Online and Offline Mixed Teaching Mode of College English

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Abstract: Under the background of "Internet +" era, online teaching has been accepted by most universities especially during the epidemic time. But pure online teaching has some drawbacks. Therefore, strengthening the integration of online teaching and offline teaching can not only meet the needs of the development of the time, but also avoid the disadvantages of online teaching and make up for the shortcomings of traditional teaching, so as to maximize the use all kinds of teaching resources and complement each other. The combination of "online+offline" teaching mode can maximize the use of educational resources, and can also better stimulate students' interest in learning. College English teachers should make full use of modern computer technology and network to serve college English teaching. This paper studies the integration of online and offline teaching modes, hoping to provide reference for other studies.

1. The Connotation and Significance of Online and Offline Mixed Teaching Mode of College English

1.1. The Connotation of Online and Offline Mixed Teaching Mode of College English

At present, it is difficult to build a complete system to meet the standards of English education informatization. In addition, lack of integration of the application systems , insufficient utilization of resources and diversification in various schools have become a stumbling block to English education informatization.

The disadvantages of online teaching mainly include: online teaching can not guarantee higher teaching quality, mainly depends on students' consciousness, and there is a risk of being addicted to the network; The teaching lacks fair and notarized evaluation, and there is a risk of cheating whether it is online testing or video dialogue[1].

Teachers need to flexibly use the mixed teaching mode according to the actual situation, which can be carried out simultaneously, and online teaching can also be used as a supplement and

expansion of offline teaching. Only by integrating the two modes can online and offline teaching be more scientific and systematic, and teachers can better play their guiding role and make English teaching more efficient. When implementing mixed teaching, the most important thing is to formulate course's starting point and goal according to the teaching objects and objectives, and optimize the teaching elements in a scientific way. Mixed teaching can better reflect the humanistic thought in education. It not only focuses on students but also promotes personalized development. Students can watch selected materials before class through computers or mobile phone apps repeatedly or randomly[2]. This process can solve the serious problem of knowledge stratification caused by different understanding levels of students in traditional classes.

Online teaching mainly produces formative evaluation, while offline teaching mainly produces summative evaluation. So if we mix online and offline teaching together, the evaluation will be more comprehensive, which can improve autonomous learning and ensure the fairness and openness of evaluation. Due to the advanced Internet technology, mixed teaching can move the "sign in", "class homework", quiz to online platform and make them more intuitive and efficient. Voice input comments of students' performances are much better and more vividly than grades.

1.2. The Significance of Online and Offline Mixed Teaching Mode of College English

The mixed College English teaching mode obliviously has the advantages that traditional college English teaching can not surpass. Its effect on College English teaching includes following aspects:

First, under influence of new media, the dull and fixed educational knowledge dissemination in traditional courses can not meet the actual needs. Although teachers have prepared English resources such as courseware, videos, teaching aids and library e-books for students, if a common mechanism of online resources and offline course learning is not established, these teaching resources will be in a relatively isolated situation, which is not able to improve college students' English application ability[3].

Second, this mixed teaching mode is used to promote deep integration of information technology and English, enrich and develop implementation of English teaching in college. All the resources in this course are divided into some small knowledge section, students can decide when and where to study according to their schedule, and it is much more flexible for students to control their own learning rhythm than before. In addition, the offline English classroom teaching can thus focus on student's questions and strengthen their understanding of the language points, enhance their interest in English learning, and further affect students' independent learning ability and inquiry learning ability. It is also possible to realize personalized teaching for various students at different learning levels[4].

Finally, The online and offline mixed College English teaching mode is instrumental in emerging college English teaching system and ensures diversified development of curriculum. It integrates the College English curriculum into a complete system structure, and expands the skills and knowledge of the College English discipline more widely. It also helps the college staff develop curriculum once they get feedback from students evaluation of class and teachers.

