The Realistic Dilemmas and Countermeasures of Online and Offline Teaching Models for College English Listening

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Abstract: *With the rapid development of information technology, college English listening teaching is gradually inclined towards a teaching model that integrates online and offline teaching. However, in actual teaching, this model also faces a series of practical difficulties, such as uneven quality of online resources, difficulty in ensuring offline interaction, and uneven learning enthusiasm of students. This paper analyzes the current difficulties in the English listening course at Shanxi Agricultural University and proposes corresponding strategies to explore how to optimize the online and offline teaching models of college English listening and improve teaching effectiveness.*

Keywords: *college English, listening teaching, online and offline teaching models*

1. Introduction

With the continuous development of information technology and the transformation of educational models, college English teaching is gradually moving towards the integration of online and offline. Under this trend, English listening teaching, as an important component of English teaching, is facing new challenges and opportunities [2]. This paper aims to explore the practical difficulties of online and offline teaching models for college English listening, and propose corresponding strategies to promote the improvement of listening teaching quality.

The rapid development of online teaching has brought convenience to English listening teaching. Students can learn according to their own time and location flexibility, while also expanding the access to teaching resources. However, online teaching also faces issues such as lack of interactivity and difficulties in communication, especially in English listening teaching where real-time interaction between students and teachers is crucial for improving learning outcomes. On the other hand, although traditional offline teaching models have advantages in interactivity and teacher-student communication, they are limited by time and space, making it difficult to meet the personalized learning needs of students, and there is also an issue of uneven resource allocation.

Therefore, how to effectively combine online and offline teaching models to solve practical difficulties while ensuring teaching quality has become an important issue that needs to be considered in current college English listening teaching. This paper will analyze the advantages and challenges of online and offline teaching models, as well as the problems and difficulties in listening teaching, and explore strategies for integrating teaching models. The aim is to provide new ideas and methods for English listening teaching, improve teaching effectiveness, and promote the comprehensive improvement of students' English listening skills.

2. The realistic dilemma of online and offline teaching models for college English listening

2.1 Advantages and challenges of online teaching

With the rapid development of network technology, online teaching has brought many advantages to college English listening teaching [1]. Firstly, students can use online platforms to access rich English listening resources anytime and anywhere, such as recordings and videos. This convenience enables them to arrange their learning time and location more flexibly, thus better integrating into daily life and work. By having access to learning resources anytime and anywhere, students can more autonomously control their learning progress, which helps improve learning efficiency and quality. At

the same time, this also promotes students' learning motivation, as they are no longer limited by specific learning environments and can more freely choose the most suitable learning time and place, thereby better integrating into learning. Secondly, online teaching has the advantage of providing personalized learning services, which can tailor learning content according to individual differences of students. By analyzing the level and needs of students, online platforms can provide targeted listening training for each student, helping them improve their listening skills more effectively. This personalized learning approach not only meets the learning needs of students, but also stimulates their interest and motivation in learning. Through customized learning plans and resources, students can be more focused and engaged in learning, thereby achieving better learning outcomes. The implementation of personalized learning services not only improves learning efficiency, but also enhances students' enthusiasm and initiative in learning, promoting their continuous progress and growth in listening training. Finally, online teaching can also utilize intelligent technology to achieve real-time evaluation and feedback, helping students discover and correct errors in a timely manner during the learning process, thereby improving the efficiency and quality of learning. This efficient personalized tutoring method helps to improve the learning effectiveness of students. Through intelligent technology, teachers can have a more comprehensive understanding of students' learning situation and provide targeted advice and guidance in a timely manner. At the same time, students can also receive immediate feedback during the learning process, understand their learning status, adjust learning strategies in a timely manner, and improve learning efficiency. This personalized tutoring and feedback method not only improves the effectiveness of learning, but also enhances students' learning motivation and confidence, promoting their active participation and continuous progress in listening training.

However, online teaching also faces some challenges, such as insufficient interactivity and a lack of learning atmosphere. When students learn independently, they lack face-to-face communication with teachers and classmates, which can easily lead to poor learning outcomes and a lack of training in practical language use. Therefore, in order to make up for these shortcomings, online education needs to strengthen interactive links and encourage communication and cooperation among students. By promoting interaction between teachers and students, as well as discussions and cooperation among students, a more positive and active learning atmosphere can be created, which can stimulate students' interest and motivation in learning. Through real-time discussions, group collaboration projects, and other forms, students can better understand the learning content, improve language expression ability, enhance teamwork awareness, and comprehensively improve the quality and effectiveness of English listening teaching. This interactive learning mode not only helps to improve the learning effectiveness of students, but also cultivates their communication skills and teamwork abilities, laying a solid foundation for their future development.

