teaching runs through the entire teaching process, with a focus on pre-class driving learning and post-class consolidation and evaluation stages. In the early stages of experimental teaching, teachers will briefly introduce the theory of production-oriented approach to the students in the experimental class, and encourage them to actively output their learned knowledge, in order to achieve the teaching effects of "promoting learning through application" and "learning through application". At the same time, teachers will also impart the Feynman learning method to students, which means that "the best students can clearly articulating the knowledge learned".

In specific teaching practices, teachers will push relevant teaching videos through WeChat groups two days before class. These videos are carefully selected according to the English proficiency of the target students from platforms such as XueXi QiangGuo, China University MOOC, and TED website. At the same time, teachers will also post pre-class tasks on online platforms to stimulate students' enthusiasm for discussion and guide them to develop interest in the upcoming content. Students will independently preview texts and learn key words and phrases through online platforms. The day before class, teachers will post simple test questions online, such as fill in the blanks with the correct words and judge true or false, to understand students' preview situation and their interest in the content of the unit. In this way, students can learn more targetedly in classroom teaching, thereby improving learning efficiency.

In classroom teaching, teachers serve as facilitators while students are at the core. Teaching activities are closely centered around students' learning needs and encompass a range of language and ability development. During class, students are allowed to flexibly use their mobile phones and complete a series of teaching activities issued by the teacher through online platforms. For instance, students work in groups to analyze key and difficult points in the text, fostering their goal awareness. They also engage in problem-oriented group discussions addressing issues and challenges encountered in their learning, cultivating their problem awareness and problem-solving skills. Throughout the teaching process, teachers provide timely evaluations and positive encouragement. Additionally, teachers organize activities such as class debates, role-playing, and critical thinking exercises, and conduct online check-ins and high-frequency word summaries to achieve the goal of cultivating innovative talents. Through the effective integration of evaluation and teaching, teachers can truly implement individualized and personalized teaching, thereby optimizing teaching effectiveness.

After class, students can continue their in-depth learning on the online platform, engaging in activities such as critical thinking training, completing post-class reinforcement quizzes, and writing article summaries and comparative continuation essays. These activities aim to reinforce the relatively weak English language skills of students in science and engineering colleges and improve their English output ability. Among them, the article summaries and comparative continuation essays completed by students after class can not only be automatically graded by online machines but also evaluated by comparing them with text summaries, teacher-student mutual evaluation, and peer-peer evaluation. This approach not only plays a role in peer-promoting learning but also cultivates students' English application ability, enabling them to integrate knowledge with practice and apply what they have learned.

The following is the specific teaching process and activity arrangement for the online-offline blended teaching model based on POA:

Pre-class Preparation Stage:
Online resource preparation: Teachers prepare relevant online resources such as teaching videos, PowerPoint presentations, and reading materials based on teaching objectives and content, and upload them to the learning platform.
Task issuance: Teachers issue preview tasks, requiring students to watch online teaching videos, read relevant materials, and complete online tests or assignments.

Teaching Implementation Stage:
Online driving: Through various forms such as online videos, audios, graphics, and texts, stimulate students' interest and motivation in learning, and clarify learning tasks and goals.
Offline facilitation: In the classroom, teachers provide targeted explanations and facilitation activities based on the problems and difficulties encountered by students during online learning, guiding them to complete language production tasks.
Interaction and Feedback: Through group discussions, role-playing, debates, and other forms, enhance interaction and cooperation among students, while the teacher provides timely feedback and guidance.

Post-class Evaluation Stage:
Immediate evaluation: Conduct immediate evaluation of students' output tasks in class, point out their strengths and weaknesses, and provide suggestions for improvement.
Delayed evaluation: Conduct delayed evaluations of students' learning outcomes through forms such as homework and tests, to reinforce the knowledge learned.
Reflection and Summary: Teachers and students jointly reflect on and summarize the teaching process, distill experience, identify problems, and propose improvement measures.

A Practical Study on the Online-Offline Blended Teaching Model Based on POA
Research Questions:
This study aims to investigate the effectiveness of an online-offline blended teaching model based on POA theory. The specific questions are as follows:
1. Can this teaching model significantly improve the English learning performance of art college students?
2. What is the level of recognition and satisfaction among students towards this teaching model?
3. What are the issues encountered during the implementation of this teaching model? How can it be improved?

Research Object:
The subjects of this study are 440 freshmen of 16 classes, including majors as art, music, and sports, from a comprehensive university in Hunan Province, China. Since the number of classes for each major is even, each major has half of the classes (a total of 221 people) served as the experimental group, adopting an online-offline blended teaching model based on POA, while the other half (comprising a total of 219 students) the control group, adopting the traditional teaching mode, which did not utilize POA and online-offline blended teaching model. There is no significant difference in the average scores of the students from these 16 classes in the college entrance examination.