2. Design of Online and Offline Mixed Teaching

The learning space is widely broadened for students by using various mobile learning platforms as new teaching medium. In the offline classroom, teachers can use blue ink cloud class, superstar learning pass, i-smart app to create a wholly new course form, set learning goals and plans, initiate tasks, stimulate students' enthusiasm for autonomous learning and participation in the completion, so as to cultivate students' autonomous learning ability[5]. More activities can be created for students in the mixed teaching process to promote students' independent learning and effective

participation. In addition to gaining experience by completing modules such as daily check in learning, word passing, daily voting and comprehensive scoring, students can also increase experience value by using modules such as rush answers and doubles[6]. Although we cannot guarantee the absolute fairness of online teaching platform evaluation, through the platforms, teachers can timely learn about students' learning status inside and outside the class, and guide them to learn English, as shown in Figure 1,2,3.
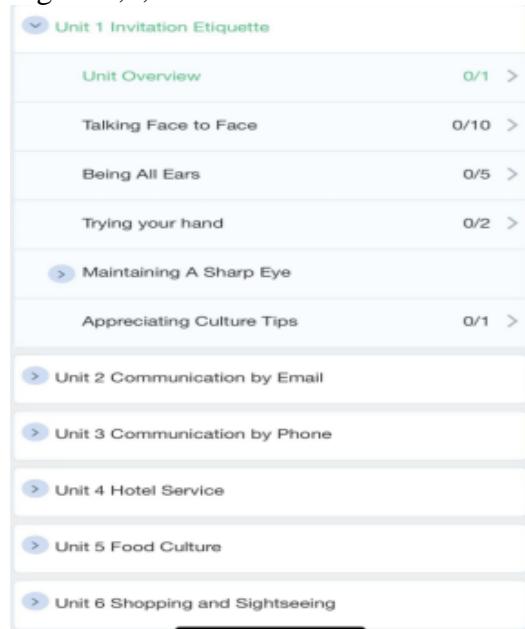

Figure 1. Course content in i-smart
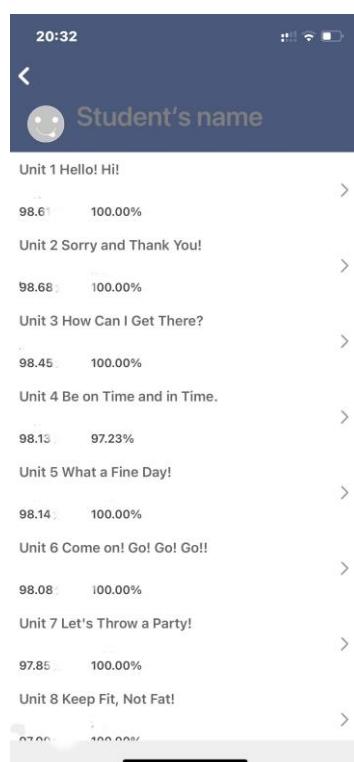
*Figure 2. Student's learning scores*
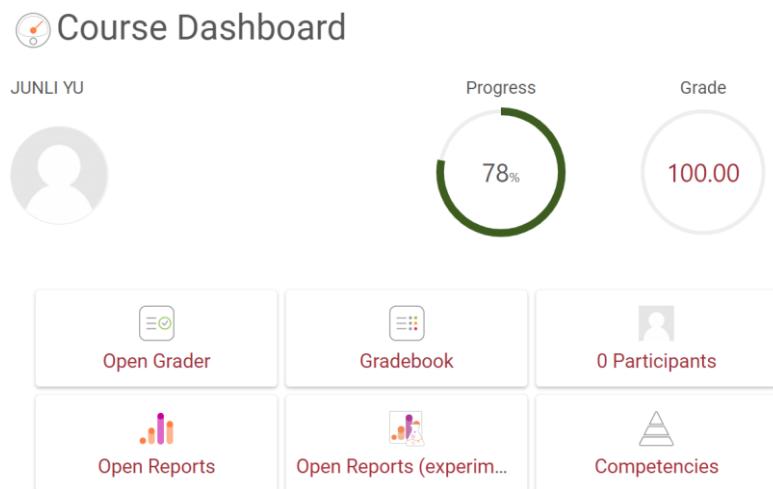
Figure 3. Student's learning progress

Compared with traditional teaching, this hybrid teaching mode is more comprehensive in teaching preparation and embodies the principle of personalized development in all aspects of teaching[7]. First of all, while preparing, teachers should give full consideration to how to help students truly establish lifelong college English literacy and ability suitable for their own development while learning college English knowledge. Based on the teaching platform, teachers can carry out a variety of college English ability competitions, enhance students' awareness of participation, and effectively improve students' interest in college English[8]. Secondly, it is obvious that the course forms are rich and colorful, and the college English content and teaching materials are personalized, which to some extent satisfies the diversified development of students, constructs course knowledge in the new personalized learning mode[9]. Thirdly, this hybrid teaching mode has been applied to many subjects and has received good feedback. College English, with its unique culture background and knowledge goal, is more suitable for such a complementary teaching mode, Taking College English textbook 1 as an example, its contents can be combined with unique cultural background, which is shown in Table1.

