

Research on the Construction of Online and Offline Hybrid Teaching Mode of College English

Cui Wei

Liaoning Institute of Science and Technology, Benxi, China, 117000

Abstract: The college English curriculum based on the "online+offline" teaching model can help students better establish their autonomous learning ability of college English and effectively promote the progress of college English teaching. Starting from the characteristics and functions of the online and offline hybrid teaching model of college English, this paper clarifies the advantages of this teaching model and analyzes the current situation of construction. The specific implementation process of online and offline teaching mode is explored in detail in the order of pre-class, in class and after class, aiming to promote the in-depth development of college English teaching through the exploration of online and offline hybrid teaching.

Keywords: Online and offline; Integration; College English teaching; Application; innovate

1. Introduction

In the context of the widespread application of information technology in teaching, college English teaching has also achieved innovative development with a new teaching model of "online+offline", giving better play to the advantages of traditional teaching, promoting the practice of network information in college English classes, and giving full play to the students' dominant position in learning English. The teaching practice shows that the college English course based on the "online+offline" teaching mode can help students better establish their autonomous learning ability of college English, better integrate the traditional college English teaching mode with the characteristics of college English discipline, and enable students to make full use of various online network resources, combine the interactive learning in English classes, and effectively complete the teaching objectives of college English. As a college English teacher, I have the responsibility to fully mobilize and use the network resources, supplement the content of classroom teaching, and build a mature online and offline learning model for students to promote the progress of college English teaching.

In college English teaching, teachers can present a variety of English knowledge to students with the help of information technology, so that students can have a comprehensive understanding of learning. Compared with the traditional indoctrination teaching method, in college English teaching under the background of information technology, teachers can use various advanced teaching software, teaching videos, data pictures, and even 3D simulation scenes to satisfy students' curiosity and improve their enthusiasm. Moreover, under the promotion of information technology, the relationship between teachers and students will be more harmonious, and the classroom learning atmosphere will also be active.

As an English teacher, if you can make effective use of every minute in the classroom teaching process to make students feel the rhythm is bright and clear, you can arouse students' emotional resonance. Teachers can also use information technology to build the connection between knowledge and situation for students, trigger students' thinking, and invite students to express their views and feelings. Students can use mutual communication and cooperation to collide with various new ideas, which can not only effectively drive the enthusiasm of the whole class, but also let students feel the confidence and sense of achievement in learning. In the later period, students can also maintain high enthusiasm.

Cultivating 21st century talents with information literacy has become one of the core goals of university education. In the classroom, teachers use information technology to build a variety of excellent learning platforms for students, so that students have enough room for thinking. Each student can learn from others' strengths and make up for their weaknesses, and then consolidate and understand their knowledge through bold conjecture, reasonable speculation and real practice, and cultivate their

own innovation ability on this basis. Teachers can also use the information platform to understand the learning process and learning results of students in a timely manner, so that teachers can adjust the teaching progress and content in a targeted way, and further design a classroom that conforms to students' innovative ability.

2. The Characteristics and Functions of Online and Offline Mixed Teaching Mode in College English

2.1 Features

The online and offline mixed mode of college English classroom is the same as other subjects in that it puts the classroom content on the network platform in advance, allowing students to learn independently, so as to improve the teaching effect in college English classes. The difference is that college English is a language applied course, so teachers should fully consider how to use network resources in college English courses before class. How to promote students' understanding of the corresponding teaching content through video. Specifically, the online and offline hybrid college English teaching model can be divided into three stages: the first stage is that teachers collect and sort out the network resources before class, deeply classify the content related to teaching, and then pack it in the student learning center on the network platform to complete the introduction link before college English teaching; The second stage is the stage of students' independent learning^[1]. Students can repeatedly watch the content selected by teachers through computers or mobile phone apps. This process can solve the problem that teaching progress cannot be unified due to different levels of understanding of students in traditional teaching; The third stage is the feedback link after the end of offline teaching. For the problems students encounter online and offline, they can improve the basic skills of college English in targeted conversation and feedback through the "dialogue" discussion with teachers after the end of the course, so as to pave the way for the next college English practice class at the theoretical level. In short, the online and offline mixed classroom makes up for the lack of interaction link in traditional college English teaching, It extends the scope of time and space in college English classes, and makes students' participation and interaction in college English courses significantly improved.

