



A Study on the Effectiveness of the Blended Online and Offline Teaching Model of College English under the OBE Concept on the Enhancement of Autonomous Learning Ability

Xin He*

School of international education, Dalian Polytechnic University,
Dalian, 116034, Liaoning Province, China

*Corresponding author: Xin He, 18040148369@163.com

Abstract. With the advent of the "Internet +" era, the network has achieved full coverage, and intelligent devices have been widely used in classrooms. Through a systematic investigation of the practical situation of college English teaching, it reveals the effectiveness of the online and offline blended teaching model based on the OBE concept in enhancing college students' practical English application ability and autonomous learning ability. At the same time, the research also points out some difficulties and challenges encountered in the implementation process. The article aims to provide theoretical support and practical guidance for improving the college English teaching model and is expected to offer valuable references and inspirations for related educational practices.

Keywords: OBE concept; college English; English teaching; blended teaching

1 Introduction

1.1 Pay Attention to the Test and Despise the Practical

Traditional English education pays more attention to how to deal with various kinds of English tests by strengthening the imparting of theoretical knowledge. ^[1]Teachers integrate and sort out the theoretical knowledge of English language logic and English grammar, and instill the knowledge to students in class, laying the foundation for students to effectively complete the corresponding exams and achieving the final teaching goal. In addition to professional teaching, college English should also undertake the relevant work of senior high school English teaching ideas and models. However, at present, many teachers do not pay enough attention to the improvement of students' oral English ability, and the teaching effect is not ideal. College students have experienced intense review for the college entrance examination before entering the campus, so their enthusiasm for learning English after coming to the university is constantly reduced, and they lack the enthusiasm for learning in this aspect when

faced with the same irrigation teaching method of college English courses. At present, college English teaching still exists.

1.2 The Teaching Concept Needs to be Updated

Traditional teaching concepts still exist in college English teaching, and many schools and teachers have insufficient awareness of renewing them. In teaching, teachers always adhere to the middle school teaching concept and fail to use the unique teaching concept, which makes teachers still use the backward method to teach. There is also insufficient innovation in the course teaching links, such as the course teaching links of study preview, teacher explanation and after-class practice, and many teaching links are repeated, such as the teaching links of book preview and grammar explanation. In the single teaching method, teaching is mainly combined with subject exam-oriented education, and relevant students can only gain some theoretical knowledge and knowledge answer skills, can not really effectively master a foreign language.

1.3 The Teaching Mode is Relatively Simple

In the setting of professional courses, teachers are still the main lecturers, students passively accept knowledge teaching, and teachers usually teach in large classes in combination with this method for a short time, so that teachers can not effectively understand the learning situation of students and have insufficient grasp of individual differences of students. In addition, teachers rely on teaching time in this way, and generally prepare teaching content according to students' level. However, for students with weak foundation, such learning is very difficult, and some students with good English foundation cannot be reasonably expanded, thus affecting the actual learning effect of students. When the teacher inspects the quality of the course, he puts emphasis on the test scores, which is not conducive to reflecting the true situation of the students' language application ability. Not a few teachers lack the application of current teaching methods, and have not yet combined OBE concept and teaching mode to carry out all-round teaching to students, thus affecting the actual teaching. Learning effect also has a negative impact on the cultivation of students' various abilities^[2].

2 OBE Concept and Mixed Online and Offline Teaching

OBE(Outcome-based Education) is known as outcome-based education, which is a learner-centered and result-oriented educational philosophy^[3]. Baronet (1994) defined OBE as student-centered, outcome-oriented design implemented based on the idea that all individuals can learn. OBE is a commitment that all learners can succeed, a philosophy that gives educational choices that meet learners' needs, and a process of continuous improvement^[4]. Student-centered, results-oriented, and continuous improvement are core elements of OBE. Compared with traditional education concept,

OBE concept has the following characteristics: First, OBE advocates student-centered, while traditional education is teacher-centered; Second, OBE is result-oriented, while traditional education is curriculum-oriented; Thirdly, OBE pays attention to the continuous improvement of the teaching process, while traditional education pays attention to students' grades and test results.

On the one hand, the combination of online and offline teaching means that the traditional classroom is extended to the network virtual space by relying on the network education platform and using information technology, and the classroom teaching is effectively extended beyond the traditional education places. Mixed teaching means that in the whole process of education and teaching, there are existing teaching stages on the line and offline teaching stages. At the same time, in the offline teaching stage, online education platform and information technology are used to integrate online teaching into all aspects of teaching, so as to realize the vertical and horizontal integration of online teaching into the whole process of education and teaching, with the aim of achieving more accurate and efficient college English teaching.

3 Strategies for Cultivating Students' Autonomous Learning Ability in College English Teaching Under the Concept Of OBE

3.1 Clear Learning Objectives and Tasks

Under the OBE concept, it is crucial to clarify the learning objectives and tasks of English teaching, which can not only provide students with a clear learning direction and stimulate their learning motivation, but also help teachers to evaluate and adjust teaching more effectively. Therefore, universities and teachers should actively promote and apply the OBE concept to make English teaching more in line with students' actual needs and development direction. How to clarify the learning objectives and tasks of English teaching under the concept of OBE should start from the following aspects.

First of all, the teacher should conduct an in-depth analysis of the students' English level. Based on the results of the needs analysis, set specific, measurable and achievable learning goals. In order to help students achieve their learning goals, teachers should design a variety of teaching tasks, such as reading original English, participating in English corner activities, completing English writing, etc. During the teaching process, teachers should regularly check and evaluate the progress of students to ensure that they are learning according to the set goals and tasks. According to students' performance and feedback, teachers should adjust teaching strategies and objectives in time to meet students' learning needs.

