# On the "Online and Offline" Hybrid Teaching Mode of College English

Maohua SUN

*Foreign Language Department, Dalian Jiao Tong University, Liaoning Province, China*
*summer_817@163.com*

**ABSTRACT**

hybrid teaching is a kind of teaching that combines online teaching with traditional teaching, which is defined as "online and offline". Through the organic combination of these two teaching forms, students' learning can be from shallow to deep. The purpose of College English is to make the present college students have good English comprehensive ability, so that they can effectively use English communication in their future study and life, so as to meet the needs of our social development and international communication. In order to achieve this goal, the adoption of "online and offline" hybrid teaching mode is a necessary trend, whichcan help college students to learn English better to some extent, and also help teachers to update teaching concepts and improve teaching effect in time.

*Keywords: "online and offline", teaching mode, College English*

## 1. INTRODUCTION

With the development of science and technology, information network makes people's life convenient and fast, and network technology also makes the development of education industry develop rapidly. As we all know, today's traditional classroom, it is gradually being replaced by the hybrid learning mode under the information technology. Through the use of high-tech equipment such as computers, different types of students can sit in the same classroom and use the equipment, media and teaching materials matching their learning style to arrange their learning progress at their own level. This undoubtedly brings great convenience to students' learning, and makes it a reality that every student can realize from "can't study independently" to "can study independently".

### 1.1. Overview of online and offline hybrid teaching mode

Generally speaking, we call it the hybrid teaching mode, which mainly refers to the full integration of the traditional face-to-face teaching and the teaching on the Internet. During the operation of the specific teaching mode, teachers can carry out the teaching in the classroom and on the Internet simultaneously in the specific teaching process, while the online teaching is the extension of the traditional classroom teaching Expand. In specific teaching activities, the leading role of teachers and the integration of students' subject status makes classroom teaching and online learning environment combine organically, which can effectively play the role of teachers' guidance, inspiration and monitoring to the greatest extent, and fully reflect the better teaching effect. The mixed teaching mode

is mainly to combine the specific teaching objects and objectives to further effectively define the corresponding teaching starting point and end point, to ensure that all teaching elements are scientifically and reasonably optimized, and to effectively constitute the corresponding teaching program. The hybrid teaching mode more effectively reflects the humanistic teaching thought, takes the students as the active subject, carries on the targeted training, more effectively respects the personalized development of the students, enables the students to obtain the knowledge and the skill effectively.

## 2. Characteristics of "online and offline" teaching mode

### 2.1. The ways to develop this teaching mode are "online" and "offline", that is, the combination of "online" and traditional classroom teaching.

**2.2.** "Online" teaching has become a necessary activity of teaching, not a dispensable aid. Online classes lack a unified class platform. At present, there is almost no software specially developed for online English classes on the market. Most students' online learning needs to be carried out in the web pages of training institutions with the help of computers, while online one-to-one teaching is usually carried out with the help of wechat, QQ and other third-party tools. In general, the third-party software or tools for education have not been developed, so the convenience of online education needs to be improved. During the course of class, most students choose to turn off the camera

Like the head, it is difficult for teachers to grasp the state of class according to the students' expressions and actions. It is suggested that the organization should be able to carry out mandatory requirements in terms of opening the camera, conduct real-time supervision on the listening of students in class, and encourage students to actively ask questions, so as to improve the efficiency of online classroom. There are some limitations in the online classroom. Most of the teachers interviewed said that face-to-face way to answer questions and solve questions for students is more direct and effective. And compared with offline classroom, online classroom students are more likely to hand in homework in a timely manner, and teachers are difficult to supervise the completion of their homework. It is suggested that educational institutions should take reward and punishment measures of integral system. Each student has a certain amount of initial points. Every time he / she submits a high-quality assignment on time, he / she will get a certain amount of bonus points. Every time he / she delays submitting a assignment or the quality of the assignment is worrying, he / she will be deducted a certain amount of points. When the score is higher than a certain value of the initial score, students can get some material rewards to drum up

Encourage students to finish their homework in time and efficiently.