Data Collection and Analysis
This study comprehensively employs a combination of quantitative and qualitative research methods to thoroughly explore three core research questions. Specifically, the research utilizes various means such as survey questionnaires, comparisons of pre- and post-test scores, and semi-structured interviews to provide complementary evidence for the research findings.
Before the experiment began, all the 440 students participated in an English test, with the test questions and difficulty carefully designed according to the standards of the College English Test Band 4 (CET-4). The scores from this test served as the baseline for the pre-test of the study. After a semester (16 weeks) of experimental teaching intervention, we once again used the students' final exam scores as the evaluation basis. The final test questions and difficulty were still designed according to the standards of CET-4, aiming to objectively compare the academic progress differences between the experimental group and the control group.
To more accurately grasp the overall learning situation of students before the experiment, the researcher carefully designed a semi-structured interview. Based on the distribution of pre-test scores, the researcher randomly selected 10 students with excellent English performance, 10 with average English performance, and 10 with poor English performance from the experimental group and control group, respectively, for in-depth interviews.
For the students in the experimental group, the teacher introduced the specific requirements of production-oriented approach and blended teaching in detail at the beginning of the semester, ensuring that students were familiar with and mastered the various functions of the online teaching platform. On this basis, students were required to complete a series of teaching tasks issued by the teacher on the online teaching platform. After a semester of learning, the teacher distributed survey questionnaires to the students in the experimental group and the control group on the Wenjuan platform. The questionnaire used the "Self-Perception Scale of Students on Blended Learning" developed by Xie Ping[25]. The questionnaire used a 5-level scale, with scores ranging from 1 to 5 respectively represent "very inconsistent" to "very consistent", possessing good reliability (Cronbach's α=0.918 (>0.8)) and validity (KMO=0.834>0.5, p=0.000<0.05),

enabling students to accurately express their acceptance and recognition of the blended teaching model. Students submit the completed questionnaire online. After the experiment, the researcher recorded and transcribed the content of the semi-structured interviews, and systematically classified and analyzed these qualitative data.

Research Analysis and Discussion
Analysis of Test Results:
Before the experiment began, an independent samples t-test was conducted on the students' pre-test scores to confirm that there was no significant difference in English performance between the experimental group and the control group, thus fulfilling the basic premise of the teaching experiment. After a semester-long, 16-week teaching experiment, the students' final exam scores were used as the basis for post-test evaluation. Both the pre-test and post-test question designs strictly followed the standard question types of CET-4, with the objective question section scoring 70 points and the translation and writing sections each accounting for 15 points. The objective questions were accurately scored by an automatic answer-sheet reader, while the subjective questions were evaluated by a experienced senior teacher who has much experience in grading CET-4 papers to ensure that the grading standards for students in both classes remain consistent and unique.

This experiment involved a total of 440 students, and their pre-test and post-test scores exhibited normal distribution characteristics, providing a suitable data basis for conducting an independent sample t-test again. After conducting a detailed data analysis using SPSS software, as shown in Table 1, there was a significant difference in the scores of the experimental class students compared to the control class students ($P=0.003<0.05$), and the average score difference between the two classes reached 6.06 points. This result strongly demonstrates that, compared to the traditional teaching model, the online-offline blended teaching model based on the production-oriented approach theory has significant advantages and effects in improving students' English proficiency.

Test	N	Mean	SD	t	Sig.(2-tailed)
The Experimental Group	221	71.46	10.23	3.87	0.001
The Control Group	219	65.87	9.87		

Table 1: Independent Samples T-Test of the Final English Exam Scores between the Experimental Group and the Control Group

Analysis of Questionnaire Results:
The researchers distributed a total of 221 questionnaires, successfully collected 214 valid questionnaires, achieving a high response rate of 96.8%. All the students participating in the survey were from the experimental group. This questionnaire covered two major aspects: online learning and in-class learning, with a total of eight questions set.

According to the overall data analysis, students' satisfaction with the online and offline blended teaching model adopted by teachers is as high as 89.28%. Among them, the highest scoring item is the sixth one, "It is necessary for teachers to review and explain the textbook content in class." which has received 95.53% student approval; the lowest scoring item is the eighth, "Group discussions and cooperative learning methods conducted in class this semester have been helpful to me." but student satisfaction has also reached 78.51%. The above data is detailed in Table 2.

These data results fully indicate that, based on POA, students are able to actively engage in online preview before class, and teachers' feedback on online assignments is extremely helpful to students. This teaching model enables students to grasp the key and difficult points of the unit more efficiently during classroom learning, and also promotes students to participate more actively in group activities both inside and outside the classroom.

