Research on the Application of Online and Offline Blended Learning Mode in College English Course Teaching

Yuanyuan Feng, Weiping Gong
Beijing Union University, Beijing, China

Abstract

In recent years, with the continuous development and progress of The Internet information technology, the Internet information technology has brought changes to the way of English teaching in colleges and universities in China. On the basis of traditional college English course teaching, the teaching methods should be reformed and innovated, such as opening online courses, micro-courses, moocs, etc. Online teaching mode should be integrated with traditional offline teaching mode, so as to effectively improve students’ learning efficiency and enthusiasm. In particular, colleges and universities make full use of the mixed mode of online and offline teaching methods in the process of English teaching, so as to effectively improve students’ interest in learning and make students actively participate in English teaching. This paper mainly analyzes and studies the blended online and offline teaching methods, analyzes the advantages of blended online and offline teaching in college English courses, and puts forward the application and suggestions of blended online and offline teaching methods in higher English classes.

Keywords

Online and offline; "Mixed" teaching mode; College English; Course teaching.

1. Advantages of Online and Offline "Mixed" Teaching Mode

1.1. It Is Conducive to Cultivating Students’ Autonomous Learning Ability

The learning environment and learning time in colleges and universities are relatively free, while the traditional offline teaching environment is also relatively loose, which will lead to the failure of students in colleges and universities to develop the habit of preview before class and review after class, and the inability of students to focus on learning in offline classes. Therefore, in order to effectively improve this kind of learning situation, teachers of colleges and universities can issue some homework during online classroom learning, so that students can finish the homework within the prescribed time. The completion of homework will become a basis for the final assessment.[1] Teachers use online teaching methods to effectively monitor students’ learning, so as to understand students’ learning progress, which is conducive to improving students’ interest in learning, enabling students to actively participate in English classroom teaching, and improving students’ overall autonomous learning ability.[2]

1.2. Effectively Help Teachers Understand Students’ Learning Situation and Improve Teaching Efficiency

Online English teaching classes can not only effectively provide students with relevant learning materials, but also report students’ learning situation to teachers, who can answer questions and solve doubts through students’ existing problems. [3] Other offline classroom attendance sign-in way too waste of time, colleges and universities teachers sign in through the adoption of online teaching mode, can effectively save time, supervision of students in class on time, increase the rate of students seated, colleges and universities through a combination of online teaching, can be aimed at the problems existing in the students in the learning process to supplement and improve the classroom efficiency and teaching level.[4-5]
1.3. **Ensure the Fairness and Openness of Teaching**

The traditional offline teaching method is time-consuming and laborious in the teaching process. For example, in the offline course teaching, in order to count the attendance rate of students, teachers need to take up the class time to call the students, which will delay the progress of the course. In order to make statistics of students' homework completion, teachers need to check students' homework books for grading and make relevant records. Colleges and universities in order to improve the efficiency of classroom teaching and teachers' teaching level, through the adoption of online teaching way, through the use of the Internet information technology, on the teaching platform to checkin before class, will be uploaded to the cloud in the classroom, so that we can effectively track the student’s learning process, feedback to evaluate their teachers by students. The cloud teaching platform mode can be used to summarize and sort out students’ learning situation and completion situation, and quickly count out the teaching punching record, so as to improve the fairness and openness of English classroom. [6]

2. **Online and Offline "Hybrid" Teaching Survey**

In this paper, in order to better understand the student's online platform selection and online courses, by taking the form of questionnaire analysis, in this paper, we investigate 167 students, taking the form of questionnaire for college students online platform choice and online course learning situation analysis, the specific results are as follows:

**Students' Online Platform Selection**

According to the recovered questionnaire, a total of 167 students were surveyed this time, among which 147 students had participated in online course teaching, while the remaining 20 students had not participated in online course teaching. However, the factors affecting students' failure to participate in online teaching include blocked network, unattractive course content, imperfect online platform functions, limited time and energy, and teachers' timely feedback, etc., as shown in Figure 1.

---

**Figure 1.** Reasons why students do not participate in online courses

- Bad Internet connection
- The course content is not engaging
- The function of online platform is not perfect
- Limited time and energy
- Teacher's feedback is not timely
2.1. Students' Learning of Online Courses

According to the questionnaire, 7.48% students expressed their active participation in the learning process of online courses. 38.1% of the students said that they are more active in online courses than in online courses. 46.94% of students said their participation in online courses was moderate. 7.48% of students said they were less active in teaching online courses. See Figure 2 for details.[7]

![Figure 2: Participation in online courses](image)

3. Application and Suggestions of Online and Offline "Mixed" Teaching Mode in English Teaching in Colleges and Universities

3.1. Build A Suitable Online Learning Platform

At present, China's online learning mode is still in the primary stage of development. With the continuous development and progress of information technology, a good online and offline "hybrid" teaching platform suitable for students' learning and development should be built. English teachers in colleges and universities upload teaching content and teaching resources to the platform, so that students can learn English according to their own time. In addition, besides uploading some teaching content, English teachers can also upload some exercise questions and test questions. Students can check the teaching results by themselves. With the help of the online communication function of the teaching platform, teachers can answer questions for students and facilitate communication between teachers and students.

3.2. Both Online and Offline Methods Should Be Used Together to Avoid Excessive Reliance on Online Learning Platforms

Although the Internet information technology has brought a lot of convenience to English teaching, relying on the Internet information technology will lead to students' inability to adapt to offline English course teaching. In the "mixed" online and offline teaching mode, teachers must realize that online English teaching is only an auxiliary learning mode and cannot replace offline English teaching mode. When students encounter problems in the learning process, teachers should explain them in offline classes. According to the feedback of students, teachers develop targeted assessment methods to assess students' learning outcomes in class. According to the assessment results, English teachers should make targeted teaching plans according to the English proficiency of different students, encourage and guide students according to their online learning performance, so as to improve their English teaching level as a whole.
4. Conclusion

Learning English is a long and continuous process of accumulation. In recent years, colleges and universities pay more and more attention to English teaching. Online English teaching can not only make effective use of students’ fragmented time, but also test English learning outcomes anytime and anywhere. Offline traditional English teaching mode enables teachers and students to exchange information and answer questions for students. Based on the traditional offline English teaching mode, this paper carries out reform and innovation and appropriately integrates online English teaching mode. Through this “mixed” online and offline teaching mode, English teaching efficiency can be effectively improved and students’ learning enthusiasm can be enhanced.

References