2.2 Advantages and challenges of offline teaching

Compared to online teaching, the traditional offline teaching mode also has certain advantages in English listening teaching. Offline teaching can provide more opportunities for face-to-face communication, and teachers can directly guide students in pronunciation and intonation, promoting their oral expression ability [3]. At the same time, interaction and cooperation among students are more convenient, which is conducive to cultivating their teamwork awareness and communication skills. However, offline teaching also faces limitations in time and space, as well as uneven distribution of teaching resources. Some students may not be able to access high-quality English listening education resources due to factors such as geographical location. Therefore, we need to comprehensively utilize the advantages of offline and online teaching in order to better meet the listening teaching needs of students. In offline teaching, flexible classroom interaction can be arranged to increase collaborative training among students and further improve the effectiveness of listening teaching. At the same time, in online teaching, intelligent technology can be used to provide personalized guidance and feedback, to compensate for the potential problem of uneven resource allocation in offline teaching, and ensure that every student can access high-quality listening education resources. In this way, combining the advantages of online and offline teaching can more comprehensively promote the development of students' listening abilities and improve the quality and effectiveness of English listening teaching.

2.3 Problems and difficulties in listening teaching

In college English listening teaching, both online and offline teaching models face some common problems and difficulties [4]. Firstly, students have varying levels of listening skills, and some may

lack effective listening training methods and strategies, resulting in slow progress in improving their listening abilities, which presents a challenge for teachers. In addition, some students may face differences in language ability, cultural background, and other aspects, which also increases the difficulty of personalized teaching. Secondly, there are also differences in the quality and quantity of teaching resources. Some students are unable to receive effective listening training due to resource scarcity, which affects their learning effectiveness and progress speed. Therefore, how to balance resource allocation has become a problem that needs to be solved. Thirdly, the imperfect evaluation system and insufficient learning motivation of students are also urgent problems that need to be solved in current listening teaching, which require joint efforts from teachers and educational management departments to improve. Therefore, in response to these issues, we need to take practical and feasible measures to improve the overall quality of listening teaching, stimulate students' enthusiasm and initiative in learning.

By conducting an in-depth analysis of the current challenges and problems faced in English listening teaching through the online and offline teaching models, we can better understand them and lay the foundation for proposing effective response strategies.

3. Response strategies for the integration of online and offline teaching models

3.1 Teaching content design and strategy selection

The content design and strategy selection for college English listening teaching can be achieved by integrating online and offline teaching models and adopting diversified teaching methods [5]. Firstly, teachers should carefully design targeted and interesting listening training content, combined with the richness of online resources, to provide various forms of listening materials, including vivid and interesting video clips, authentic recording materials, and professional online courses. Such diverse listening materials not only stimulate students' interest in learning, but also help them better understand and master English listening skills. Secondly, utilizing the advantages of offline teaching, teachers can organize students to engage in various forms of interactive activities such as group discussions, role-playing, and scenario simulations. Through these interactive activities, students will have the opportunity to apply the knowledge and skills they have learned in listening training, engage in dialogue and communication with classmates, and thus improve their oral expression and listening and speaking abilities. At the same time, interactive activities can also promote cooperation and collaboration among students, cultivate their team awareness and communication skills, and lay a solid foundation for their future learning and work.

In summary, by integrating online and offline resources and adopting diversified teaching methods, the quality and effectiveness of college English listening teaching can be effectively improved, stimulating students' enthusiasm and participation in learning, and helping them better improve their English listening and language expression abilities. Teachers constantly explore and innovate in teaching practice, providing students with richer and more diverse learning experiences, and helping them achieve greater success on the path of English learning.

3.2 Integration and innovative utilization of teaching resources

In terms of integrating and innovating teaching resources, students can be provided with more comprehensive and diverse listening learning resources by integrating online and offline resources. Teachers can use online education platforms and multimedia technology to establish a rich listening resource library that covers various forms such as real conversations, English movie clips, English songs, etc., to meet the listening needs of different students. The diversity of these resources not only helps students improve their listening skills, but also stimulates their interest in learning and enhances their language proficiency.

At the same time, teachers should actively encourage students to actively use online resources for self-directed learning, cultivate their independent learning ability and problem-solving ability. Students can choose suitable listening practice materials based on their personal learning progress and needs, and repeat dictation and imitation exercises on online platforms to improve their listening comprehension abilities. In addition, in offline classrooms, teachers should also guide students to engage in discussions and practical activities, promote the comprehensive development of students' listening and speaking abilities through listening tasks and oral exercises. Integrating online and offline resources and innovating their utilization can effectively improve the teaching mode of college English

listening, enhance the learning effectiveness and teaching quality of students. Only through the joint efforts of teachers and students can we achieve the optimization and improvement of listening teaching.

