

# An Analysis of the Problems in the Integration of Online and Offline English Teaching in Colleges

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**Abstract:** *In recent years, the integration of online and offline teaching has attracted attention in the field of education. For college English teaching, by promoting the integration of online and offline teaching, it can improve the teaching effect, break through the shackles of time and space, and integrate teaching resources. Although the integration of online and offline teaching is of great significance, the integration of online and offline teaching exposes problems such as poor experience activities, imperfect learning platforms, and unreasonable teaching design. It is of great significance to strengthen research and take targeted optimization measures in combination with practice to promote the integration of online and offline teaching of college English and help the cultivation of college English talents.*

**Keywords:** *college English; Online teaching; Offline teaching; Teaching Practice*

## 1. Introduction

In recent years, information technology and mobile devices have developed rapidly, and the Internet and information technology have flooded all aspects of people's study and life. With the upgrading and reform of Internet technology, all walks of life gradually introduce and apply Internet technology. In order to adapt to the development of the times and the requirements of education reform, the education industry also puts forward the requirements of education informatization, and online teaching is gradually applied to teaching links. Online teaching can extend traditional classroom teaching, build a scientific teaching system through online and offline complementary integration, and improve teaching quality in continuous application practice.

## 2. The significance of the integration of online and offline English teaching in colleges and universities

The integration of online and offline teaching mainly refers to the combination of traditional face-to-face teaching and online teaching on the Internet platform. In the teaching process, teachers should realize the synchronization of Internet teaching and face-to-face teaching, and guide students to learn high-quality teaching resources independently before class based on the Internet platform. The Internet platform can highlight students' autonomous learning ability, answer questions and solve questions for students' autonomous learning, provide online communication opportunities for students, and provide a supervision and management platform for teachers[1]. Teachers can release teaching resources and learning tasks based on the online platform, guide students to learn independently, monitor students' online learning through the platform, collect and analyze students' basic information and learning conditions with the help of big data, and help teachers analyze students' learning behaviors and conditions, so as to better prepare lessons and improve the overall teaching quality.

### 2.1 Realize the integration of diversified teaching resources

Compared with online teaching resources, offline teaching is mainly based on the requirements of college English curriculum system. This kind of knowledge content is relatively fixed. Online teaching involves rich teaching resources, which are composed of famous teachers' classrooms, speakers, videos and other resources. Through the integration of online and offline teaching resources, online and offline English teaching resources can be integrated to help college English teaching practice.

## ***2.2 Highlight students' learning subject status***

In the traditional offline classroom teaching mode, teachers are the main body of teaching, so the presentation of relevant knowledge mainly depends on teachers' explanations, and students are in a passive acceptance state throughout the process. It is a process in which teachers teach students before learning. After that, students improve their understanding of knowledge in a large number of exercises, absorb and understand relevant teaching content. By introducing online teaching mode and integrating the two, teachers can publish learning tasks on the Internet, guide students to learn textbooks and teaching resources independently, and highlight students' initiative and subjectivity in learning.

## ***2.3 Break the limitation of time and space***

Offline teaching is easy to be restricted by time, space and other factors, especially during the epidemic, which aggravates the difficulty of offline teaching, and the teaching process is prone to incomplete explanation and understanding[2]. However, through the integration of online and offline teaching, offline and offline teaching content can be effectively connected. Students can reasonably arrange their free time based on the network platform, timely supplement and make up for the lack of classroom learning knowledge, and solve the problems of incomplete explanation and understanding.

## ***2.4 Improve teaching effectiveness***

The new era has put forward higher requirements for college English teaching. By promoting the integration of online teaching and offline teaching, the scientific and rational English teaching design can be improved. At the same time, based on offline classroom teaching results, online classes are used to guide students to apply the English knowledge learned offline, review and summarize the teaching content, and improve the quality of college English teaching.

## **3. Problems in the integration of online and offline English teaching in colleges and universities**

### ***3.1 Unreasonable design of teaching content***

For college English teaching, in order to effectively promote the integration of online and offline teaching resources and achieve the expected teaching results, online and offline teaching resources should first be designed to meet the requirements of college English teaching practice and promote the smooth implementation of college English teaching. Secondly, the integration of online and offline teaching should promote the deep integration of English teaching. However, in practical application, online and offline integrated teaching is disconnected, mainly because there is no in-depth research and design of teaching content, which leads to the advantages of online and offline teaching integration can not be fully played. When some teachers apply the online and offline teaching integration model, they tend to focus on the play of online teaching effects, ignoring the achievement of offline teaching goals, resulting in a high overlap of online and offline teaching resources. The overlapping of resources will increase students' learning burden, give students the illusion that online and offline teaching resources have the same content, make students have wrong understanding, question the necessity and rationality of online or offline teaching, and make the integration of online and offline English teaching in colleges and universities become formalism[3].

