Research on the Application of Online and Offline Mixed Teaching Mode in College English

Juan Feng
Basic Education Department, Southwest Petroleum University, Nanchong, China

Abstract: Under the background of "Internet +", the traditional university education has been greatly challenged by the rapid development of information technology. The construction of online open courses with high content quality and good teaching effect suitable for network communication and teaching activities will help to improve students' basic humanistic quality. The implementation of online and offline hybrid English teaching requires teachers' dominant position in the design of teaching activities, the control of offline teaching process and the evaluation of teaching effect. Through the intervention of cloud intelligent mobile technology, the classroom establishes a convenient and efficient technical connection between the teacher and the audience.

Keywords: College English, Online teaching, Offline mode, Mixed teaching, Teaching reform

I. INTRODUCTION

The decision of the State Council on accelerating the development of modern vocational education points out that "we should promote the innovation of talent training mode. Project teaching, case teaching, work process oriented teaching and other teaching modes should be carried out. The innovation of teaching mode in vocational colleges is the guarantee to improve the quality of personnel training. Vigorously developing higher vocational education, improving the quality of personnel training and enhancing the ability of students' employment and entrepreneurship can not only meet the needs of social and economic development, but also play a very important role in popularizing higher education, improving the national quality, improving the structure of higher education, and stimulating the economic growth of domestic demand and education industry. In order to develop vocational education, we must constantly explore and reform according to the new situation.

With the improvement of teaching conditions, the increasing abundance of teaching resources and the popularization of students' intelligent equipment, domestic universities have begun to invest huge human and financial resources in the research and development and application of electronic teaching platform to realize online offline hybrid teaching mode. However, up to now, the teaching mode has not brought substantial changes to the teaching effect of colleges and universities. On the one hand, students are used to the traditional mode of teaching and need a long period of adaptation to the new technology. Most of the survey also found that most of the students' self-monitoring ability is poor, some of them even have conflict psychology, learning effect and to achieve the expected value of teachers. On the other hand, the role of teachers has not only changed, but also put forward higher requirements on the supervision of students. The value of teachers lies in the control of teaching process and the feedback of teaching results. The hybrid teaching mode of college English course can be divided into four parts: online learning stage, online task execution stage, offline task review stage and offline test stage.

Cloud classroom intelligent platform is a kind of Internet service platform for education and training industry. By renting network interactive live broadcast technology services, the platform can realize synchronous and asynchronous teaching and training for the whole country. Cloud classroom is a kind of all-round interactive mobile teaching platform. From the perspective of technology, cloud classroom is an intelligent classroom. Based on the theory of knowledge construction, dynamic learning data and cloud intelligent application, it constructs an online and offline interactive classroom teaching model of informatization and interaction. According to the curriculum standards and teaching objectives, with the image as the main carrier, focus on the key points and difficulties of knowledge, and gather relevant teaching content and teaching methods. To carry out a series of teaching activities with knowledge vertical mining and knowledge horizontal connection, the amount of knowledge information transferred is far more than that of traditional classroom, and the connotation of modern intelligent classroom is redefined with its unique elements such as color, material, sound, image, light and shadow.

II. THE PROPOSED METHODOLOGY

The Design of the Hybrid Teaching Mode of the Combination of Online and Offline College English Courses.

The main activities of English teachers are curriculum design and preparation of video materials. Students need to conduct video learning, group discussion and communication according to the tasks given by teachers before class. Through artificial intelligence technology to provide students with some useful video materials. Build a corpus, and divide the learning materials into two parts: teaching materials and supplementary materials, including teacher's teaching plan, PPT courseware, supplementary materials, relevant reference book chapters, as well as film and song resources. Teachers should upload different learning materials according to different students' English level. By using information technology, artificial intelligence can send courseware materials related to teaching topics, students' interests, and students' majors, so as to realize individualized English learning.

The biggest characteristic of cloud classroom mobile teaching is that it breaks through the restriction of region, time and space. As long as there are Internet media tools, learning and communication can be carried out at any time. Cloud classroom brings different teaching experience for teachers and students. For teachers, cloud classroom platform provides basic teaching services for teachers. The mobile teaching space under the cloud classroom intelligent platform provides teachers and students with more accurate personalized services and self-directed learning.