**2.3.** The teaching mode of "offline" has also changed a lot. It is not only to copy the traditional classroom to the new classroom, but also to design and carry out better teaching activities based on the "online" according to the actual situation. As for students' classroom performance, we know that there are clear objectives

Of the students, most of them are junior students, who are more active and conscientious in class, while freshmen and sophomores are not as urgent as junior students because of their immature plans and uncertain goals. Therefore, the key to improve the training effect of training institutions is to help students to define their learning goals and formulate training plans. It is understood that the implementation of off-line classroom without mobile phones also plays an obvious role in improving learning efficiency, while classroom without mobile phones is not a compulsory measure. When the TA requires students to collect their mobile phones, most students will actively hand in, and a small number of students are unwilling to hand in. However, in the atmosphere without mobile phones, the frequency of students who do not hand in their mobile phones using mobile phones has also decreased significantly, so classroom without mobile phones It has certain implementation effect. The interaction between teachers and students in offline courses is mainly based on the communication between students and teaching assistants. The teachers interviewed said that in general,

offline teachers' courses are relatively close, and the time after class is not enough to answer questions. Therefore, students often ask questions of the classroom teaching assistants, and the teaching assistants will occasionally understand the situation of students through wechat and telephone to answer questions. Generally speaking, students and teachers participating in offline courses communicate with each other High efficiency. Offline English courses will be tested in all learning stages, mainly testing the learning content of the previous stage, so that students can find their own shortcomings in all stages. The one-to-one teaching test has a greater improvement than the class test, so the organization can set up a flexible class scale, and read classes of different scales according to students' personal conditions, so as to improve learning efficiency; the teachers interviewed also It is emphasized that the class courses provided by the organization are relatively close and mainly based on skill explanation, so the practice and skilled application' after class are the key to achieve practical progress.

**2.4.** The advantage of "online and offline" hybrid teaching is that it can give full play to the advantages of the two kinds of teaching and combine the best of the two, so as to reorganize and design the old traditional classroom and achieve certain results. For a long time, the disadvantage of traditional classroom teaching is that teachers teach too much in the classroom, and "cramming" teaching makes most students learn

The initiative of study is not high, the participation of classroom activities is not enough, and the learning results of the whole class are very different. And the new hybrid teaching model is a good solution to these problems.

**2.5.** The teaching mode of "online and offline" has expanded in time and space, that is, students' learning is not limited to "classroom", students can "learn" anytime and anywhere,

Teachers can "teach" anytime and anywhere. It optimizes the structure of teaching and learning, and promotes the good relationship between teachers and students.

## 3. THE APPLICATION OF THE MIXED TEACHING MODE OF "THREE LINES ONLINE AND OFFLINE" IN COLLEGE ENGLISH TEACHING

### 3.1. Pre class preparation and assistance stage

Before English teaching, teachers should select the curriculum resources that are more suitable for students' language development level in combination with the specific teaching content, and design the learning tasks that can further develop students' independent learning

ability in combination with the actual situation, so as to effectively support the corresponding curriculum resources in the application of teaching materials, such as "new concept foreign language" The network teaching platform, Longman interactive learning platform and unipus are used as the mobile network learning platform for teachers and students to realize interactive influence. Through the function of the platform and the announcement system, the learning plan, learning objectives, key and difficult points involved in the teaching material unit, as well as the learning tasks and Preview contents corresponding to the unit theme, etc , more timely and effective delivery to students, students can further combine the requirements of the task, through group discussion or individual independent thinking, more effectively get the background of relevant knowledge, so as to more effectively preview the course content, through this way can further improve the effect of independent learning, and complete the relevant learning tasks excellently. In this link, teachers can effectively use the independent learning platform to fully realize the interaction between teachers and students, and provide practical and effective online consultation, Q &amp; A and other related activities in the process, so as to provide more targeted guidance and help for students, so as to fully cultivate their independent inquiry ability and independent learning ability.

### 3.2. classroom face-to-face learning stage

Offline, that is to say, in the stage of face-to-face learning in the classroom, it is mainly targeted through the classroom teaching platform and independent learning platform, so that it can fully integrate, and carry out more targeted multimedia assisted teaching. First of all, teachers should carry out targeted inspection and Analysis on the completion of the task of pre class preview, focusing on the relevant issues. Secondly, it is necessary to further effectively create more contextualization in the form of multimedia

In this way, students can be inspired to think deeply about the relevant knowledge. Thirdly, teachers should further combine the actual situation and the corresponding theme of each unit, design the corresponding task requirements, further encourage students to discuss, and carry out situational dialogue, role play and other related forms in this process, so that students' enthusiasm and initiative are fully stimulated, and more enthusiastic participation in the classroom discussion process. Finally, teachers should further guide and encourage students to carry out continuous summary and reflection, so that students can carry out self-evaluation or mutual evaluation. In this process, they should put forward suggestions to each other, carry out comprehensive evaluation for specific learning process and results, summarize learning content, stimulate students' independent exploration spirit and learning

motivation, consolidate learning knowledge, and further improve Improve the ability of English application and cooperation.

### 3.3 review and consolidation stage after class

In the process of online teaching after class, teachers can further supplement the corresponding courseware, reading materials, audio and video and other relevant contents through the online and offline hybrid teaching mode, so as to further broaden students' learning horizons and deepen students' understanding and mastery of relevant knowledge. Students can make full use of the network platform to achieve automatic scoring. Through a large number of online review materials, students can fully strengthen the learning effect, further increase the time and space for practice, further expand the scope of knowledge, and more effectively complete the related learning tasks. After class consolidation practice module makes the specific classroom teaching fully extended, fully cultivate students' independent learning ability, and lay a solid foundation for their habit of lifelong learning.

