

Construction of "Online + Offline" Blended College English Teaching Mode

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ABSTRACT

The single traditional college English teaching is far from satisfying the students' acquisition of knowledge, and the "online + offline" blended teaching mode is increasingly favored by educators. Starting from the disadvantages of the single college English teaching mode, this paper discusses the importance of the blended college English teaching mode, and tries to construct the blended college English teaching mode from the perspectives of students' online autonomous learning before class, offline classroom teaching, students' online review internalization after class and the adoption of double evaluation system, so as to improve the quality of college English teaching.

Keywords: *Blending online and offline, College English teaching, Mode construction.*

1. INTRODUCTION

With the increasingly strengthening of international exchanges, the country's requirements for students' foreign language ability continue to improve. The traditional single face-to-face college English classroom cannot meet the students' access to learning resources. The "online + offline" blended college English teaching mode is heating up all over the world and has become a new direction of college teaching mode in the information age. The 14th Five-Year education development plan put forward that "information application level and teacher student information literacy have been generally improved, and the Internet plus education platform" has been built, and efforts have been made to build a new mode of talent training under Internet plus conditions and develop a new mode of education based on Internet. [1] "Key points of education informatization in 2016" points out that "we should strengthen the development and application of high-quality digital

education resources in higher education, and guide colleges and universities to explore the reform of flipped classroom, blended teaching and other teaching methods by using online open courses." [2] Blended teaching is conducive to the deep integration of information technology and curriculum teaching, promoting the realization of educational modernization, and then improving the quality of college English teaching.

2. BLENDED TEACHING

According to Smith and Kurten's classification standard of blended teaching, they think that "online learning within 45% is called blended teaching" [3], that is, 45% of the content is taught online, and 55% of the teaching content is taught face to face. "Online + offline" blended teaching mode makes full use of modern educational technology, expands students' learning time and space, frees more time for classroom face-to-face teaching, internalizes knowledge and trains students' cognitive ability, fully realizes complementary advantages, and helps to improve college English "teaching quality and students' literacy" [4]. Blended teaching "combines advanced information technology with traditional teaching ideas to form a new teaching method" [5]. Students complete low-level thinking activities such as knowledge teaching through online learning, while

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the training of high-level thinking ability is completed through traditional face-to-face classroom. This method makes full use of the advantages of advanced information technology and traditional teaching, fully reflects the role of students in teaching, changes the teacher's central position into the role of guide, fully mobilizes the students' learning initiative and enthusiasm, and significantly improves the students' autonomous learning ability.

3. DISADVANTAGES OF SINGLE COLLEGE ENGLISH TEACHING MODE

3.1 Disadvantages of Single Face-to-face College English Teaching Mode

First, the single face-to-face college English teaching mode is limited by time and space. Face to face college English teaching activities are often completed in the classroom within the prescribed time. Teachers complete the teaching tasks according to the syllabus, teaching steps and the rhythm set by teachers. Students' effective learning time is very limited, which is limited to 45 minutes in the classroom, and can't make rational use of the fragmented time in life. This kind of learning rhythm and learning breadth can't meet the needs of current college students' training objectives. Second, the traditional single face-to-face college English teaching mode has the defect of incomplete resources. Face to face teaching mode is teacher centered, students rely too much on teachers to impart knowledge, teachers' knowledge reserves and resources are limited, so this teaching mode has the defect of "learners' learning resources are not comprehensive" [3]. Third, students' participation is not strong and the effect is not good. In the traditional face-to-face college English teaching mode, "students' learning behavior is subject to the teacher's instructions, which is relatively passive." [3] In order to complete the teaching task, college English teachers often delay in the design of teaching content. The classroom is mainly explained by teachers, and students are often in the role of passive reception, lack of active thinking and participation in discussion. This kind of indoctrination teaching method greatly affects the students' enthusiasm and initiative in learning English, and the teaching effect is not good.

3.2 Disadvantages of Single Online College English Teaching Mode

Online learning provides students with more flexible learning time and progress. Students can independently arrange the time, place, learning equipment and progress of online learning, which can stimulate students' learning initiative and enthusiasm. However, it is difficult for teachers to monitor the actual effectiveness of students' online learning. Students rely too much on network equipment and lack of communication with teachers and classmates, which easily leads to loneliness and helplessness. At the same time, online teaching increases the difficulty of teachers' teaching management. Some students may just complete the online learning time specified by teachers, and they are chasing dramas or taking other courses by opening the learning platform terminal. It is difficult and easy to guarantee whether the students study seriously online, whether the online learning time is real and sufficient, and whether they really understand the online knowledge content.

4. THE IMPORTANCE OF "ONLINE + OFFLINE" BLENDED COLLEGE ENGLISH TEACHING

4.1 Students' Fragmented Time Can Be Used Reasonably

Blended teaching is the deep integration of online learning and offline classroom face-to-face teaching. Offline classroom face-to-face teaching time is very limited, the whole class time cannot be divided into several independent time periods, but online learning is not restricted by the length of time, students can make full use of a lot of fragmented time in life, such as canteen queuing for meals, waiting for the bus, taking the subway and so on. Although fragmented time is short, the accumulated fragmented time of a day cannot be underestimated, which is enough for students to complete online courses. Online teaching mode can effectively use the fragmented time in students' life, which is more easily accepted and loved by students.

4.2 Students' Learning Space Can Be Expanded

The location of offline classroom is the classroom. However, online learning makes the traditional media communication content moved to

a new network platform. People can access the content on the network platform by using the portable mobile terminal, iPad and so on. Students can learn online in "canteen, classroom, dormitory, library and on the road, at home" and other non-traditional learning places. Online learning expands students' learning space. Students can arrange their own learning and search the corresponding knowledge according to their hobbies. Students' autonomous learning ability can be improved virtually.