2.2 Role

The online and offline hybrid college English teaching mode has the advantages that traditional college English teaching cannot surpass. Its role in college English teaching is mainly shown in the following aspects:

First of all, under the influence of new media, the boring and fixed dissemination of educational knowledge in traditional courses can no longer meet the needs of learners. Although teachers have prepared English resources such as courseware, video, teaching aids, library e-books for students, if a common mechanism between online resources and offline course learning is not established, these teaching resources will be in a relatively isolated state, It is not conducive to improving college students' English application ability.

Secondly, the online and offline hybrid teaching mode is conducive to promoting the deep integration of information technology and English, enriching and developing the implementation of English teaching in colleges and universities. The online English education resource sharing system has designed and implemented the system process for specific functional modules, and divided the teaching resources of corresponding courses into some small subject knowledge, so that students are not limited by time and space in the learning process, It is convenient for students to control the learning rhythm, supplemented by offline English classroom teaching, which can help students better understand English teaching content, enhance students' interest in English learning, and further affect students' autonomous learning ability and inquiry learning ability.

Finally, the online and offline hybrid college English teaching mode is conducive to the construction of the emerging college English teaching system and ensures the diversified development of the curriculum. At present, it is difficult to build a complete system of college English teaching to meet the needs of English education informatization. In addition, the lack of integration of the application systems of various schools, insufficient use of resources and lack of due diversification has become a stumbling block to the promotion of English education informatization, The attempt of online and offline hybrid teaching mode of college English has integrated the college English curriculum into

a complete system structure, expanded the skills and knowledge of college English discipline more widely, and realized the possibility of personalized teaching for students at different learning stages, and pushed suitable college English teaching content to students at different levels, It also achieves the teaching effect of "clear explanation" and "vivid and interesting", and improves students' overall English skills^[2].

3. Current situation of the construction of online and offline hybrid teaching mode of college English

At present, there are some objective factors that restrict the construction of the online and offline hybrid model of college English. For example, the learning in the basic education stage is dominated by collective classroom teaching, and online teaching is mainly connected before, during and after class. How to build a systematic learning situation in class requires an analysis of the learning situation combined with the teaching reality to break through the limitations of the traditional teaching model, Expand the advantages of college English teaching mode to provide students with extensive learning resources and improve their learning efficiency^[3]. From the current situation of college English teaching, although there have been some gratifying improvements in teaching methods, making students' passive learning state adjusted, there is still a one-way knowledge input mode dominated by teachers and lacking students' participation, This kind of teaching makes it difficult to play the exploratory role in college English teaching, which seriously affects the teaching effect of college English

The online and offline hybrid teaching mode of college English is the best way to solve this problem. It makes full use of information technology and the Internet platform, makes the Internet and college English classroom deeply integrated, and transmits open teaching methods and massive college English subject knowledge points to students in ever-changing ways, so that students can experience the teaching height that traditional English teaching cannot achieve. At the same time, it has also stimulated the important role of the Internet in English classes. It has applied the convenience of transcending time and space and regions to the actual teaching, no longer allowing online learning to be completely disconnected from offline classroom learning. Moreover, the convenience of the cloud platform is not only reflected in the search of data and the quick provision of college English teaching information by teachers, but also provides a communication medium for parents, teachers and students, Students can also participate in the teaching situation set in advance by teachers at any time and anywhere, and learn college English efficiently by playing games to complete tasks. On the other hand, if the online and offline model of college English courses can be successfully constructed, the effect of learning English for students can be guaranteed. At the same time, the teaching burden of teachers is reduced, and students' repeated mistakes can be collectively answered online, In addition, online communication and information sharing are carried out with students, so that all students can complete the teaching content at their own pace, which provides an effective way to cultivate students' comprehensive ability in college English.

4. Design of online and offline hybrid teaching

4.1 Personalized teaching design

The teaching goal of college English is to comprehensively improve students' listening, speaking, reading and writing abilities, and to establish the quality of lifelong English learning. Exploring and implementing the online and offline hybrid teaching model in teaching practice can better help teachers to play their personalized teaching design^[4]. The traditional teaching method of college English is to let students directly learn independently after teachers teach knowledge points. Although there are aspects of personalized teaching for students, However, there are some limitations in improving students' English ability in practice. The combination of online and offline teaching mode effectively solves the teaching problem that classroom teaching is not deep enough, and after class learning cannot be combined with classroom content. For example, for the intensive reading content of college English, students need to master enough words, and have a clear understanding of English grammar and language logic of writing, We should also have the ability to grasp the theme of the article and correctly analyze the problems. Then the personalized teaching design for this section should cover the aspects of supervising students to recite words, learn grammar and understand the cultural connotation behind the article. Online learning first makes preparations for the classroom. Teachers can assign tasks for

