

Analysis of the Application of “Online and Offline” Mixed Teaching Mode in College English Teaching

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ABSTRACT. In the higher education system, English courses are universal courses and compulsory courses for all majors. The development of the Internet provides a good platform for the application of online and offline hybrid teaching models. College English teachers need to seize the opportunities of the times, conduct in-depth research on blended teaching and make efficient use of it. This article provides a brief analysis of blended teaching, and a detailed analysis of the application of online and offline college English blended teaching models from the aspects of online platforms, English software, and flipped classrooms.

KEYWORDS: College english, Blended teaching, Online and offline, Applied computer

1. Introduction

The society develops rapidly and demands higher talents. English proficiency is one of the important indicators for measuring talents. In the era of economic globalization, students are required to have strong English skills in order to successfully communicate in English. Blended teaching can show the advantages of information technology, optimize high-efficiency English classrooms, change the previous teaching mode, and lay a good foundation for improving students' ability.

2. Introduction to Blended Teaching

Blended teaching mainly uses the teaching mode that combines online and offline teaching to accomplish teaching goals. Online teaching mainly relies on the Internet to organize learning activities for students, and can also use teaching platforms or learning software to assist classroom teaching. Offline teaching refers to the traditional classroom teaching mode. Therefore, blended teaching can also be understood as the integration between Internet teaching and traditional classrooms ^[1].

Analyzed from the current curriculum setting in colleges and universities, the courses are scattered and the study time of students is not fixed. English teaching only relies on classroom learning time, and it is difficult to achieve good results. It also requires students to use the Internet to start independent learning after class. Therefore, the application of blended teaching in college English teaching is highly feasible.

3. Application of “Online + Offline” Mixed Teaching Mode in College English Teaching

3.1 Online Platform Model

Online and offline mixed teaching of English in colleges and universities can rely on the learning platform to build a mixed teaching model. Using the platform, students can log in to the learning platform through computers and learn online. However, due to the insufficient participation of some teachers, it is difficult for students to use the platform to learn efficiently and achieve good learning results.

In response to this situation, English teachers need to pay more attention to connecting online platforms and theoretical classrooms to create a mixed teaching model for students to achieve online and offline integrated teaching. The specific implementation process is that in the theoretical teaching of offline classrooms, teachers can log in to the learning platform, search for and learn related materials, and combine the teaching priorities to allow students to carry out systematic learning in the classroom. At the same time, English teachers can also carry out English teaching in the

multimedia classroom, guide students to log on to the learning platform, learn English knowledge, and carry out platform practice operations, help students accumulate knowledge and improve their platform application ability.

3.2 English Software Model

With the popularity of smart phones, there are many types of software applications, and there are also many apps related to English learning. Therefore, the use of mixed teaching methods in college English teaching can also make full use of English software and integrate classroom teaching.

For example, college students need to pass the English Test Band 4 and Band 6, and they need to have a high vocabulary foundation. In the process of memorizing vocabulary, you can choose apps such as "I love to recite words", "Scallop words", "Hundred words chopped", "Ink ink recite words" and other apps. Among the above software, there is a special vocabulary module for English test. Learning needs, flexible choice of software modules. At the same time, the software also has memory method guidance, students can learn more roots, affixes, and efficient vocabulary memory methods. The software also contains a test module. After students complete the stage of learning, they can test independently to verify the effectiveness of learning^[2].

As a new teaching concept, smart classroom can be introduced into traditional English classroom. Teachers can use the traditional mode to complete the classroom English knowledge explanation. At the same time, in the process of organizing classroom activities, teaching software can be used to present content and complete the switch between online and offline teaching modes. For example, when explaining English grammar, you can use offline teaching methods to analyze grammatical rules for students, and then use teaching software to organize students to complete "Chinese-English" practical exercises online. After students complete and submit online, teachers can check the results of students' exercises in time through the management terminal, which makes the classroom more efficient. Under the concept of smart classroom, innovative teaching methods.

