On the Integration of Online Teaching and Traditional Classroom Teaching

A Case Study on" College English" Course

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Abstract─In this paper, thinking and elaboration are conducted for a series of questions including the necessity, targeting, basic strategy, activity classification and pattern study etc. for the integration of online teaching and traditional teaching, so that we can better understand the essence and specific operation of the integration of both; hence it has been more significant for guiding the combination of educational mode of modern web-based instruction and the traditional teaching.

Keywords─*online teaching; traditional teaching; integration*

I. INTRODUCTION

Thanks to the characteristics of strong interaction and abundant resource of the Internet, it has widely infiltrated into all areas of daily activities and the field of education as well. It is adult education that first applied the network for teaching; followed with the network schools and various educational platforms on the Internet. At the same time, as an auxiliary form of classroom teaching, it has penetrated into the full-time general education system, which has been widely used in colleges. Online teaching, as a new form of emerging modern educational mode, has its own unique characteristics and advantages compared with the traditional classroom. How to fully utilize the advantages of online teaching in the colleges and universities, and organically combine this new type and the traditional one? It has the essential significance for enrichment of the teaching resources, improvement of teaching conditions as well as the enhancement of the teaching quality.

II. ADVANTAGES OF TRADITIONAL TEACHING AND ONLINE TEACHING, AND THE DEFINITION AND NECESSITY FOR THE INTEGRATION OF BOTH

The traditional classroom teaching is characterized by "Passing--Accept" with the emphasis on the leading role of teachers in that teachers can fully control the classroom, which is conducive for the focus thinking of students. The traditional teaching attaches importance to the systematic imparting of scientific knowledge, which will be helpful for students' knowledge systems and structure being formed in the short term. In the traditional teaching, the first priority is the class teaching system, through which the teachers are able to organize and monitor the entire teaching process. The traditional classroom is also assistant for the face-to-face communication of affection between the teachers and students so that they can make full use of the role of emotional factors in teaching, which is beneficial for the students' verbal expression and training of volition.

Compared with the traditional teaching model, the online teaching model relying on information technology boasts with many effects which are unachievable by the former one. It is even more obvious for such effects when reflected in the English language teaching practice. Firstly, the online teaching is open and flexible. The open and flexible teaching methods and teaching model of network can not only help students develop the spirit of self-learning and collaborative learning, but also strengthen the coordination and exchange of learning. Secondly, the network contains limitless information and learning resources. These information and resources are not only rich in content, but are diversified in types; therefore, the students may refer to the all sorts of learning resources such as audio and video other than text teaching materials in the learning process. Moreover, the online teaching also has the interaction advantage which cannot be found in the traditional teaching. Such advantage can provide the students with the opportunities of free expression, discussion and raises of questions, so that the students can identify, present and solve problems to promote the launch of inquiry-based learning. Fourthly, the online teaching can take full advantage of the display, play and scenario simulation of multimedia, so as to enrich the learning interest of the student in the learning process and promote the vividness of teaching process, as well as highlight the key and difficult teaching points; hence to create a concrete, intuitive and visual learning environment for the students. Fifthly, the diverse teaching form is another advantage of online teaching. The stratified teaching can be conducted according to the different levels of students, and it is not limited to the fixed learning pattern and content, and multiple learning modes and content can be provided to meet the needs of the stratified teaching. It is highly vital for the successful fulfillment of the transition of English learning from high school to the college for students with multi-level English proficiency.

It is extremely necessary to integrate the traditional teaching methods with the online teaching for college English learning. The students can only listen to the teacher for the

effective learning methods through traditional classroom; and can only greatly stimulate interest in learning by the active use of the rich network resources, and regard it as the amount accumulation for the language communication. By the use of learning methods targeted for individual differences, their listening, speaking, reading, writing and translation skills in all aspects can achieve the balanced development, and ultimately complete the qualitative leap in language learning.