Table 1. Combination of unit goals and cultural background

Learning tasks	
Units title	sub-tasks
Greetings	Use different languages to greet people, dialect......
Food	Chinese food and western food, work or eat in a cafe......
Seeing a doctor	make a reservation, describe illness, talk with a doctor......
Fitness	Olympic Games, sports stars, The World Cup......
Celebrations	Spring festival, Christmas, Dragon Boat Festival, Halloween......
Hi-tech	High way, High-speed rail, Subway, Shenzhou spacecraft, solar energy, Huawei......
Shopping	World famous cities, trade fair, asking for a discount in the daily life......
Farewell	write a farewell letter, different languages to express goodbye, give a farewell speech......

3. Implementation of Online and Offline Mixed Teaching

The implementation of the online and offline mixed teaching mode of College English should

combine the knowledge points of the College English discipline, comprehensively expand and connect the teaching resources of the platform, change the traditional teaching style, innovate the old teaching methods, and constantly optimize the course contents. First of all, teachers should deeply study the teaching materials, adhere to the combination and innovation to expand the scope of knowledge[9]. For example, online teaching resources can display rich and colorful extracurricular content for students, appropriately extend the content of learning materials, let students understand the profound culture background behind the related teaching content, and effectively improve the English cultural understanding level of the students. Then, teachers can hold various forms of competitions, such as oral contest, writing skills contest, word challenge activities, English drama, speech contest, etc[10]. They can also select distinctive British and American festivals and properly integrate British and American culture into the classroom, which can achieve innovative results. Thus the students will have a sense of participation, and the collective cohesion has been strengthened. Finally, in the process of online and offline mixed College English teaching, teachers need to find ways to let students concentrate on their learning initiative, so as to arouse students' enthusiasm for learning college English[11]. For example, some teachers use the rain classroom in their teaching. Its bullet screen and contribution function can enable students to pay more attention to participating in classroom discussion activities. Data records before and after class can enable teachers to better follow up classroom learning. In addition, teachers try to choose simple and practical teaching methods instead of taking teaching difficulty as the dominant factor in the class, but take learning interest and learning efficiency as the primary task[12]. For example, when teaching a certain course, teachers can first use network resources to introduce the cultural background of the chapter and the key or difficult grammar of language knowledge to students, Then, the audio and video related to the course can be played by multimedia, thus the students can have a comprehensive learning experience and stimulate their desire for English learning. The whole implementation is shown as the following[13].
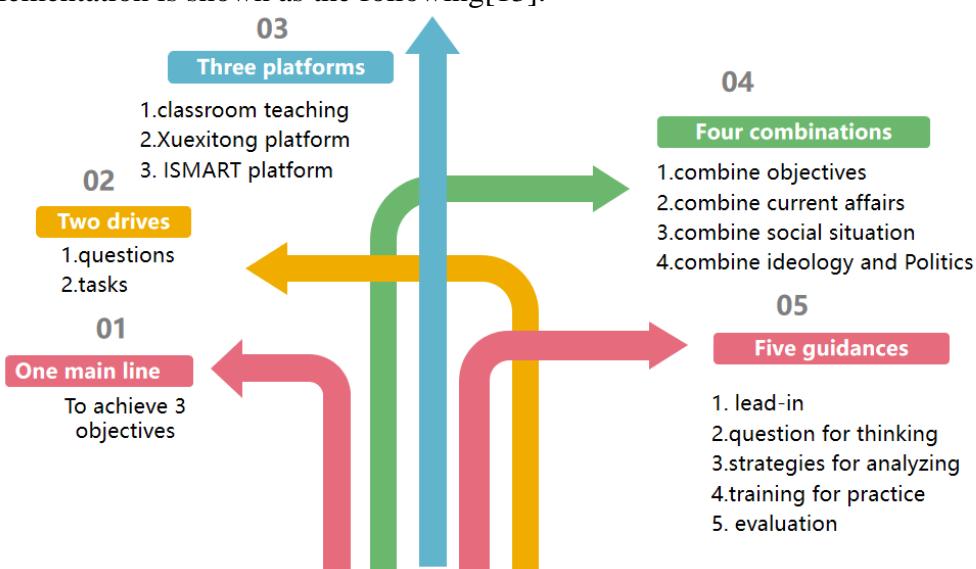