3.3 Flipped Classroom Mode

3.3.1 Pre-Class Design

Use classrooms to create a mixed online and offline teaching mode, and expand college English teaching. According to the teaching goals, the design of the teaching plan can be completed, and the teaching priorities and difficulties can be clarified. At the same time, reasonable arrangements for teaching time ensure the selection of high-quality teaching resources. Combining different levels and different majors to design differentiated learning goals and skill goals, and grasp the learning situation of students in advance. English teachers can use the Internet to search for pictures, texts and other resources, complete the recording of the micro-class video of the teaching module, and then upload it to the network platform for students to learn and share, and students can understand what they have learned in the classroom in advance. At the same time, teachers can also select the most important and difficult learning points and set up test questions so that students can accurately grasp the key points and difficulties during the pre-class preparation stage. In addition, pre-class discussion questions can be arranged to stimulate students' interest in content learning.

3.3.2 Online Teaching

During the online teaching period, teachers can filter the video resources related to the teaching content through the Internet according to the requirements of the syllabus, and upload them to the platform. Students are required to register a learning account and log in to the corresponding class to successfully obtain learning resources. Finally, the teacher assigns video viewing tasks for the students, masters the background knowledge of the English text in advance, and is familiar with the general content of the article, key words, sentence patterns, etc. At the same time, you can also set up discussion questions in combination with the reading content, and complete the discussion online. According to the content displayed on the online platform, teachers can timely grasp the students' dynamics, strengthen the management of the learning process, encourage students to question boldly, and activate the learning atmosphere through online communication. In addition, teachers can also review students' work in time, and reasonably determine the arrangements for offline activities in accordance with students' online learning conditions.

3.3.3 Offline Teaching

In the flipped classroom, the implementation of offline activities is the focus. When teachers organize offline activities design, they need to clarify the problems in students' self-study through online discussions and task completion. At the same time, in the flipped classroom, cooperative learning is the key link. For students' common problems, teachers can organize group discussions and set up open questions to improve students' thinking and

expression skills. During the discussion, students have more opportunities to practice oral English. After the discussion, the group members will report one by one, and the teacher will give guidance and comments. After that, use PPT courseware to demonstrate English grammar, help students consolidate their knowledge and be able to speak English sentences correctly. It should also be noted that teachers in the classroom need to set aside appropriate time to summarize and summarize the classroom. Through the design of offline teaching activities, reflect the teaching philosophy of the born-based subject, and focus on cultivating college students' self-learning ability and language ability.

3.3.4 Mixed Teaching Practice

New media is developing rapidly. In the process of applying the mixed teaching model of college English, new media can be used to integrate offline classrooms to provide students with a new way of learning.

For example: Use the WeChat official account to complete the establishment of the flipped classroom. The teacher organizes key knowledge according to the teaching content, and records the micro-class video, and publishes it to the students through the WeChat official account. The student can use the smart phone to receive the micro-class content at any time. Use leisure time before class to learn by yourself. In terms of classroom teaching, design classroom practice activities to allow students to combine the knowledge learned in the course and participate in activities. As a guide, the teacher guides the students' discussion process at any time.

In addition to micro-classes, MOOC and traditional classrooms can also be integrated to establish a mixed learning model. Due to the rapid development of MOOC, MOOC academies have also been opened in the network, which are used for special learning of college English. Therefore, in the teaching process, teaching can introduce MOOC resources into the classroom and guide students to use MOOC to start learning, which not only relieves the pressure of teachers to teach, but also makes students learn more efficient. In addition, the MOOC exhibition will be used to carry out mixed teaching, and teachers should also inspire and advise students in time to help them overcome learning difficulties^[3].

In mixed teaching, teachers use live web-casts to set up a second classroom. Students can interact with teachers during the live broadcast process through computers, mobile phones and other terminal devices, so as to exchange learning content and activate English teaching atmosphere.

4. Conclusion

In short, the application of college English teaching mode is directly related to the formation of students' English ability. Therefore, English educators need to keep up with the development of the times, use information technology to create a mixed online and offline teaching model, give full play to the advantages of online and offline teaching, improve the quality of English classrooms, and improve the comprehensive ability of talents.

Acknowledgement

In 2019, Jiangxi Institute of Fashion Technology's teaching reform research project "Classroom Revolution" in the context of "online + offline" mixed teaching model applied in college English teaching, project number, JFJG-19-39.

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