

A Practical Study on Online-Offline Blended Teaching Strategies in English Class

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Abstract: This paper constructs a comprehensive online-offline blended teaching mode for English classes, covering pre-class, while-class, and post-class stages. By analyzing critical factors influencing curriculum design, such as teaching objects, objectives, and contents, this study details the preparation of teaching resources, the design of interactive activities, the implementation of teaching procedures, and the evaluation of teaching effects. Addressing the limitations of traditional "cramming" methods and the isolation of pure online learning, the proposed model leverages digital platforms like the Homework Together APP, Seewo Whiteboard, and ClassDojo to create a seamless learning ecosystem. The research aims to shift the pedagogical focus from teacher-centered instruction to student-centered autonomy, thereby significantly improving the quality, efficiency, and engagement of English teaching and learning. Through empirical analysis and case studies, specifically focusing on the lesson "Heavy Snow," the paper demonstrates how data-driven feedback and flexible instructional strategies can enhance students' language competence and autonomous learning abilities.

1. Introduction

1.1 Research Background

Efficient classrooms in the modern era require a fundamentally student-centered approach. Courses must be designed based on students' individual needs, facilitated by precise analysis and timely feedback. However, looking at traditional offline English teaching today, the model of "teachers' cramming teaching in class + students doing mechanical copying and recitation after class" remains the mainstream approach in many contexts. To keep up with rigid teaching schedules, the time allocated for teacher-student discussion, intellectual exchange, and linguistic interaction is greatly reduced. Consequently, the teaching process lacks meaningful interaction. Furthermore, after-class assignments are often cumbersome and inefficient, leading to a decline in students' interest in learning, making the teaching effect difficult to meet expectations. Due to the special nature of the English subject, many families lack the ability to tutor their children effectively. As a result, the quality of homework cannot be guaranteed, and learning effectiveness is further compromised. With the advancement of science and technology, educational models are undergoing significant transformation. In recent years, online teaching has become a norm, forming abundant

online teaching resources and relatively mature delivery models. Therefore, following the development trend of intelligent education, promoting the in-depth integration of online and offline blended teaching in English classrooms is of urgent research value[1]. By making use of abundant online teaching resources and data-based evaluation capabilities to analyze students' learning status, educators can significantly improve the quality and efficiency of English teaching.

1.2 Research Significance

Conducting research on blended teaching helps expand and improve relevant theories, enriching the system of teaching and learning methodologies. Under the traditional teaching model, English classrooms are often dominated by teachers' one-way indoctrination and students' passive acceptance. In contrast, the blended teaching model facilitates teaching and learning through dynamic information interaction between teachers and students. The learning process emphasizes individual feedback and timely assessment, which is conducive to the comprehensive improvement of learning efficiency. Research on blended teaching can effectively improve students' learning abilities and address the disadvantage of emphasizing "teaching" while neglecting "learning" in traditional paradigms. By taking students' "learning" as the center, this approach stimulates students' learning autonomy throughout the entire teaching closed loop. It realizes knowledge acquisition and ability improvement on the basis of fully mobilizing students' subjective initiative, transforming them from passive recipients into active constructors of knowledge.

1.3 Review of Research Status

The academic community has conducted in-depth research on blended teaching, mainly reflected in four aspects. First[2], the design and research of blended teaching activities construct teaching models and procedures from different perspectives. Second, application research focuses on specific subjects or teaching units, using empirical methods to examine effectiveness. Third, research on supporting conditions discusses necessary software and hardware requirements. Fourth, comparative studies examine the advantages and disadvantages of blended teaching versus traditional models. These achievements offer valuable references, including theoretical bases, approaches, cases, and data, for the applied research of the online-offline blended teaching model in English classroom teaching. However, current academic research still has shortcomings. Most studies focus on secondary and higher education stages, with insufficient research on the compulsory education stage. Additionally, research is mainly concentrated in subjects closely related to information technology, such as computer science, while studies involving English courses are relatively rare. This study overcomes these deficiencies by focusing on English in the compulsory education stage. It conducts a practical exploration of blended teaching using common platforms such as the Homework Together APP, Seewo Whiteboard, and ClassDojo, striving to provide theoretical and practical exploration for frontline teachers to carry out blended teaching reform.