Category	Facts	Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree
Online Learning	Watching teachers' instructional videos on the online platform after class is very helpful to me.	39.25%	28.04%	22.9%	9.34%	0.47%
	The prerequisite knowledge in the online platform course is very helpful to me.	39.72%	28.97%	21.96%	9.35%	0%
	The content explained by teachers in the online platform course is very helpful to me.	43.93%	24.3%	21.5%	9.8%	0.47%
	The teaching demonstrations by teachers in the online course are very helpful to me.	43.46%	25.7%	21.03%	9.81%	0%
	The feedback and grading on assignments by teachers on the online platform are enlightening to me.	45.8%	29.44%	19.63%	5.13%	0%
Classroom Learning	It is necessary for teachers to review and explain the textbook content in class.	49.53%	26.64%	19.36%	3.07%	1.4%
	The approach of incorporating video analysis into teaching within the classroom is inspiring.	42.06%	21.5%	21.03%	14.94%	0.47%

Group discussions and cooperative learning methods conducted in class this semester have been helpful to me.	37.38%	23.83%	17.3%	18.64%	2.8%

Table 2: Students' Self-perception of Blended Learning

Analysis of Interview Results:

The researcher randomly selected 10 students to participate in a semi-structured interview, aiming to delve into their learning experiences. The interview focused on three core issues: their preference for the online-offline blended teaching model based on POA; the effectiveness of this model in improving their English proficiency; and their suggestions for improving this teaching model.

The interview results indicate that students generally express high recognition towards this blended teaching model. For instance, Student A shared in the interview that by utilizing online apps for learning, he profoundly experienced the convenience and flexibility of learning, enabling him to immerse himself in English learning anytime and anywhere. Additionally, he could review key points of articles repeatedly after class and utilize translation functions to aid comprehension, which greatly benefits the improvement of reading and speaking skills. Online learning makes monotonous vocabulary vivid and interesting, and the application of information technology not only optimizes the English learning process but also broadens the knowledge horizon.

In addition, this teaching model effectively stimulates students' intrinsic motivation to learn English. Student B mentioned that after adapting to the new teaching model, his learning enthusiasm has significantly increased. The online platform allows for repeated practice of assignments, and as his usual grades steadily improve, his motivation to learn English becomes increasingly strong. In class, he can focus more on key content, making up for the lack of previewing outside of class. Overall, he is full of praise for this teaching model.

After a semester of learning, the students hope that the teacher can share more grammar knowledge both in and out of class, especially for those with relatively weaker English proficiency. Both Student C and Student D expressed in the interview that it would be more comprehensive if the online platform could provide more systematic grammar learning resources. After all, class time is limited, and it is difficult for teachers to cover everything and take care of every student. The interview results also indirectly reflect that the students' learning attitude has shifted from "passive learning" to "active learning," and their autonomous learning ability has been significantly improved.

In summary, the practice of the blended teaching model in college English based on the production-oriented approach theory not only promotes students to participate more deeply in classroom activities but also facilitates a shift in the role of teachers. Teachers have become planners of teaching design, guides of activities, and staunch supporters of students. This teaching model provides students with space and time for autonomous learning (Zhang Lingli, 2017), enlivening the classroom, boosting students' enthusiasm for learning, enabling flexible application of knowledge, comprehensively improving their abilities, and shaping their values.

Through the above analysis, it is not difficult to find that students unanimously believe that the clever combination of POA and blended teaching model has had a positive impact on their English learning. This is specifically manifested in the increased interest in learning, the increased opportunities for language practice, and the improvement of language expression ability and logical thinking and analysis ability. It can be seen that in the context of the vigorous development of Internet information technology today, closely integrating the teaching concept of POA with the blended teaching model of online and offline can effectively solve the problems of lack of learning motivation and poor learning effectiveness in traditional college English teaching. This is precisely where the profound significance of the blended teaching model based on POA lies for current college English teaching.

Conclusion:

This study is grounded in the Production-Oriented Approach (POA) theoretical framework, which embodies Chinese characteristics. It innovatively designs an online-offline blended teaching model tailored for college English instruction among art undergraduates in a regular comprehensive university. The research findings indicate that this teaching model not only gains widespread recognition from students but also effectively stimulates their intrinsic learning motivation, significantly enhancing their English learning outcomes. However, there are still some limitations in this study. Given that enhancing students' abilities and language proficiency is a gradual and long-term process, this study was only implemented for one semester, resulting in some teaching activities not being fully implemented. Meanwhile, the online and offline teaching evaluation systems still need further optimization and improvement.

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