### ***3.2 Deficiencies in teaching practice activities***

The cultivation of students' abilities in college English teaching cannot be separated from practical experience activities. Only effective teaching activities can provide more opportunities for students to express themselves in actual teaching activities and create a stage for students to express themselves. At the same time, relying on online teaching resources can provide students with comprehensive experiential resources and improve their comprehensive abilities. However, in the actual teaching process, there are few experiential practice activities about online and offline teaching integration, which need to be improved in the subsequent teaching integration.

### ***3.3 Backward informatization construction***

In the integration process of online and offline English teaching in colleges and universities, the

application of information technology is indispensable. By creating an online learning platform, students' learning space can be expanded. However, the current integration of online and offline English teaching in colleges and universities only focuses on multimedia application, micro video production, online live broadcast and other aspects, and less design and development of online learning platforms and specialized learning APPs, Therefore, it is not conducive to the practice and development of online and offline teaching integration.

### ***3.4 The feedback mechanism of teaching evaluation is not perfect***

After carrying out the practice of online and offline English teaching integration in colleges and universities, it is necessary to collect teaching data in a timely manner, implement teaching evaluation, help students understand their own shortcomings and master the learning situation, provide targeted and referential suggestions to students, and at the same time, in combination with the teaching situation, deeply reflect on the shortcomings of online and offline teaching integration, and help improve the level of teaching integration, At the same time, it provides optimization suggestions for the follow-up of online and offline teaching integration[4]. However, in specific applications, colleges and universities often neglect the evaluation of online and offline teaching integration. Some colleges and universities that set up teaching evaluation cannot ensure the rationality and scientificity of the evaluation results of teaching integration.

## **4. Countermeasures for the integration of online and offline English teaching in colleges and universities**

### ***4.1 Design of implementation path of teaching integration***

The first is to guide students to carry out online preview activities before class. Pre class anticipation is a key step in college English teaching. Teachers should provide students with high-quality online education resources, guide students to learn independently, and improve the pertinence of students' learning. Teachers should design high-quality online teaching content, design targeted knowledge systems based on different levels and stages of students, design teaching resources by referring to knowledge points, task points and learning plans in textbooks, upload them to the network platform, and guide students to carry out pre class learning. Students can check high-quality teaching resources in time by logging on the network platform, and then use their free time to learn independently. Teachers can import teaching tasks, teaching contents and teaching objectives into the teaching plan, and students can complete relevant learning tasks in independent preview, and upload the learning results to the platform. Teachers should analyze students' autonomous learning and master students' learning conditions through the completion of students' learning tasks. Based on online teaching content, teachers assign teaching tasks or discuss problems to students to deepen their understanding of English knowledge.

Secondly, efficient teaching is carried out in the class. Through independent preview before the class, students have a certain understanding of English knowledge. On this basis, teachers can systematically analyze students' learning situation, grasp students' weak points, difficulties and doubts in learning, and implement more targeted teaching strategies. Teachers can carry out project design, explain based on the project, extract targeted problems, help students to discuss problems in the form of group learning, enhance the grasp of knowledge in the discussion process, and finally solve problems. The problems that are difficult to solve after discussion shall be reported to the teachers[5]. The teachers shall summarize the problems through intensive teaching and drills to help students break through the difficulties and key points of learning. As a language tool, English attaches great importance to students' actual language practice. Through teaching activities in the classroom, teachers can provide students with situational opportunities and help students communicate face to face through online videos and other ways.

Finally, review and consolidate after class. After class review activities can help students digest and consolidate English knowledge in a timely manner. It is difficult to carry out effective communication between teachers and students in the traditional classroom teaching process, resulting in the lack of effective management and supervision of students' after class review. Once the students' learning autonomy is not high, it is very easy to have delayed review and poor learning effect, which will affect the final learning effect of students. However, under the online and offline teaching integration mode, teachers can communicate with students in a timely manner after class through information technology

and the Internet, assign homework to students in the form of after-school tasks, and require students to complete teaching tasks on the network platform. In addition, teachers can also upload some extended knowledge on the network platform to expand students' knowledge and vision, so that students can understand and master more learning content. For example, teachers can share some high-quality English journals on the network platform, and students can strengthen their reading training level through online reading after logging on the platform. In a word, teachers can guide students in a timely manner through the network platform, understand the consolidation of students' knowledge, learn and expand materials, form a complete teaching process, and comprehensively improve college English teaching level.