III. TARGETING AND SPECIFIC METHODS OF OPERATION ON INTEGRATION

A. Targeting

The target for the integration of online teaching and traditional teaching is to cultivate students' ability in learning and innovation. In the teaching process, the teachers must rely on the network, and focus on training students for the innovative thinking ability of keen observation, divergent thinking, innovation consciousness, rich imagination and individualized knowledge structure, ability of innovative practice as well as the innovative character. Therefore, the students can consciously find needs, create targets on their own, conduct the self-management and planning, and even find ways to accomplish their goals independently.

B. Specific Methods of Operation

The integration of online teaching and traditional teaching calls for the construction of information-based learning environment to acquire the new mode of teaching and learning, and change the structure of traditional teaching. The advantages of online teaching and traditional teaching shall be made full use so as to complete the integration and reach the optimal and desired effect.

Firstly, we must use the different teaching methods and processes according to different teaching content and objectives, and should reasonably optimize all teaching theories and excellent teaching methods so that they can be brought into full play; thus achieving the vivid teaching process to reach the desired teaching objectives. For example, the evaluation program in the traditional English teaching cannot be ignored in that the positive and fair evaluation by teachers will enhance the students' self-confidence, and encourage students to take the initiative to contact the network resources, which is more conducive to the completion of collaborative language communication between students.

Secondly, the choice of teaching methods must be realistic and the conduction of the combination of two should be intended to reach the superb teaching results. For instance, the multimedia and network English teaching in some colleges are carried out separately, so the multimedia teaching mainly aims at the presentation of knowledge-based content; while the students' self-learning can only be reflected and reviewed in the supervision of learning process in the network computer room by the teachers.

Thirdly, to realize the mutual benefits in the college English teaching, the role definition of teachers in the teaching and learning process should be taken seriously. By conforming to the needs of college English teaching reform, the content of online teaching shall be determined in accordance with students career planning.

IV. EXPLORATION OF INTEGRATION MODE

To understand the integration model of two teaching methods, the constituent elements of the integration is the priority: subject curriculum system, applications of network technology, teacher-led teaching behavior and student-center learning behavior. These four elements are integral. Only through the comprehensive evaluation of four elements can the actual effective integration model be explored.

According to the four elements, the integration model is summarized in the following four categories:

A. "Situation Exploration" mode based on classroom teaching

The situation generally refers to the specific environment constituted by the organic combination of multiple factors such as the objective things and character relationship and so on. The classroom teaching situation is the environment consisting of the teaching content, teaching tools and teaching relationship designed for teaching, in which knowledge can exist and put into applications.

Exploration, simply put, is the discussion and research of the knowledge, which includes the search, testing, questioning and doubting for knowledge; namely the truth pursuit activity for knowledge.

Therefore, the "Situation Exploration" model based on classroom teaching is the teaching method in the network environment where the teachers create the specific situation in accordance with the teaching objective, and guide students to explore learning on their own. [1] It is mainly targeted for the achievement of the cognitive and affective objectives in the curriculum standards. Specifically, the "Situation Exploration" model should firstly show one of the resource creation situation in the resource library, then raise the relevant questions based on the curriculum content and the resources presented; and study the problems by utilizing the information in the resource library; ultimately summarize the problems and solve them.

There are five parts in the course teaching process which uses the network for the situational inquiry teaching: presentation and raising of situations of individual cases through situation resources; raising questions by using question presentation tools; reflection and exploration by utilizing resources demonstration and operations; meaning construction by using information processing tools; and finally the self-assessment by taking self-assessment tools to achieve the learning objectives.

B. The research type learning model based on utilization of network resource

The research type learning model based on utilization of network resource refers to the learning activity in which the teachers will guide the students to select and determine the research projects from natural and social phenomena and the actual life by relying on the network, and take the initiative to acquire and apply knowledge to solve problems in the research process.

At present, the famous research learning model based on the network resource utilization is WebQuest teaching mode proposed by Americans Bernie Dodge and Tom March in 1995.[2] Its essence is to utilize the course units of network resources. WebQuest is an inquiry-oriented learning activity. It requires teachers through the well-designed WebQuest, to guide learners to creatively solve the problems by utilizing the network technology and resources in an organized and planned manner, thereby enhancing the ability of analyzing the problem and solving the problem in learning.