1.4 Definition of Core Concepts and Theoretical Basis

Blended teaching generally refers to the method combining online and offline instruction. Online teaching involves activities carried out on network platforms, including pre-class autonomous learning, flexible instruction during class, and review after class. Offline teaching refers to traditional face-to-face classroom interaction. In this study, it specifically refers to the integration of "traditional teaching and network-based teaching" in English classrooms. The theoretical basis rests on the Information Technology Curriculum Standards and the English Curriculum Standards for

Compulsory Education, which emphasize deepening the integration of information technology and English curricula. Furthermore, the theory of multiple intelligences and constructivism requires establishing a scientific teaching concept that takes the comprehensive, harmonious, and personalized development of students as the goal. [3]Through the wide application of Internet communication and artificial intelligence, an interactive environment conducive to learning can be created, enabling students to transform from passive knowledge recipients into active knowledge constructors.

2. Research Objectives and Contents

2.1 Research Objectives

The primary objectives of this study are twofold. First, this study aims to construct an online-offline blended teaching mode for English that seamlessly integrates pre-class, during-class, and post-class stages, thereby enhance the overall efficiency of classroom English teaching. Second, it attempts to summarize effective strategies for implementing online-offline blended teaching in English classrooms, providing a replicable framework for educators.

2.2 Research Contents

The research content focuses on the implementation approaches and strategies of online-offline blended English teaching. This includes exploring approaches for the pre-class autonomous preview stage, the during-class flexible instruction stage, and the post-class review and consolidation stage. Specifically, the study investigates how to integrate these stages to form a cohesive learning loop. It examines the implementation strategies based on this integration, analyzing how digital tools can be leveraged to support autonomous learning, enhance classroom interaction, and ensure effective post-class consolidation.

3. Research Methods and Procedures

3.1 Research Methods

This study employs three main research methods. First, the Investigation and Research Method is used to analyze the current situation of English classroom teaching before and after the implementation of the research. Second, the Action Research Method takes the organization and implementation of English classroom teaching activities as the carrier, running through the pre-class, during-class, and post-class learning process to constantly explore effective implementation approaches. Third, the Experience Summary Method is utilized to analyze problems found and solutions adopted, forming concrete teaching cases and refining strategies.

3.2 Research Ideas and Process

Through questionnaires and teacher interviews, this study first investigates the current situation of students' English learning. On this basis, it constructs the practical research of online-offline blended teaching strategies. The research process follows a logical roadmap: identifying problems through investigation, analyzing the background of basic education reform, and then proceeding to practical exploration in three stages: pre-class autonomous learning, during-class instruction, and post-class consolidation. Finally, the study summarizes and refines improvement strategies based on the data collected. The investigation revealed several key problems: (1) Lack of clear objectives in

pre-class learning, where approximately 70% of students lack clear preview goals and 85% lack resources, making preview a mere formality due to insufficient supervision. (2) Low participation in classroom teaching, caused by large content volume and limited time, leading to a single indoctrination mode that deprives students of opportunities to use language skills. (3) Inadequate post-class review, where students lack tutoring, relevant resources, and good habits, failing to achieve consolidation effects. To address these, the study explores resources and carries out research actions using specific digital tools. In the pre-class stage, students are guided via "Audio-guided Learning Guides" and the Homework Together APP. In the during-class stage, a "dual-teacher classroom" mode (online professional teachers + offline in-class teachers) combined with whiteboard interaction and ClassDojo evaluation is adopted. In the post-class stage, teachers and students jointly create customized "QR Code Books" and use the APP for consolidation.