3.3 Teaching evaluation methods and effectiveness monitoring

For teaching evaluation methods and effectiveness monitoring, diversified evaluation methods can be adopted based on the characteristics of online and offline teaching [6]. In addition to traditional written and oral tests, online assessment tools and educational technology can also be used to conduct listening tests and homework submissions online, in order to timely understand the learning situation of students. Through this approach, teachers can more effectively track student progress and provide more precise guidance and support when needed.

In addition, teachers can comprehensively evaluate students' listening skills and learning outcomes through offline classroom observation and student interaction. By observing students' performance in the classroom, such as participation, understanding ability, and feedback, teachers can have a more intuitive understanding of each student's learning status, adjust teaching strategies in a timely manner, and improve teaching effectiveness. The comprehensive use of online and offline evaluation methods can comprehensively evaluate the learning situation of students and provide strong support for the improvement of teaching quality. At the same time, this also helps to promote students' active learning participation, enhance their learning motivation and effectiveness.

Through the targeted response strategies mentioned above, we can better leverage the advantages of online and offline teaching modes, solve the problems and difficulties in college English listening teaching, and improve students' listening and language expression abilities.

4. Empirical research and case analysis

4.1 Case introduction of implementing integrated teaching models

In order to gain a deeper understanding of the application of the integrated online and offline teaching models in college English listening teaching, this study takes the English listening course at Shanxi Agricultural University as the experimental object. The English listening course at Shanxi Agricultural University adopts an integrated teaching model. Teachers combine rich online resources and carefully design diverse listening training content, including online videos, listening practice software, and online listening courses. At the same time, teachers actively organize students to participate in various offline activities, such as group activities, role-playing, and oral expression competitions, aiming to enhance students' interaction and cooperation awareness. This integrated teaching model provides students with the opportunity to engage in self-directed learning within a rich and diverse range of listening resources, while also receiving timely guidance and interaction in the classroom, achieving significant teaching results. Through the research and analysis of this experimental course, we can better understand the promoting effect of integrating online and offline teaching models on English listening teaching, and provide useful reference and inspiration for future teaching practices.

4.2 Effect evaluation and student feedback analysis

The author conducts a comprehensive evaluation and analysis of the implementation effect of the integrated teaching model. Regular listening tests, oral expression competitions, and academic assessments can be used to evaluate students' listening and language expression abilities, thereby comprehensively understanding their progress in English listening. In addition, collecting feedback and suggestions from students is also very important. By understanding the recognition and satisfaction of students towards the integrated teaching model, as well as their feedback on teaching content, teaching resources, and other aspects, we can better grasp the needs and expectations of students, further improve the teaching model, and enhance teaching effectiveness. Through comprehensive effectiveness evaluation and student feedback analysis, the advantages and disadvantages of the integrated teaching model can be objectively evaluated, existing problems can be identified, and targeted improvement measures can be formulated to continuously improve teaching quality and student learning experience.

By introducing case studies and evaluating the effectiveness of implementing integrated teaching models, as well as analyzing student feedback, feasible teaching models and improvement measures can be provided for college English listening teaching, promoting continuous innovation and

development in education and teaching.

5. Conclusion

Currently, there are some practical difficulties and challenges in integrating online and offline teaching models, such as uneven quality of online resources, difficulty in ensuring offline teaching interaction, and uneven student learning enthusiasm. However, in response to these challenges, we can also adopt a series of coping strategies to improve teaching effectiveness. Firstly, in terms of teaching content design and strategy selection, attention should be paid to the integration of rich and diverse online resources, providing targeted and interesting listening training content, and combining offline interactive activities to stimulate students' interest in learning. Secondly, in terms of integrating and innovating teaching resources, it is necessary to establish a rich and diverse listening resource library to meet the listening needs of different students, and encourage students to use online resources for self-directed learning. At the same time, practical activities should be carried out in offline classrooms to improve students' listening comprehension abilities. Finally, in terms of teaching evaluation methods and effectiveness monitoring, diversified evaluation methods should be adopted to timely understand the learning situation of students, and objectively evaluate the advantages and disadvantages of the teaching model through student feedback analysis, further improving the teaching mode and enhancing teaching effectiveness.

In summary, in response to the practical difficulties faced by the online and offline teaching models of college English listening, we can adopt scientific and reasonable coping strategies, fully leverage the advantages of the online and offline teaching models, solve existing problems and difficulties, improve students' listening level and language expression ability, and promote continuous innovation and development of education and teaching. I hope that more educators and researchers can invest in this field in the future, jointly promoting the reform and innovation of college English listening teaching models, and providing students with better educational resources and learning experiences.

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