Figure 4. Implementation of mixed teaching

The construction of College English online and offline mixed classroom is foundation and guarantee for the efficient completion of teaching tasks, which mainly includes three important aspects. The first is the networking of students' intelligent equipment[14]. The stable and efficient learning app can timely convey the students' preparation and homework completion outside the classroom to the College English teachers in advance or afterwards, so that the College English

teachers can analyze the completion of these assignments, adjust the teaching content according to the reaction degree of different students to the contents, and avoid the traditional inculcating teaching. The second is the establishment of intelligent mobile terminals. In order to better complete the teaching goals of College English courses and make use of the functions of both the online and offline mixed College English mode, the app jointly developed by the University and the smart lab can connect school and parents[15]. It can timely provide parents and teachers with the learning situation and progress of students. This can make statistics on students' pre class preparation and post class assignments, urge students to better complete their studies outside the classroom, and promote the overall effect of College English class. The last one is construction of intelligent learning platform. Those learning platforms have been described in detail in the previous article. The main function is to connect the whole learning process of college English classes. If the platform is made good use of, the students will no longer have problems about some difficult language points which usually occur in the offline time-limited College English classes. Teachers can also adjust teaching plans at any time due to the timely feedback of students' homework. At the same time, parents can also view the specific learning contents and situation of their children through the platform. Thus it can promote college students' comprehensive English ability.

Table 2. Hybrid teaching mode design

Hybrid teaching mode	Before class	During class	After class
Teacher	Make clear teaching objectives, Prepare online materials, design teaching steps, plan evaluation system.	Explain important and difficult parts with cultural background; solve personal and common problems, formative evaluation.	Interactive communication, teaching summary, teaching reflection.
Student	Watch videos, read online materials, formative assessment.	Raise questions make a summary, check for understanding.	Review after class, solve practical problems by themselves, consolidate and improve.

4. Conclusions

In the new media network era, college English teachers should take the initiative to introduce new media, take in new technologies, make full use of them and promote students' independent learning and exploration. They are listed as follows:

4.1. Micro Class + Traditional Class

Specifically, the wechat official account is a main form of "Online + offline" mixed teaching mode through which teachers can flip the class. The teacher can record some important and difficult points or summaries into short videos, which are lately released to the wechat public platform. Afterwards students can use their mobile phones to log in the platform at any time to watch the independent preview of the wechat courses, and flexibly realize pre class preview or post class review. In this way, students can focus more on the important and difficult points in the class and seek answers from teachers. In the classroom, problems that the students are more concerned about and the common mistakes can be much easily extracted and be explained separately, so as to make up for the shortcomings of the students' online learning. Through some class activities or

discussions teachers and students may jointly work on the mission, and the English teaching effect will be greatly improved. After class, students can review what they have learned whenever they like by using the official account or the Internet platform, and can also choose the corresponding knowledge summary according to their own needs. In this process, participating in it, teachers can freely answer students' doubts, and conduct online communication and interaction with students to obtain better learning results. Through the platform, students' attendances can be clearly showed, such as Figure 5.

Figure 5. Student's attendance

4.2. Online MOOC + Traditional Class

MOOC has been widely developed, and its integration with traditional teaching has been accepted by many teachers. In the process of constructing the "Online + offline" mixed teaching mode, teachers should use abundant resources of MOOC to broaden the teaching content and promote students' autonomous learning and exploration. College English teachers formulate MOOC courses according to the teaching objectives, and the school could establish a special network MOOC platform which involves all kinds of subjects. Teachers could introduce MOOC into classroom teaching, and students should master the corresponding knowledge points, sentence patterns, grammar, etc. through independent online MOOC learning. MOOC and offline classes complement each other to achieve better teaching results. The teacher shall make suggestions and supplements according to the students' learning progress to solve the doubts and difficulties in the teaching process.

4.3. Webcast Class + Traditional Class

Students are very familiar with live webcasting, because they often buy things through various webcasting. If we take webcasting as a teaching tool, maybe it will bring us extraordinary results. Teachers can also build new teaching models based on network live broadcast and open a second class through live webcasting, so that students can interact with teachers through live webcasting or other devices to communicate English as much as possible.

The research can not only provide reference for the reform and innovation of English teaching mode, but also play a practical support role in promoting the new teaching mode, It is a question that every English teacher should focus on.

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Data Availability

Data sharing is not applicable to this article as no new data were created or analysed in this study.

Conflict of Interest

The author states that this article has no conflict of interest.

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