Secondly, clear goals and tasks provide a basis for teaching evaluation, and teachers can evaluate the teaching effect according to the students' completion, so as to adjust teaching strategies. Clear learning goals and tasks can help students better plan their own learning path and improve learning efficiency [5].

Finally, combining OBE with college English teaching and clarifying learning objectives and tasks is the key to improve teaching effect and cultivate students' comprehensive ability. By setting clear teaching objectives, designing targeted learning tasks, strengthening process monitoring and guidance, and establishing evaluation and feedback mechanism, we can ensure that students can clearly understand their learning direction and goals in the process of college English learning, so as to better master English knowledge and improve practical application ability.

3.2 Adopt Diversified Teaching Strategies

The OBE philosophy focuses on the improvement of students' learning outcomes and abilities, and diversified teaching strategies can meet the learning needs and interests of different students and help them better achieve their learning goals^[6]. Therefore, under the concept of OBE, adopting diversified teaching strategies is an important way to achieve the improvement of students' learning outcomes and abilities. At the same time, it is also necessary to strengthen teacher training, improve teaching facilities, establish good teacher-student interaction and strengthen communication and cooperation with parents, so as to provide a strong guarantee for the implementation of diversified teaching strategies.

3.3 Cultivate Students' Sense of Self-Discipline

OBE philosophy emphasizes the cultivation of students' learning outcomes and abilities, and focuses on students' participation and experience. Teachers should encourage students to plan their own study time and content according to their own reality to select appropriate learning methods and strategies^[7]. In order to effectively cultivate students' sense of self-discipline in English teaching, some suggestions are as follows: First, teachers should be transformed from traditional knowledge imparted to learning facilitators and facilitators, pay attention to students' individual differences and needs, and provide them with personalized learning support and guidance; Second, in English teaching, teachers should fully respect students' subjectivity, encourage students to take the initiative to participate in the learning process, and give play to their initiative and creativity. Schools should provide good English teaching environment and resources, such as multimedia classrooms, English learning software, etc., to support students' independent learning and personalized learning; Third, schools and parents should establish a good cooperative relationship and pay attention to students' learning and growth. Parents should actively cooperate with the teaching work of the school and guide the students to develop good learning habits and norms of behavior in the family.

3.4 Provide Independent Learning Resources and Services

The OBE philosophy emphasizes the practical application of English learning rather than the mere transfer of language knowledge. This requires English teaching to provide real and vivid learning materials so that students can apply what they have

learned in real situations. Under the OBE concept, students are no longer passive recipients of knowledge, but subjects of learning. They need to actively participate in the learning process, exert their own subjective initiative, and actively explore and solve problems. OBE philosophy pays attention to the individual differences of each student and emphasizes the teaching of students according to their aptitude. Establish a digital learning platform to provide a rich variety of English learning resources, such as electronic textbooks, online courses, listening materials, reading materials, etc., students can learn from using these resources for self-directed learning at your own time and pace. Provide self-learning tools, such as online dictionary, grammar parser, listening practice software, etc., to help students learn independently and solve problems encountered in learning. Establish an English learning community to encourage interaction and communication among students. Students can share learning experiences, ask and answer questions in the community, and form a mutual learning atmosphere. To provide students with personalized learning guidance, to help them make learning plans, clear learning goals, master effective learning strategies. This helps students better plan their learning process and improve learning efficiency [8].

4 Significance of Blended Teaching in College English Teaching Based on OBE Concept

4.1 Improve the quality of English teaching

Only by searching for high-quality teaching resources on the online platform, expanding the original teaching content, ensuring that the teaching content is rich and novel, and conforming to the expected teaching objectives, can students' interest in English learning be aroused and the efficiency of college English classes be improved.

4.2 Cultivate Students' Independent Learning Ability

Stimulating learning interest is the first step to cultivate students' self-learning ability. According to students' English level, teachers should choose teaching materials with moderate difficulty. Before class, they should upload the unit guided micro-lesson through the online teaching platform to provide course background knowledge and stimulate students' interest in learning. In the class, we should further carry out the application of English knowledge, pay attention to the comprehensive training of listening, speaking, reading and writing, and improve the students' English practical ability. After class, teachers can encourage students to participate in English-related competitions according to their personal interests competitions, such as English singing competition, English debating competition, English dubbing competition, etc., can greatly enhance the fun of English learning process, but also create more opportunities for students to learn English independently.

4.3 Improve the Comprehensive Quality of Students

Teachers can organize classroom exploration activities and assign team cooperation tasks after class, so that students can clearly divide the labor in the group, discuss with each other and cooperate to solve problems, and effectively cultivate students' sense of team cooperation. Language learning is only one part of English teaching. It is also important to understand and compare the cultural background of the language.

5 Conclusion

The application of blended teaching in college English teaching under the concept of OBE can help to break through the limitations of traditional teaching, and promote college English teaching to be more vivid, efficient and active through the "online + offline" mixed teaching mode. Under the guidance of the OBE concept, the complementary of "online" and "offline" teaching makes the teaching objectives of college English more clear, the teaching content more rich and perfect, the teaching approaches more diversified, the teaching evaluation more diversified, and also more helpful to learning college English teaching has broken through the existing teaching bottleneck and reached a new height.

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