

Exploration of the Application of Blended Online and Offline Teaching Mode in College English

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Abstract: With the advancement of educational reform, English teaching in universities has also ushered in new opportunities for reform. In this context, how to more effectively cultivate students' English literacy and comprehensive abilities has become one of the teaching difficulties that troubles college English teachers. In this regard, university teachers can use a blended online and offline teaching model in English classes to stimulate students' interest, mobilize their enthusiasm and initiative, and thereby improve the effectiveness of classroom teaching. Based on this, this article briefly analyzes the application of blended online and offline teaching modes in college English, hoping to provide valuable reference and guidance for readers.

Keywords: Universities; English; Online and offline; Integrated teaching mode

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1. The significance of using blended online and offline teaching in college English teaching

1.1. Enriching teaching forms and breaking through the constraints of traditional teaching

At present, in traditional university English classroom teaching, teachers still use traditional and outdated teaching models and methods, resulting in a dull and boring classroom teaching atmosphere, which cannot effectively stimulate students' interest in learning ^[1]. Teachers use blended online and offline teaching models in English classroom teaching, leveraging the advantages of information technology to enrich teaching forms and create a teaching context that integrates various elements such as videos, pictures, and audio for students ^[2]. This effectively stimulates students' interest, mobilizes their subjective initiative, encourages them to actively participate in classroom teaching, and thus obtain significant teaching benefits. At the same time, applying it to English classroom teaching can also break through the constraints of traditional education and improve the effectiveness of education and teaching. In the past classroom teaching process, English teaching was often limited to the classroom, and the teaching time was relatively fixed. In the blended online and offline teaching

mode, teachers can combine English teaching with online and offline technologies, and use some teaching software, such as Chaoxing Learning Pass and teaching platform system, to more effectively stimulate students' learning interest, mobilize their enthusiasm and initiative, and improve classroom teaching effectiveness. Simultaneously, students can receive education and participate in classroom teaching anytime, anywhere with the internet, breaking through the constraints of traditional teaching time and space, thus promoting the process of modernization of education.

1.2. Building an interactive classroom between teachers and students to promote effective teacher-student activities

In the traditional classroom teaching process, teachers are often the leaders of classroom teaching activities, imparting theoretical knowledge to students on the podium. Students can only passively record, which leads to a dull classroom teaching atmosphere. In this teaching mode, the development of personality and innovation of many students is hindered to a certain extent, and their main role in the teaching process cannot be highlighted. The application of blended learning mode in English teaching in universities can give the classroom back to students, fully stimulate their subject role, and transform the passive acceptance situation in the past. Students can actively participate in classroom teaching, think about the problems raised by teachers, effectively improve the classroom teaching atmosphere, increase interaction between teachers and students, make the classroom full of vitality and energy, and more effectively cultivate students' English core literacy and comprehensive ability. In addition, teachers can also use network technology to carry out online Q&A activities to help students overcome learning difficulties ^[3]. By conducting training activities through the teacher's explanation, students can reduce time and costs, improve learning efficiency, help students master English knowledge effectively, and enhance the overall effectiveness of English classroom teaching.

1.3. Realize resource sharing and improve the effectiveness of education and teaching

Currently, in the information age, the full integration of information technology and the field of education has greatly enriched educational and teaching resources. This enables students and teachers to use information technology to access more diverse learning and teaching resources, thereby effectively improving teaching and learning effectiveness. At the same time, it has also achieved the sharing of educational resources to a certain extent ^[4]. For example, teachers can upload relevant teaching resources on the teaching platform, and students can log in through their student IDs to obtain learning resources and carry out targeted learning, thereby improving their English literacy and comprehensive abilities ^[5]. Additionally, teachers can also use teaching software to carry out English classroom teaching and expand teaching methods. For example, teachers can use the "Chaoxing Learning Platform" teaching software to assign learning tasks to students, share teaching resources, and check the completion of student assignments, greatly improve teaching effectiveness and more effectively cultivating students' core English literacy. Since various online teaching resources are accumulated by teachers themselves through long-term practical teaching experience, resource sharing has been effectively achieved, and many teachers and students can communicate and learn anytime, anywhere. Meanwhile, these online teaching resources also provide effective resource supplementation for classroom teaching.

