



The Exploration of O2O Teaching Mode in College English Classroom

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Abstract. With the wide application of the multimedia and Internet-based technology in college English class, college-teaching mode has become the core issue of teaching reform and practice. With the help of mosoteach app teaching platform, based on the theory production-oriented approach and combined with the questionnaire and the characteristics of private undergraduate students, this research puts forward O2O with “one body and two wings” College English teaching model to improve students’ autonomous learning competence. Meanwhile, through comparing and analyzing the traditional college English teaching mode and the O2O with “one body and two wings” college English teaching mode, this research attempts to enlighten the future online and offline hybrid English teaching.

Keywords: O2O · One body and two wings · Production-oriented approach

1 Introduction

With the development of modern educational technology, systematic teaching, which uses communication, network, multimedia, computer equipment and technology, breaks the traditional space-time constraints, meets the sharing of high-quality educational resources, and then promotes the educational efficiency. It becomes more and more popular with educators and students. The traditional college English teaching model is relatively backward in development, which is difficult to adapt to the current situation and requirements of social development, and difficult to meet the needs of college students’ psychological and competence development. Therefore, with the help of mosoteach app teaching platform, based on the theory production-oriented approach, through investigating private undergraduate students’ college English teaching model, this research puts forward the O2O with “one body and two wings” college English teaching mode to help improve students’ autonomous learning competence.

2 Theoretical Framework

The production-oriented approach is based on the premise that output is motivating. First, set a certain task to check students’ knowledge gap and language gap in the output task, and then provide support-learning exercises according to the gap to strengthen the

training of corresponding knowledge gap, so as to provide support for the next output stage. The motivating, enabling and assessing in the teaching process are linked, which requires teachers to plan the design and mode of the curriculum framework and give clear goal guidance. Therefore, the teaching mode of O2O with “one body and two wings” college English teaching mode requires teachers to design appropriate output tasks before class according to the content and teaching objectives of the class, and then upload specific communication scene tasks and background materials (audio, video, text story or report, etc.) through the mosoteach app teaching platform at the beginning of class as the motivating. For the output tasks assigned by teachers, students can select background materials according to the needs of the tasks, carry out group division learning and complete the learning of background materials within the specified limited time.

The effectiveness standards of the promotion links are divided into: accuracy, gradualness, diversity and portability. In the O2O with “one body and two wings” college English teaching mode, teachers should select fresh and appropriate input materials for students, and students’ output should change from possible incorrect or low-end expression to appropriate or high-end expression. Then in the input material learning segment, teachers design various activities or methods, such as filling in the blank, connecting, rewriting and other teaching activities to let students learn and acquire the language knowledge they lack to complete the output task, so as to improve the output quality pointedly; The online teaching organization is carried out with the aid of group evaluation, brainstorming and other activities in mosoteach app so as to motivate the students’ enthusiasm to participate. The whole process attaches great importance to the guiding role of teachers. Teachers play a scaffolding role in the O2O with “one body and two wings” college English teaching mode so that the O2O with “one body and two wings” college English teaching mode can facilitate teaching more flexibly and conveniently.

Based on the current situation of college English teaching and the production-oriented approach, this research designs the basic process of carrying out the O2O with “one body and two wings” college English teaching mode (see Fig. 1).

3 Methodology

3.1 Research Questions

This research attempts to explore the O2O with “one body and two wings” college English teaching mode to improve students’ interest in English learning and promote students’ autonomous learning competence to deepen college English Classroom Teaching. This research adopts an unbalanced mixed design—both quantitative and qualitative designs are used but they differ in their roles in answering the research questions. In this research, the quantitative results play a dominant role while the qualitative findings are used to illustrate the quantitative results. To examine the effect of the O2O with “one body and two wings” college English teaching mode questionnaires were designed to find answers to the following questions:

1. Can the O2O with “one body and two wings” college English teaching mode effectively improve academic achievement?

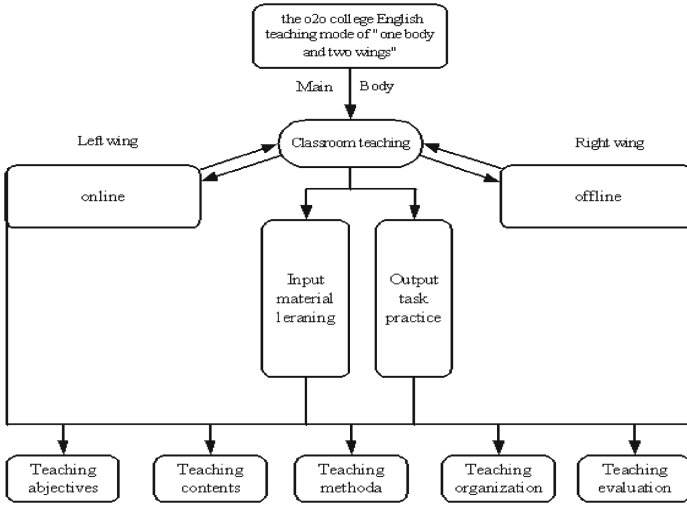


Fig. 1. “One Body and Two Wings” College English Teaching Mode

Table 1. Information about Participants

Class	Number	Teaching Mode	Gate
control class	30	traditional classroom teaching mode	freshmen
experimental class	30	the O2O College English teaching mode	freshmen

2. Can the O2O “one body, two wings” teaching model improve students’ attendance and autonomous learning competence in English learning?

3.2 Participants

Through theoretical study, literature reading, other people’s experience reference, and teaching effect reflection, this research chose 10 full-time teachers and 60 students to conduct English language competence tests, questionnaires and interviews on the O2O “one body, two wings” teaching model and students’ autonomous learning competence. In this survey, 60 college students who are in the first grade at one university participated this study. They were divided into two classes. The control class which consisted of 30 students adopted the traditional classroom teaching mode. The Experimental class which consisted of 30 students applied the O2O with “one body and two wings” college English teaching mode. Basic information of all participants in this research is given in Table 1.

3.3 Procedures

The O2O with “one body and two wings” college English teaching mode is implemented for the students in the experimental class and the process evaluation mode is adopted

to continuously collect the learning process data in the learning process. The students in the control class adopted the traditional summative evaluation. At the end of the study, the effects of the experimental class and the control class have been tested. The questionnaire was done in the classrooms and finished by participants within 50 min to find out whether the O2O with “one body and two wings” college English teaching mode is helpful to improve students’ autonomous learning competence. The participants were required to answer two parts questions according to their understanding and their own condition. Before the questionnaires were distributed to the participants, it was made clear to them that the purpose was only to learn about College English Teaching. It has nothing to do with their marks. They had to do the questionnaires individually. Thus, participants could give a valid data. Finally, the validity of the experiment is verified and the conclusion is drawn.

4 Result and Discussion

4.1 Statistical Analysis of College Students’ English Competence

The level of college students’ English competence is judged by their scores in the test. The higher the score is, the better the English competence is, vice versa. According to Fig. 2, the distribution curves of two classes can be roughly seen as in normal distribution. From the Table 2, it can be seen clearly that the means of each class from control class to experimental class are 63.03 and 63.96 points orderly against the full score 100. The highest score is 83 and the lowest score is 30, and none of the college students who are surveyed get completely correct answers for all the choices in the test. We analyzed the data of control class and experimental class through SPSS26 (the Statistical Package for the Social Sciences). As Table 2 shows, we can see that the college English competence of control class and experimental class is not statistically significant: their maximums are respectively 82 and 83, their minimums 45 and 30 and their means 63.03 and 63.96 show roughly the same. T-test is often used to examine whether the differences between the means of the two samples are significant. In the present research, the T-test is applied to test the mean differences between control class and experimental class. As is shown in the Table 3, the P value is 0.685 (marked differences are significant at $P < 0.05$), so there is no significant difference between control class and experimental class.