When using this model, the investigation shall be conducted firstly and then the learning topics or goals shall be determined, followed by the group learning; the study can be carried out through role-playing, competition and designing; then the study results are presented by use of network resources and tools. After the creation activity is completed, the works is evaluated for the eventual construction of meaning.

Take Unit 1 of the forth volume In "New Horizon College English" (Reading and Writing) for example. The topic of this unit is about the "understanding of reputation". In the text, it mentioned a dozen celebrities with remarkable achievements in all fields of society. In order to allow to students have a thorough understanding of the article topic and the author's writing style, the teachers need to give the network assignment for students before class.

During the preparation phase, the teacher should first impart the relevant network knowledge and technology to the students, and then divide the students into several groups, and work in cooperation with a due division of labor within the group, and different topics shall be determined for the different groups; that is, each group is responsible for the query, conclusion and summary of the information of 1 to 2 important characters.

During the implementation phase, the students should search for the relevant information through the network according to different projects' topics, and display the achievements by use of multimedia technology and conduct the achievements demonstration and exchange via the network technology, such as: communication platform, instant communication tools, etc.

During the evaluation phase, not only the face-to-face evaluation shall be conducted, but also the evaluation by the network platform or other communication tools. The evaluation contents include: students' self-evaluation— evaluation on the knowledge and skills acquired by themselves; students' peer evaluation, and evaluation among group members and between the groups; teachers' evaluation—evaluation on the individual performance and overall condition for better achieving teaching effect.

C. Task-driven Learning Model Based on Topic-learning Website

The topic-learning website is a learning method under the network environment, which conducts the extensive and in-depth study targeted for one topic; moreover, it is more widely used in the traditional learning model of contemporary online learning. It comes into being with the rapid development of Internet and the widespread establishment and applications of Education MAN (Metropolitan Area Network) and CN (Campus Network).

The topic-learning website will not only has the structured knowledge presentation to facilitate students' mastering of the basics, but also the extensible learning resources and online collaborative discussion space for students to intensify the knowledge expansion and discussion; at the same time, the online self-evaluation system can be used for students' assessment and reflection on their own learning outcomes to promote learning effects.

There are three main learning aspects for such learning model: firstly, according to the learning task and purpose, the students use the Internet to gather the relevant information and resources, and form their own knowledge management system targeted for their own learning tasks; secondly, by relying on self-reserved resources, the multimedia and network technology shall be made full use of, and based on the analysis and judge of information and resources, the relevant outcomes can be formed to improve their own knowledge system; thirdly, by use of network resources and tools, the final learning outcomes can be accomplished to communicate and share with others.

D. Internet-based Interscholastic Remote Collaboration Mode

The Internet-based interscholastic collaboration model can also be referred to as remote collaborative learning. It is a web-based learning method and the collaborative learning method designed for the students to complete the shared learning task by the use of the network platform for the clear division of tasks. The Internet-based interscholastic collaboration model began in the early nineties of the last century; the "Kidlink" launched by the Norwegian NGO (non-governmental organization is considered to be the earliest transnational cooperative learning project.

The most critical factor in the remote collaboration mode is the teacher in that the teacher need not only a high degree of enthusiasm for teaching and advanced teaching philosophy, but also the IT capabilities and the teaching ability of developing collaborative study for the students. In the teaching process, teachers must first determine the teaching topic in accordance with the actual situation of the students and the school, and then set up the collaborative objects and the specific teaching programs; then conduct the collaborative learning in terms of the teaching objectives and demonstrate and share the learning results; while carrying out the online assessment and offline practical activities.

Therefore, in the Internet-based interscholastic remote collaboration model, the "leading" status of the teachers shall be fully highlighted, and the importance of the role of teachers shall be clarified, and the technical support of the learning process strengthened to have the smooth development of remote collaborative learning as well as the establishment of a more perfect evaluation system of learning. Through the update and improvement of each hardware and software facilities of teaching, the teaching effect of the interscholastic remote collaboration mode is promoted.