2. The problems in the application of blended online and offline teaching modes in university English teaching

Firstly, through practical investigation by the author, it was found that some teachers do not have a deep understanding of the blended online and offline teaching modes. Many university teachers simply copy and

apply the blended teaching mode in English classroom teaching without flexible application, resulting in unsatisfactory classroom teaching results. At the same time, in the process of conducting classroom teaching, college students have a strong sense of autonomy, and their time is relatively free. Classroom teaching time is limited. If teachers cannot optimize teaching design and engage students, it will lead to decreased interest in English classes, affecting classroom participation and teaching effectiveness. Secondly, in the blended online and offline teaching mode, teachers create online classrooms and conduct lessons online. After practical investigation by the author, it was found that some students do not have a strong sense of discipline and rules in the online teaching process. They often engage in activities unrelated to teaching while participating in the lesson. If the teacher's classroom supervision work is not in place, it will affect the classroom teaching and the effective improvement of students' English literacy. Once again, English is a language so the focus of English teaching is to cultivate students' language proficiency and communication skills, so that they can proficiently use English for listening, speaking, reading, and writing, and solve practical problems^[6]. However, through practical investigation by the author, it was found that in the blended online and offline teaching mode, classroom teaching lacks interaction, the classroom is dull, students' language proficiency is not improved, and their oral proficiency is not cultivated, which will seriously affect their future learning and development.

Finally, teaching evaluation is an important part of classroom teaching, which has a significant impact and role in cultivating students' core English literacy and comprehensive abilities, improving the teaching atmosphere, and enhancing classroom teaching effectiveness. However, some universities still adopt traditional teaching evaluation models, using student grades and scores as important criteria for evaluating students, which seriously affects the effectiveness of blended learning models. At the same time, it also leads to students being accustomed to memorization and writing, and lacking communication, resulting in "mute English"^[7].

3. Innovative application strategies of blended online and offline teaching modes in college English

3.1. Pre-class session: Stimulating interest and cultivating students to form good study habits

3.1.1. Use "micro lessons" to stimulate interest

Before students engage in pre-class preview, teachers can create "micro lessons" with high readability and interest based on the teaching content and subject characteristics. Teachers can upload them to teaching apps such as Chaoxing Learning App for students to learn, and require them to provide feedback on the problems encountered during the preview process. Teachers can optimize teaching methods and plans based on these problems. Doing so helps them form good habits and lay the foundation for improving classroom teaching effectiveness.

3.1.2. Teach students according to their aptitude and respect differences

Teachers should conduct comprehensive research on the blended learning model that was first launched, and flexibly apply it to English classroom teaching based on teaching content and student learning situations. At the same time, teachers should do a good job in classroom supervision and management, maintain classroom discipline, and create an efficient and harmonious learning environment for students. In addition, students have significant differences in their learning abilities due to differences in family background, surrounding environment, personality traits, etc. Teachers should respect these differences and arrange teaching content reasonably based on their situation and individual differences to improve teaching quality^[8].

3.2. In-class stage: Using various methods to improve classroom teaching effectiveness

3.2.1. Group cooperation

In university English classes, teachers can teach online and group students. This can also be achieved through the use of apps. Teachers can group students according to their characteristics and learning situations. Teachers can assign relevant learning tasks online, and students can complete them together through group cooperation. And the teacher provides targeted answers to the questions raised by the students before class while allowing them to discuss and study the teaching focus in the textbook in a learning group manner ^[9]. Before they start discussing, teachers can raise some inspiring and guiding questions to help them improve their learning efficiency and promote the development of their English thinking. By using study group methods, not only can their cooperation and team spirit be enhanced but their communication abilities can be cultivated and promote their comprehension abilities.