The overall framework of teaching mode is: one subject, two foundations and three supports. One subject is students. The
reform of teaching mode, in the final analysis, is for the students to get more benefits in the reform, so the design of the reform plan will be closely around the students as the main body. The two foundations are based on digital resources and network teaching platform. The application of online + offline mixed project oriented teaching mode must be based on rich digital resources and network teaching platform, which is not only a platform for learning, but also a management platform. The three supports are the complete practical teaching environment and the integration of “two processes” assessment. The complete practical teaching environment is based on the principles of real equipment, real process, real industry standard and real work post to build a full-fledged practical teaching platform, and to build a teaching environment that is consistent with the actual work and learning in school. The whole process assessment is to use the information technology practice process assessment and comprehensive assessment to strengthen management. The three integrations are the integration of teaching materials with industry standards, teachers with technicians, and students with employee identities. Employ business backbones in the industry to guide practical teaching, and take industry standards and specifications as teaching standards. To train the students' professional ability and make the students study in school consistent with the actual work.

The online and offline interactive teaching mode has changed the traditional learning environment and teaching links with the help of modern education technology and the Internet. Teachers online platform provides teaching video, knowledge point PPT, key words and other learning materials. After class, students can complete the learning of online resources independently, submit online questions they can't understand, or ask questions in class. Offline teachers explain the key and difficult points of students' feedback, answer questions, and appropriately expand and supplement within the framework of basic knowledge to promote students to better master knowledge. The online and offline interaction mode emphasizes student-centered, and promotes the development of students' independent learning ability, collaboration channel ability and innovation ability. The mixed teaching mode can give full play to the students' enthusiasm, initiative and creativity, and maximize the efficiency and quality of college English teaching.

Analysis of Mixed Teaching Mode. Blended learning is to combine the advantages of traditional learning methods with the advantages of e-learning. We should not only give full play to the leading role of teachers in guiding, enlightening and monitoring the teaching process, but also fully reflect the initiative and enthusiasm of students as the main body. Hybrid teaching is not simply the superposition of online materials and classroom teaching, but the analysis of teaching objectives, needs and characteristics of students. On the premise of specific learning environment, with the help of information technology application, teaching and learning can promote each other and complement each other.

The college English teaching guide points out that the teaching goal of college English course is "to cultivate students' English application ability, enhance cross-cultural communication awareness and communication ability, develop their own learning ability and improve their comprehensive cultural quality". Students' autonomous learning ability refers to the ability of students to plan, manage, monitor and adjust their learning process efficiently, and improve their motivation and strategy level of autonomous learning. However, it is a common phenomenon that students lack the awareness of autonomous learning and their own English learning ability. On the basis of grouping, group collaborative learning enables the members of the group to form positive interdependence, strengthens the sense of collective honor of students in the form of group collective assessment, internalizes it into the motivation of learning, supervises each other, and improves the learning initiative of members of the group. At the same time, the members of the group can complement each other in English learning strategies, which is helpful to improve their sense of experience and achievement in learning, so as to further enhance their autonomy in learning and provide strategic support for their lifelong learning. With the deepening of the modern teaching reform in colleges and universities, as well as the investment and support of the state and local governments in the field of education, the teaching conditions in colleges and universities have been greatly improved.

Online learning has developed into a hybrid teaching mode which combines with traditional teaching. The use of network learning breaks the limitation of region and time, which is especially suitable for the post-90s college students. At present, the post-90s college students in school have been exposed to a variety of modern media since childhood. They are familiar with the convenience and rapidity of modern information for life and learning. Based on the Internet cloud classroom learning, students need to watch the micro class video anytime and anywhere through the Internet and mobile phones to acquire knowledge. This kind of learning mode will be accepted, cooperated and interesting by students.

Taking learners as the center, using information technology to develop three-dimensional teaching resources and optimize teaching mode. Based on the online teaching platform or other small programs to carry out some online small tests is an important means to feedback students' learning effect, through which teaching activities can be more targeted.