4.2 Statistical Analysis of Control Class and Experimental Class

The O2O with “one body and two wings” college English teaching mode which is based on the POA (production-oriented approach) has been applied in the experimental class for two semesters. We try to compare and analyze the control class and experimental class’s process test data from the aspects of language facilitating teaching effect and students’ autonomous learning competence. As Table 4 shows, mean of experimental class (83.7) is much higher than control class (66.5), thus this difference is statistically significant $P < 0.05$ ($t/ = 8.918$, $df = 29$, $P = 0.000$) on the basis of a t-test (see Table 5). It has been proved that experimental class has a higher English language competence than control class. The experimental class received the O2O with “one body and two

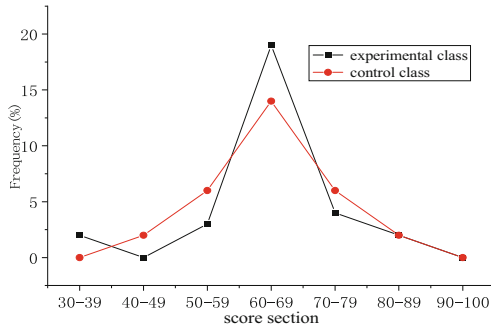


Fig. 2. Students' English Competence

Table 2. Descriptive Pre-trial Test of English Competence

Participant	Minimum	Maximum	Mean
control class	45	82	63.03
experimental class	30	83	63.96

Table 3. Paired-samples Test of Pre-trial Test of English Competence

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Control class-experimental class	.933	12.495	2.281	-3.733	5.599	.409	29	.685

Table 4. Descriptive Post-trial Test of English Competence

Participant	Minimum	Maximum	Mean
control class	38	85	66.5
experimental class	70	90	83.7

wings” college English teaching mode for two semesters is well raised in the language competence. Thus, our first research question has been answered that The O2O with “one body and two wings” college English teaching mode can effectively improve academic achievement.

Table 5. Paired-samples Test of Post-trial Test of English Competence

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair1	Control class- experimental class	17.100	10.502	1.917	13.178	21.022	8.918	29	.000

Table 6. Descriptive Students' autonomous Learning Ability

Participant	Minimum	Maximum	Mean
control class	60	83	74.4
experimental class	70	87	77.7

The present study uses the college English autonomous learning competence questionnaire to investigate the autonomous learning competence of the control class and the experimental class, and analyzes the data. As Table 6 shows, mean of experimental class (77.7) is higher than control class (74.4), thus this difference is statistically significant $P < 0.05$ ($t = 2.5$, $df = 29$, $P = 0.018$) on the basis of a t-test (see Table 7). To make a further understanding of the autonomous learning competence of the control class and the experimental class, an analysis and comparison are made concerning students' attendance rate. The results are presented in the following Fig. 3. The figure shows that experimental class' attendance rate is higher than control class. It shows some tendency of experimental class' advancement in students' attendance rate, compared with control class. So we can see that the O2O with "one body and two wings" college English teaching mode cultivates students' interest in English learning and at same time it improves students' attendance rate and students' active learning competence. So the second research question has been answered that the O2O with "one body and two wings" college English teaching mode can improve students' autonomous learning in English.

Table 7. Paired-samples Test of Students’ autonomous Learning Ability

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair1	Control class- experimental class	-3.333	7.303	1.333	-6.060	-6.060	-2.500	29	.018

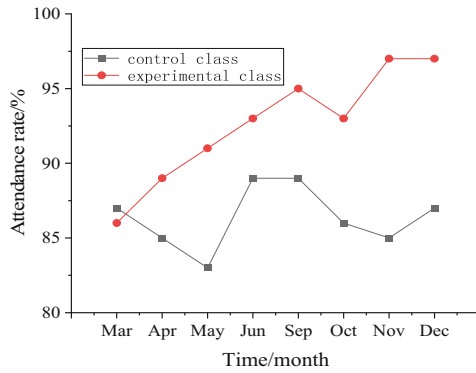


Fig. 3. Students’ English Class Attendance Rate

5 Conclusion

The concept of “POA” is applied in the process of curriculum content design, teaching mode improvement and process evaluation methods, so that teachers and students have a clearer goal and better reflect the function of language output in the process of language learning. Under the theoretical framework of “POA”, the O2O with “one body and two wings” college English teaching mode enriches the form of classroom design, promotes the implementation effect of each link, and makes the classroom more abundant, flexible and effective. The usage of the mosoteach APP in college English teaching makes it convenient for teachers to provide teaching resources and release design tasks to students. Meanwhile, students can also arrange their own schedule. The O2O with “one body and two wings” college English teaching mode makes up for some shortcomings of the traditional classroom, breaks the time and space constraints of the classroom, extends the classroom contents and activities to the pre class and post class, and expands to the participation of all staff at the same time.

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