3.2.2. Introducing games

Cultivating students' language proficiency has always been one of the key contents of English teaching in universities. To stimulate students' interest and alleviate their visual fatigue, teachers can also introduce games into blended online and offline English classrooms. This helps to pique their interest in participation, mobilize their enthusiasm, improve the effectiveness of classroom teaching, and cultivate their English proficiency ^[10]. For example, in online teaching, teachers can divide students into several small groups and send some vocabulary to each group, requiring one member of the group to do an action, while the other members of the group are responsible for guessing. If the student answers the question correctly, the teacher can give corresponding points as rewards. If the answer is wrong, the student needs to perform a performance as a penalty. By doing so, we can mobilize their initiative, improve the teaching atmosphere, and cultivate students' English literacy ^[11].

3.3. After class stage: Utilize technological advantages to promote comprehensive development of students

3.3.1. Assign homework to improve learning efficiency

After completing online teaching, teachers should assign homework. Its function is not only to check the mastery of English knowledge by students but also to extend the teaching content of teachers. Teachers can examine the homework and understand the main knowledge misconceptions of students so that teachers can change their teaching focus and comprehensively improve students' English proficiency. The homework assignment of teachers should also be based on actual situations, respect the differences of students, divide them into layers, and use a layered approach to assign homework to them. This not only provides targeted education for the students but also reduces their learning pressure and prevents them from using "question sea tactics" and wasting time ^[12].

3.3.2. Carry out activities to internalize the English knowledge

The significant advantage of blended learning mode is to improve teaching quality through both online and offline methods, allowing students to have a high degree of freedom and a lot of time for learning. Teachers can diversify teaching activities through a combination of online and offline methods ^[13]. For example, an English debate competition can be organized "offline". Firstly, the teacher provides the debate competition topic: "When we see the old lying on the ground, lend a hand or not?" and provide corresponding competition rules and prizes. The teacher encourages students to register or appoint students to participate to prevent low participation numbers. After the selection is confirmed, teachers provide the competition time, allowing them to prepare arguments in advance. The main method of the competition is "online" and students can use "offline" time to

practice with their peers. When held “online”, teachers can invite students’ parents to watch together. Through this way, not only can their English be improved but their sense of honor can be enhanced, helping them build confidence ^[14].

3.3.3. Adopting multiple evaluations to promote the comprehensive development of students

Teaching evaluation is a key link in classroom teaching. In the new era, teachers can utilize the advantages of online and offline technology to evaluate the dynamic learning process of students. This is done by using big data technology to statistically analyze the dynamic learning data information to score their dynamic learning process. Adopting a “process + result” evaluation method to enhance the scientificity and accuracy of teaching evaluation ^[15]. In addition, teachers can also evaluate the homework uploaded by students, helping teachers understand their true level, thereby improving teaching design and laying a solid foundation for enhancing teaching effectiveness. Teachers can also encourage students to conduct peer evaluation and group evaluation in individual, group, and other forms, to expand evaluation methods and promote comprehensive development of students.

4. Conclusion

In conclusion, the exploration of blended online and offline teaching mode in college English has proven to be a transformative approach that enhances both teaching quality and student learning outcomes. By integrating traditional classroom instruction with digital learning platforms, this model fosters a more dynamic and engaging learning environment. It empowers students to take charge of their learning, fostering self-learning and critical thinking abilities while also ensuring personalized support and guidance from teachers. The use of rich online resources and tools also improves the effectiveness of education and teaching and promotes collaborative learning experiences between students and teachers. Moreover, by integrating digital tools into traditional classroom instruction, teachers can effectively assign homework, conduct engaging activities, and adopt multiple evaluations, all of which contribute to a richer and more dynamic learning experience. In general, blended learning addresses the limitations of both online and offline teaching, optimizing the strengths of each to create a more effective and holistic educational experience.

Disclosure statement

The author declares no conflict of interest.

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