For autonomous learning, which is characterized by students' autonomy and self orientation, teachers must participate in the whole process, along with tracking monitoring and learning evaluation. Before each topic unit or task module starts, students are required to read the task notice and requirements in time and complete the corresponding learning tasks within the specified time. It is also an effective monitoring method to check the attendance rate and online rate of students through the sign in code. The frequency and effect of students' participation in learning can also be reflected through platform data, so that teachers can understand the overall situation of teaching and objectively evaluate students' online learning.

Innovation and Reform of English Teachings. Based on modern education technology and Internet support, the online and offline interactive teaching mode of cloud platform has fundamentally affected and changed the learning environment of students and opened a new vision of college English teaching. Michael power, professor and director of Educational Technology Project Department of Education College of Laval University, Canada, pointed out that the online teaching platform is actually to construct a "Scene" of interaction between "learning groups", which must provide support for learners' learning behavior and teachers' teaching behavior.

The online and offline interactive teaching mode of cloud classroom intelligent platform breaks the boundaries of time and space. The online and offline interactive teaching of College English course has changed the original teaching environment to a great extent, overcome the shortcomings of
the traditional college English teaching form, and realized the combination of classroom teaching and multimedia Internet. Online and offline interactive teaching emphasizes personalized teaching and independent learning. Students can enter virtual classroom for course learning with the help of online learning platform. According to their own characteristics and time, students can choose appropriate learning content and learning methods, and enjoy a variety of extracurricular learning resources. In combination with the classroom teaching and guidance of teachers, we should master the knowledge comprehensively and improve the language ability.

In practical operation, teachers should first prepare the teaching contents and topics in advance. These topics should be launched around teaching, published online in advance, so that students can prepare in advance and find relevant materials. In the course of teaching, we can change the traditional way of seating and adjust it to a circle for discussion, highlighting equality. The teaching process needs to strengthen participation, and teachers need to grasp the context of classroom development in the process of discussion, which cannot deviate from the theme.

In the hybrid teaching design, the content taught by teachers is made into video and uploaded to the network. The learning behavior data on the network will be used as the evaluation basis for students' online learning. However, if all of them are based on the students' learning input, it is not necessarily accurate. Both teachers and students initiate discussion for discussion, answer questions for answering questions, or students pass the question bank brush test, the teaching effect is difficult to guarantee. When designing assessment, we should combine offline test with online learning, and how to combine properly is a problem that needs to be discussed step by step according to the actual needs of schools and students.

With the help of online learning platform, the process data of online and offline synchronous learning and asynchronous learning of students has been accumulated. The collection of platform data is multidimensional, reflecting the real situation of students in different stages and links of learning. Students' learning ability is different from each other, and their learning attitude is also different. In addition, teachers can also view the learning situation of different classes and individuals. According to the different data, teachers can make different teaching arrangements, such as uploading different teaching resources, customizing teaching content and so on.

Internet technology has brought great changes to teaching. The outstanding advantages are large information capacity, strong interaction, time-saving and efficient. They provide a great space and open way for college English teaching, bring epoch-making changes to teaching, and also bring constructive enlightenment and thinking to educators.

Compared with the traditional classroom teaching, the key to ensure the effect of hybrid teaching lies in the timely supervision and intervention of students' online learning. Therefore, the innovation of hybrid teaching mode requires teachers to innovate the evaluation system of students. In addition to students' own supervision, teachers' supervision requires students to plan, implement and provide supporting evidence for group training in addition to written examination and classroom feedback. Therefore, students' group work needs to save relevant materials, videos and pictures, edit and clip them into a short video to share at the end of the term, reflecting the process, results and problem-solving discussions of the group and individuals in each group training.

CONCLUSION

With the help of modern information technology, the "online" and "offline" English teaching are organically combined. Students can conduct classroom presentation under the guidance of teachers or group cooperation through "online" self-study before class, and carry out in class learning discussion "offline", so as to promote students' ability of independent thinking and innovative learning. The online and offline teaching organization conducted by teachers, combined with process assessment, can achieve hierarchical teaching, meet the learning needs of students at different levels, and improve the quality of talent training. The effective way to ensure the effect of hybrid teaching is to introduce group cooperative learning into hybrid teaching mode and evaluate it innovatively.

References