4. Research Conclusions and Analysis

4.1 Practical Exploration of the Pre-class Autonomous Learning Stage

The pre-class stage is crucial for laying the foundation for efficient classroom learning[4]. This study implements a strategy centered on the "Audio-guided Learning Guide" and the Homework Together APP to clarify directions and provide quick feedback. The Audio-guided Learning Guide is ingeniously designed to enhance interest and precision. It includes five components: creating scenarios to engage students in specific task contexts; precise design of learning objectives using quantitative language; linking knowledge reviews to establish systematic networks; hierarchical autonomous inquiry to help students complete tasks step-by-step; and audio resources supporting learning via QR codes linked to high-quality platforms like the National Smart Education Platform. Teachers collect these guides through WeChat Work, using automated reminders for non-submissions. Through correction and analysis on WeChat Work, teachers identify confusions and problems students encounter, carrying out targeted lesson design based on this feedback. Complementing this, the Homework Together APP provides quick feedback. Teachers assign tasks such as text reading, reciting, and vocabulary memorization. The system provides instant evaluation, prompting students to practice and correct mistakes repeatedly. It automatically generates daily, weekly, and semester reports, helping teachers accurately monitor each student's learning situation.

Case Analysis: In the lesson "Heavy Snow" (Grade 6), the teacher designed an audio-guided plan and assigned preview tests via the APP. Data feedback revealed that while students mastered basic winter expressions, they struggled with the specific characteristics of "Heavy Snow." Based on this precise analysis, the teacher determined the teaching objectives and key difficulties, designing a targeted teaching process. This ensures that classroom time is spent on resolving actual difficulties rather than reviewing known content.

4.2 Practical Exploration of the During-class Instruction Stage

Students' sufficient pre-class autonomous learning lays a solid foundation for in-class learning. Based on big data feedback, teachers accurately design objectives and allocate time reasonably. The during-class stage adopts various methods, including the dual-teacher classroom, whiteboard interaction, and real-time evaluation tools to improve effectiveness.

Skillful Introduction Based on Data: Teachers introduce new lessons by commenting on pre-class data. They play reading results from the APP, showcase excellent pronunciation, and display outstanding learning guides on the Seewo Whiteboard. This practices listening skills and stimulates interest, clarifying learning objectives immediately.

Flipped Classroom to Improve Efficiency: For new knowledge presentation, teachers flip the

classroom based on content and student needs. Teaching content is selected from high-quality resource platforms or self-made micro-lectures. The mode becomes “video-based autonomous learning + teachers’ on-site Q&A,” forming a dual-teacher classroom. This allows teachers to spend more time interacting with students, fostering a culture where learning is a meaningful activity based on needs rather than a task to be finished.

Full Participation in Interactive Practices: To make exercises fun, teachers apply mini-games on the Seewo Interactive Whiteboard, such as fun classification and super matching. Additionally, Plickers is used as a classroom assistant to visualize teacher-student interaction. Students hold up cards to answer questions, which are scanned by the teacher to display results instantly. This solves problems of monotonous assessment forms and untimely feedback without requiring students to use electronic devices, making operation convenient and efficient.

Presentation in Cooperative Learning: Students complete inquiry tasks in groups to output language. Teachers patrol and guide, and students' works are displayed on the large screen via Seewo’s camera function for mutual evaluation. This stimulates the sense of participation and learning initiative.

Summary and Evaluation: Teachers and students jointly create mind maps using Seewo to sort out the knowledge framework. Meanwhile, ClassDojo is applied for real-time comments on performance. Combined with an Online-Offline Learning Evaluation Rubric, a comprehensive evaluation is implemented.

Case Analysis: In the "Heavy Snow" lesson, the teacher designed a “Golden Egg Breaking Challenge” using Seewo. Behind each golden egg was knowledge related to the topic. Students selected eggs to explore dates or dietary customs. For dietary customs, a flipped approach was used where students explored resources independently. In the extension section, students created postcards to promote Chinese Solar Terms culture, with works displayed via screen projection to enhance interaction.