#### ***4.2 Strengthen the design of teaching resources***

To implement the integration mode of online and offline English teaching in colleges and universities, it is not for teachers to choose teaching methods at will to carry out English teaching, but for college teachers to work hard on lesson preparation and content design to promote the integration of online and offline teaching methods. This can not only meet students' learning needs, but also promote the realization of college English teaching goals. In the specific teaching practice, it is necessary to deeply analyze the requirements of college English curriculum system, and design the teaching resources of online and offline teaching integration mode based on the basic content of the classroom teaching system. To achieve the expected goal of lesson preparation, it is necessary to collect teaching resources more suitable for college life from the Internet, make good use of various courseware design software, create micro courses or micro videos and other content suitable for college English teaching, divide the original course content into multiple levels in the order from easy to difficult, and present them to students with the help of micro courses or micro videos. For offline classroom teaching, some designed micro videos can be interspersed with traditional textbook knowledge to help students better understand and master the knowledge they have learned. In addition, colleges and universities can also upload the micro courses or micro videos produced to the online learning platform after the end of the online and offline classes, so that students can review or choose according to their own conditions, consolidate the knowledge learned and improve the teaching quality.

#### ***4.3 Create an online and offline integrated platform***

The integration level of online and offline teaching will directly affect the quality of college English teaching. In order to effectively promote the deep integration of online and offline teaching modes, we should strive to build an integrated teaching platform. In the specific implementation link, college teachers should carry out detailed design based on the basic knowledge and key content of college English, produce PPT and video materials that meet the needs of students, and upload them to the online and offline integrated teaching platform, so that students can view learning materials anytime and anywhere in their spare time. At the same time, functions such as offline mode, summary and feedback, sharing and interaction, and improving personal learning records can also be added to the learning platform, so that students and teachers can master the learning situation on the teaching platform, understand the learning progress, and even communicate with the tutor in time to solve various problems encountered in combination with problems in the learning process[6]. Teachers can summarize the problems encountered in this process, feed them back to the teaching platform, reasonably evaluate students' online learning, and even improve the deficiencies in the integration of online and offline teaching by combining the information provided by the platform.

#### ***4.4 Carry out effective teaching practice***

English teaching in colleges and universities aims to cultivate students' comprehensive English literacy. The integration of online and offline teaching modes can provide students with free expression opportunities, provide students with more experience and practice activities, and promote the achievement of teaching objectives. In teaching practice, teachers should not only provide students with communication opportunities around the teaching content in online and offline classroom teaching, but also help students actively participate in written expression, work situation simulation, vocational English training and other activities, so that students can carry out necessary communication and practice in English teaching. At the same time, after completing the necessary classroom teaching, we should also make use of the rich online English teaching practice resources to enable students to actively participate in professional exchanges, scene simulation and other activities, give students more exercise and training, and ultimately help students better integrate into online and offline English

teaching, and improve their professional quality and English comprehensive ability.

#### **4.5 Adopt diversified evaluation methods**

Through the diversified evaluation of online and offline English teaching integration strategies in colleges and universities, we can master the overall English teaching quality, especially effectively solve the problems existing in online and offline English teaching integration. For example, problems such as slow learning progress, poor enthusiasm for learning participation and poor cohesion of curriculum content can be seen from multiple evaluation methods. The evaluation results can promote college English teachers to better reflect on and summarize teaching resources. Based on the shortcomings in the integration of online and offline teaching, targeted optimization measures are taken in the follow-up implementation of teaching strategies, Promote the integration of online and offline teaching of college English, and help college English teaching quality.

### **5. Conclusion**

With the rapid development of Internet technology and information technology, all walks of life are constantly introducing Internet technology. For college English teaching, it is also gradually trying to integrate online teaching and offline teaching mode. In college English teaching, we should make full use of the two ways to carry out teaching activities. In college English teaching, the effective integration of online and offline teaching can be created through the introduction of Internet technology, and the teaching mode and means can be continuously innovated. At this stage, this teaching method has also achieved some results, but at the same time, there are problems such as unreasonable design of teaching content, insufficient teaching practice, backward information construction level, and imperfect teaching evaluation feedback mechanism, It affects the integration of online and offline teaching modes of college English and is not conducive to the improvement of English teaching level. In addition, this paper proposes optimization strategies such as the design of the implementation path of teaching integration, strengthening the design of teaching resources, creating an online and offline integration platform, carrying out effective teaching practices, and adopting diversified evaluation methods, aiming to improve the effectiveness of college English teaching.

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