V. CLASSIFICATION OF LEARNING ACTIVITIES AFTER INTEGRATION

According to the learning characteristics of the students, the learning activities after the integration of online teaching and traditional classroom teaching can be mainly displayed in the following three aspects:

A. Communication and discussion between teachers and students

The most advantageous point of online learning is its diverse and interactive mode. The network learning not only realized the synchronous and asynchronous communication, including the communication and discussion among teachers, students as well as teachers and students etc. Moreover, the variety of network interactive modes provides more communication methods for students based on their independent choices. Examples are: e-mail, bulletin boards, message boards, instant communication tools, and asynchronous communication platform etc. These methods realized the sharing of information, asynchronous communication, synchronous communication, individual and collective communications etc., which truly break the limitation of time and space, and achieve the learning anytime and anywhere. Therefore, the network learning can overcome the drawbacks of traditional classroom teaching mode, and truly enable the students to have a variety of interactive learning.

B. Information acquisition, analysis and processing

Another outstanding advantage of online learning is its abundant learning resources, and resource sharing function; hence, in the network learning, the main focus for the students is the information acquisition, analysis and processing. The acquisition of information is not the simple collection of information, instead, it is to build their own information database, and can be shared with others. [3] The data analysis is to distinguish, classify and manage the information acquired. The information processing is to integrate and screen the information, making it useful information for the further management and sharing. As the students are having network learning, they should receive information for processing and handling, and share and communicate with others in the classroom; thus completing the learning task. It can be obviously seen that the information acquisition, analysis and processing have been closely combined with the classroom learning in the network learning so as to better serve teaching. If the integration of network information collection and classroom learning can be realized, then it is highly significant for developing the students' information literacy and the construction of open learning environment.

C. Teaching activities by full use of problem based learning (PBL)

The question raising-solving form is the learning objective the educated must be cultivated, and it is also the teaching objective that the educators shall strive to achieve in the teaching process. The problem solving means the certain activities carried out in order to achieve the specified target. In this type of activity, every element of people's original cognitive representation and the situations of the current problems shall be reorganized. In the problem-solving learning, the fundamental purpose of learning style is not to solve the problem, but guides learners to learn something in the process of problem solving; more importantly, it is aimed to achieve the cultivation of the learner's capability in problem analysis and solving as well as the exploration and innovation ability to explore the knowledge.

When learning on the internet, through problem-solving mode, students can have access to the real world so as to truly cultivate their abilities in solving the problem. When conducting the network teaching, the learning activities of problem solving are as follows: information retrieval, network writing, virtual reality problem-solving and social activities, and so on. The information retrieval is to let the students collect and assort the required study information through a variety of search tools or search methods, so as to achieve the learning objectives. Network writing refers to the writing method of real-time writing on the network by use of computer and publish it at any time on a certain network platform and meanwhile, making it available for the communication with others. The virtual reality problem-solving means the simulation of real social problems, which enables the students to resolve them through their own efforts for the result of experiencing the problem-solving process. The social activities allow students to carry out certain activities through social networks, for example, activities of environment protection, and flea markets etc. There are a g of great deal of network-based problem solving activities, the integration of online learning and the school curriculum may facilitate the students to use the Internet to solve some problems with the purpose to achieve teaching objectives.

In summary, according to China's education policy and philosophy, and the current status of education in China, the integration of online teaching and traditional classroom teaching has become a new approach of the elementary education reform in China. It requires us not to regard the network technology as a teaching auxiliary tool, but as the cognitive and emotional motivational tool for the promotion of independent learning of students, which maximizes the various resources and the environment provided by the advanced technology so as to mobilize students' initiative and enthusiasm. Therefore the students' innovative spirit and practical ability can be effectively practiced in the teaching integration; thus the innovative talents can be cultivated.

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