4.3 Practical Exploration of the Post-Class Consolidation Stage

To improve the efficiency of post-class review, this study adopts characteristic mini QR code books and the Homework Together APP, providing students with an “on-the-go learning tutor.”

AI Dictation: To address the issue of parents being too busy or lacking proficiency for dictation, an AI intelligent dictation mini-program is applied. It supports AI-based dictation, automatic grading, and recording misspelled words in an error notebook, ensuring solid and efficient word learning.

Special QR Code Lessons: Two types of resources are developed. Basic Knowledge QR Code Lessons are micro-lessons recorded based on difficult points identified in class. Initially recorded by teachers, later practice encouraged students to act as “little teachers” to record these lessons, fostering growth. These are uploaded to the UMU Platform for repeated viewing. Picture Book Expansion QR Code Lessons integrate thematic picture books to help students expand vocabulary and sentence patterns through reading.

Highly Efficient Data Feedback: The Homework Together APP offers modules for reading, vocabulary, grammar, listening, and dubbing. Teachers assign customized homework based on student status. The system automatically grades submissions and prompts corrections.

Case Analysis: For "Heavy Snow," post-class consolidation included basic review via QR codes, improvement tasks on the APP, and oral practice through video dubbing. Assignments at different levels improved review efficiency and ensured teaching objectives were achieved.

5. Research Results and Reflections

5.1 Achievements of Online-Offline Blended English Teaching

The implementation of this model has yielded significant achievements at three levels. At the Classroom Level, a complete learning process connecting pre-class, in-class, and post-class stages has been realized, significantly improving teaching effectiveness. At the Student Level, the dominant role of students has been brought into play; their interest in English learning has enhanced, and their language competence, autonomous learning, and inquiry abilities have developed. At the Teacher Level, teachers have achieved precise mastery of students' learning status, making the teaching process more scientific. While reducing workload through automation, the speed of learning feedback and overall teaching effectiveness have improved.

5.2 Strategies for Online-Offline Blended English Teaching

Based on the practice, several key strategies are summarized. For the Pre-class Stage, the strategy involves designing Audio-guided Learning Guides to clarify directions for autonomous learning and using the Homework Together APP to provide quick feedback and precise academic analysis. For the In-Class Stage, strategies include: Smart Introduction Based on Data to skillfully introduce new lessons; Flipped Classroom to explain new knowledge in a targeted manner; Interactive Practice for Full Participation using Seewo games and Plickers; Cooperative Learning with Presentation via screen projection; and Summary and Evaluation using mind maps and ClassDojo for comprehensive literacy assessment. For the Post-Class Stage, strategies involve reviewing with QR Code Lessons to consolidate foundations, obtaining timely feedback through AI Dictation and APP assessments, achieving continuous improvement through Picture Book extensions, and using data feedback for reflection and future lesson design.

5.3 Reflections and Future Plans

In the practice of online-offline blended teaching strategies, some prominent problems remain. These include the need for further cultivation of students' information literacy, finding better solutions to students' personalized problems during the learning process, and the continuous improvement of teachers' ability to integrate and develop curriculum resources. These issues require in-depth thinking and continuous research in future classroom teaching practices. As technology evolves, the integration of AI and big data will likely play an even more central role in personalizing the blended learning experience, necessitating ongoing adaptation of these strategies.

6. Conclusions

This study successfully constructed and validated an online-offline blended teaching mode for English classes. By integrating pre-class autonomous learning, during-class flexible instruction, and post-class consolidated review, the model addresses the inefficiencies of traditional teaching. The use of tools like the Homework Together APP, Seewo Whiteboard, and QR Code resources has proven effective in enhancing student engagement and learning outcomes. The findings suggest that blended teaching not only improves the quality and efficiency of English education but also fosters a more autonomous and interactive learning environment. Future work will focus on refining these strategies to better accommodate diverse learner needs and advancing the technological infrastructure supporting blended education.

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