## 4. TEACHING ENLIGHTENMENT

The following is the inspiration and suggestions of this study for the scholars and teachers engaged in this field.

**4.1.** Information-based teaching is only a necessary supplement to traditional teaching. It can not replace the unique interaction and emotional exchange between teachers and students in classroom teaching. Therefore, when assigning teaching tasks, teachers can take language training as the content of independent learning, such as voice training, listening training, follow-up reading and writing.

More teacher-student interaction and group activities are arranged in the classroom teaching, so that students can increase their interest and enthusiasm in language learning, and reduce the sense of isolation of information-based teaching for students.

**4.2.** Network learning needs to strengthen supervision and management. First of all, although online learning can provide a lot of convenience, but there are also some shortcomings, such as a single process, the form is not flexible enough to meet the needs of different levels of learners. Secondly, due to the problem of system setting, it is easy for some lazy learners to make a hole, such as cheating such as brushing learning time, brushing questions, etc., so we need to strengthen the supervision. In order to give full play to the role of network autonomous learning, teachers need to constantly explore

and summarize experience, and make full use of the advantages of network to assist classroom teaching. At the same time, the content and task of Extracurricular Autonomous Learning should be moderate, pay attention to the effect and quality, rather than mere formality.

***4.3.*** Teachers should conform to the development trend of information technology, constantly summarize and innovate teaching mode, and improve the level of information-based teaching. In the mixed teaching mode, we try to use advanced teaching methods such as micro class, MOOC class, flipped class, blue ink cloud class and rain class to improve the teaching efficiency, and integrate face-to-face teaching and online learning, so that students can gradually adapt to advanced learning methods and methods, and create favorable conditions for lifelong learning.

***4.4.*** Because the hybrid teaching is still in the exploratory stage, there is no ready-made theory and experience to learn from, and the construction of the curriculum and evaluation system of hybrid teaching is not mature, so for the time and task allocation of the offline classroom teaching and Online Autonomous Learning in Hybrid Teaching and the scientificity of the evaluation method still need more research and demonstration. At the same time, in order to ensure the smooth progress of hybrid teaching, we need to constantly update and improve network technology and services.

## 5. CONCLUSION

With the help of modern information technology, the "online" and "offline" English teaching can be organically combined. Students can conduct classroom display under the guidance of teachers or group cooperation through the "online" self-study before class, and carry out learning discussion in the "offline" class, so as to promote students' ability of independent thinking and innovative learning. Students of different levels can arrange the schedule according to their own learning habits. The task of teachers is to teach students how to learn and build knowledge, so as to make classroom teaching more vivid and innovative. College English teachers use modern information technology to create hybrid teaching, which makes the traditional English classroom teaching more dynamic.

## REFERENCES

[1] Pang Yafei, "online and offline" hybrid learning and empirical research [J]. Journal of Hubei correspondence university, 2018 (15): 423

[2] Fang Lingling. Application of o2o teaching method in MOOC English Teaching [J]. Overseas English, 2016 (4): 239-240

[3] Calm down. New development of hybrid teaching mode based on cloud platform [J]. Digital teaching in primary and secondary schools, 2018 (4): 10-13

[4] Chen yabing. Discussion on the convenient mode of online and offline mixed teaching [J]. Modern education Hua, 2018 (5): 127-129136

[5] Zhou Yun. Research on College English intelligent teaching mode from the perspective of mobile Internet [J]. Modern educational technology 2016 (12): 78-85

[6] Zhang Qijing, sun Lijuan. On the construction of College English blended teaching mode [J]. English Plaza, 2018 (6): 76-77

[7] Xu Lai Yong. Analysis of mixed teaching mode and strategy of College English under the background of "Internet +" [J]. Journal of Lanzhou Institute of Education, 2017 (2): 137-138.

[8] Yang Chunxia, MI Mei Hong, Li Xiaoyan. Research on the mixed mode of College English Teaching under the background of "Internet +" [J]. Science and education guide, 2017 (5): 91-92.

[9] in Yu Yao's "Internet +" background of College English blended teaching mode [J]. Financial theory and teaching, 2017 (2): 104-106.

[10] Qin Qin Yang, field. Application of blended teaching mode in College English Teaching under Internet + background [J]. Modern communication, 2018 (9): 194-195.

[11] Li Kedong, Zhao Jianhua. Principle and application mode of Blended Learning [J]. Research on audio visual education, 2004, (8)