students to recite words and learn grammar online. If students want to enter the offline classroom, The homework arranged by the teacher must be completed, so that the obstacles to language learning can be removed in the process of learning after class. With the language foundation of intensive reading, the teacher will choose the cultural background introduction of the corresponding intensive reading articles for the students, so that the students can avoid their own inherent thinking and better integrate into the offline English classroom learning. With these teaching mattresses, the teachers can focus on the teaching of language ability in the classroom, Summarize the weak links of students and give individualized teaching, so that students can improve their English skills in a new English learning mode.

4.2 Teaching preparation

The teaching preparation of the online and offline hybrid teaching mode of college English is more comprehensive than that of the traditional teaching mode. It shows the principle of personalized development in all aspects of teaching. First of all, in the preparation stage of teaching, it fully considers how students can truly establish their own lifelong quality and ability of college English while accepting the knowledge points of college English^[5]. Then it takes the classroom as the platform, Carry out a variety of college English all-round competitions to enhance students' sense of participation, innovate the teaching content of college English classes, and effectively enhance students' lifelong interest in college English. Secondly, in the online online offline hybrid teaching, the college English content and teaching materials are personalized, and the personalized teaching content that meets the diversified development of students is set, Achieve the effect that all teaching links can construct curriculum knowledge points in a new personalized learning mode.

In the process of college English preview and guidance, students first learn the relevant teaching content of college English by themselves, and teachers are responsible for uploading the relevant data to the cloud space platform before class, and collecting the assignments uploaded by students. This online learning link has made substantial preparations for the subsequent offline teaching. Classroom learning can include both online and offline forms. Based on the needs of students, college English skills and knowledge are classified into classes. Students can freely choose learning content on the online learning platform. This form of offline interaction can effectively let teachers grasp students' preferences for college English categories, and then online and offline classes, for college English content that students like, Teachers should design quality teaching programs to continuously meet students' learning needs. Specifically, in the pre-class preparation stage, teachers mainly use the college English teaching resources from the network on the basis of the traditional college English teaching mode, and then classify the relevant resources in detail according to the class content, and push the pre-class learning content to students in the form of text notes, audio explanation and video demonstration. Students, on the other hand, carry out targeted "pilot" autonomous learning through computers or mobile APP, choose the number of times to watch according to their own learning situation, and find ambiguous places to communicate with teachers online after class. In short, the preparation before class saves teachers unnecessary repeated explanations in class, and also gives students the opportunity to improve their independent thinking ability, and comprehensively optimizes the efficiency of college students' English learning.

The in-class learning stage is mainly in the practice of offline teaching. With sufficient online preparation, teachers can vividly display students' confusion in the actual classroom implementation process, conduct targeted college English skills training for students, improve the efficiency of on-site teaching, and combine the relevant theoretical knowledge before class to pave the way for students to deeply understand college English teaching content. For example, under the current trend of "curriculum ideological and political" implemented by the Ministry of Education, online pre-class preparation first lays the groundwork for patriotism for students, and then online and offline college English teaching can be naturally connected to each chapter of the English curriculum, so that students can learn from patriotic spirit to college English knowledge without any sense of conflict, and at the same time establish the correct values of learning English well to add glory to the country, It has better promoted the development of college English curriculum.

College English class mainly takes online form as the final link of after-class consolidation. With the combination of online and offline teaching process at the front line, students basically have a dual understanding of theory and practice of what they have learned, and have a more comprehensive grasp of college English teaching content under the teacher's personal demonstration and intensive training, so the online post-class consolidation stage is actually a summary of the knowledge points of college English courses, and teachers can continue the unfinished teaching in class by answering students'

doubts, At the same time, improve their teaching strategies and continue to improve teaching content according to students' feedback on the teaching effect of offline classes [5]. In addition, students can also practice after class according to the content of the class and shoot videos to send to teachers. Teachers can share with other students on the learning platform and conduct online teaching exchanges. This virtually improves the effect of college English teaching, enabling teachers to adjust the teaching content more deeply based on student feedback, so as to more realistically improve the online and offline hybrid college English teaching methods.