4.3 More Abundant Teaching Forms

Offline teaching activities are carried out within the specified time in the classroom, and teachers' teaching steps are often to teach and explain vocabulary, analyze important sentence structure, text structure, and deal with homework after class. Traditional foreign language teaching focuses on the teaching and practice of language knowledge, while the training of language application ability is insufficient. Online teaching is that teachers record the relevant knowledge points into videos and release them to the corresponding learning platform before class. Students need to complete the tasks assigned by teachers online before class, and students also need to sort out the learning content. Through personal statement, group role play, debate and other forms, this teaching mode can promote the improvement of students' English application ability, the improvement of English communicative ability, and rich teaching forms which can mobilize students' enthusiasm for learning. Online learning and offline knowledge display are linked with students' Formative Assessment scores, which can arouse students' desire to participate and increase their investment.

5. CONSTRUCTION OF MIXED TEACHING MODE

The blended teaching mode adopts the process of "online + offline + online + evaluation" to complete college English teaching. The specific steps are as follows:

5.1 Online Autonomous Learning Before Class

The teacher recorded the short video of online teaching before class. Teachers decompose unit knowledge points and record videos. It is better to record a video for each knowledge point and explain the knowledge points through micro video.

After the video is recorded, corresponding exercises are provided according to the students' needs to master the knowledge points, so as to detect the students' mastery of the video knowledge points. Before face-to-face teaching, students need to independently complete the online video recorded by the teacher, list and sort out the online knowledge points, and make corresponding learning notes. Students ask questions which are difficult to understand about online knowledge points on the forum platform (the forum platform can be the forum platform on Xuexitong, or WeChat or QQ platform). The learning committee collects the common questions raised by most students on the forum platform and sends them to teachers. According to the students' online learning questions, the teacher designs the content that needs to be discussed and answered in the face-to-face course. At the same time, the teacher also needs to "extract the key points of knowledge in this unit" [4] and difficulties, and explain them in the face-to-face way.

5.2 Teaching Offline

According to the results of students' exercises, teachers carefully design offline classroom activities and check students' online learning. Students learn the knowledge points that need to be completed in the classroom in traditional teaching online in advance. Students can learn online content repeatedly and try their best to understand and digest online knowledge. In the classroom, teachers only need to explain the difficult problems that students can't understand in online learning and the key and difficult parts of this unit. At the same time, they need to flexibly apply online knowledge points, focus on students' cognitive learning, and supplement the hidden and expanded parts of knowledge points. The teacher arranges the students to preview the learning content in front of class through group presentation, including the students' harvest, confusion and feelings of online learning. Students can present online knowledge through "personal statement, speech, role play, group discussion, debate, etc." [4]. The teacher answers the students' online questions one by one according to the questions collected by the Learning Committee on the forum platform and the questions found by the students in the classroom presentation. However, the way to answer the questions adopts the mode of discussion and guidance, instead of directly telling the students the answers. The teacher should consciously guide the students to find out the answers to the questions

step by step, through the "teach it to fish" method. Methods let students learn to explore the answers to questions. The teacher guides the students to discuss the key points and difficulties of the unit. The teacher does not directly tell the students the key and difficult points of the knowledge of this unit, but leads the students to correct and supplement the improper summary by discussing the key and difficult points of this unit. The teacher should explain the important and difficult knowledge through examples, and let the students learn in class so as to test the students' mastery of this part of knowledge.

5.3 Internalization of Students' Online Review After Class

Teachers design unit test questions according to students' offline performance and understanding of knowledge points, and require students to complete them online after class, so as to review and consolidate knowledge points, and let students master the specific application of knowledge points. At the same time, teachers also need to summarize the key and difficult knowledge of this unit and design some exercises for students to complete online after class. Students who still have questions about the exercises after class can get answers through online forum platform or by asking the teacher alone.

5.4 Double Evaluation System

Online and offline teaching needs to be evaluated. After the completion of the unit task, teachers can design the corresponding test questions according to the important knowledge points of the unit, and students' test results are an important part of the final evaluation, using the evaluation strategy of combining formative evaluation and summative evaluation. The blended teaching mode includes online and offline teaching modes. It is difficult to realize the evaluation of online teaching by quantifying specific scores. Therefore, formative evaluation is used in this part, which accounts for 40% of the total evaluation. The content of formative assessment is divided into two parts, one part is students' online learning records (accounting for 20%), such as students' online learning duration, test scores, online learning knowledge points sorting, the number of questions on the forum and the number of replies to other students' questions on the Forum; the other part is students' performance in offline teaching (accounting for 20%), including students' online

learning on the knowledge point list the integrity of the display content and the exquisite degree of PPT pictures, the performance of knowledge point display, the participation and performance of group cooperation. In addition, the accuracy and fluency of students' language expression, the difficulty of playing a role in group cooperation, and the ability of organization and cooperation in group cooperation are also considered in formative assessment. The summative evaluation accounts for 60% of the total score, and the students' language level is mainly tested through the final written examination. The content of the test is vocabulary use, cloze, reading comprehension, translation and writing.

6. CONCLUSION

"Online + offline" blended teaching helps students make full use of their leisure time to learn and interact everywhere, extending the location of college English teaching from classroom to extracurricular, and students' access to knowledge from teachers to teachers + network. However, the attempt of blended teaching mode in most colleges and universities is still in the trial or construction stage, the software and hardware facilities of its teaching mode operation are still in an incomplete state, and teachers are still in the exploration level of blended teaching, and its effectiveness is still the direction of the follow-up topic to be discussed. Blended teaching poses a new challenge to teachers' professional development. How to adapt to the blended teaching mode is also worth pondering.

AUTHORS' CONTRIBUTIONS

This paper is independently completed by Yuanhui Hu.

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