4.3 Classroom construction

The construction of online and offline hybrid classroom of college English is the basis and guarantee for efficient completion of teaching tasks, which mainly includes three important aspects. First, the networking of students' intelligent devices. A stable and efficient learning app can timely convey students' preview and homework completion outside the classroom to college English teachers, so that college English teachers can analyze the completion of these assignments, The teaching content is adjusted according to the reaction degree of different students to the teaching knowledge points to avoid the uniform teaching method. The second is the establishment of intelligent mobile terminals. In order to better complete the teaching of college English courses and give full play to the function of online and offline hybrid college English, the school and the smart joint laboratory develop an APP that can connect the school and parents, It can timely provide parents and teachers with real-time reports on students' learning, make statistics of students' pre class preview and after class homework, urge students to better complete the learning outside the classroom, and promote the overall effect of college English classroom. Finally, it is the construction of an intelligent learning platform. This learning platform has been introduced in detail in the previous article, Its main function is to connect the whole learning process before and after college English classes, so that students no longer have doubts about some language knowledge points due to the limited college English class time^[6]. Teachers also adjust the teaching plan at any time because of students' timely homework feedback. At the same time, parents can also check the specific learning content of children every day through this platform, achieving the role of jointly promoting college students' comprehensive English ability.

5. Conclusion

Although teachers are the main guides and promoters of students' learning, and also the main designers of teaching activities, teachers' knowledge reserves cannot really meet the learning needs of all students. In order to effectively solve students' various problems in the process of English learning, teachers should make full use of information technology to show students all kinds of excellent in-class and extra-curricular learning resources. The teaching activities will be designed more compactly in the classroom to keep students in the best learning state. Teachers should also carry out hierarchical teaching methods, which can respect students' differences and protect students' self-esteem, so that each student can improve together with the attention and encouragement of teachers. When looking for educational resources, teachers should also use the problem-solving method, role-playing method and group cooperation method according to the personality characteristics and knowledge reserves of students at different levels, so that students can learn English knowledge in different ways.

Teachers can also encourage students to use network resources for fragmented learning, and regularly share various excellent learning resources with students by building WeChat groups, QQ groups and other forms, so that students can break the restrictions of time and place, and learn or review knowledge anytime and anywhere. For example, in the pre-class preview stage, teachers can arrange preview tasks for students with the help of the network platform. After students learn independently, they can summarize problems and ideas. In the classroom, teachers can communicate with students in a targeted way to understand the students' preview status in a timely manner. Teachers can also add online tests for students in the periodic course summary, and understand the learning status of each student through the analysis of the test results of students. The teacher then makes targeted guidance plans for students according to the test results. For another example, when cultivating students' oral and listening abilities, teachers can let students have real-time conversations with each other through the Internet, either between students or between teachers and students. This can improve students' interest in English learning and exercise students' good English learning abilities such as listening, speaking, reading and writing.

The course teaching research based on the offline+online hybrid college English teaching mode can

not only provide reference for the innovative education application of college English teaching mode, but also play a practical supporting role in promoting the new college English teaching mode, It is a problem that every English teacher focuses on. I believe that the discussion in this paper can play a role in the innovation and development of college English teaching.

References

- [1] T. Wei, L. J. Wu, et. (2021). *Study on the Application of Paperless Examination in Yunnan Open University. Journal of Yunnan Open University.* 23:5-11.
- [2] Y. T. Dai. (2016). *The Advantages and Prospect of Non-paper Examination. Computer Knowledge and Technology.* 12: 118-119+122.
- [3] X.T.Hu, R.J. Ma. (2020). *Implementation of ITest Online Assessment System in College English Teaching—with the Industrial and Commercial College, Hebei University as an example. English on Campus.* 43: 18-19.
- [4] P. Jin. (2021). *Effectiveness of iTest Paperless Testing System in College English Teaching—with the School of Foreign Languages in Jilin Engineering Normal University as an Example. Journal of Jilin Engineering Normal University.* 37.
- [5] Z. Sun, M. Anbarasan, and D. Praveen Kumar. (2021). "Design of online intelligent English teaching platform based on artificial intelligence techniques," *Computational Intelligence*, vol. 37, no. 3, pp. 1166–1180.
- [6] F. Fanian, V. Khatibi, and M. Shokouhifar. (2018). "A new task scheduling algorithm using firefly and simulated annealing algorithms in cloud computing," *International Journal of Advanced Computer Science and Applications*, vol. 9, no. 2, pp. 228–231.