

Research on Online-Offline Hybrid Teaching Mode of College English in the Context of New Liberal Arts

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Abstract: English is an important course in colleges, and students' proficiency in the language can significantly affect their learning in multiple disciplines. At present, offline classroom teaching is still the primary mode of college English teaching, and online teaching has not been widely used. Under the background of new liberal arts, the teaching tasks and objectives of college English have changed, and it is imperative to carry out online-offline hybrid teaching mode. This paper analyzes the feasibility of the online-offline hybrid teaching mode of college English, summarizes its problems, and explores its implementation strategies in the context of the new liberal arts, to provide references for teachers.

Keywords: New liberal arts background; College English; Online-offline hybrid teaching mode

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1. Introduction

According to the requirements of the new liberal arts teaching concept, universities need to reorganize the traditional liberal arts and integrate new technologies into the teaching system of humanities and social sciences, such as language and literature, to create good conditions for the growth and development of students. Under the background of new liberal arts, universities need to reform the traditional English teaching mode, introduce new technologies such as information and the Internet, establish online and offline hybrid teaching modes, break the limitations of classroom teaching, and increase the interaction between teachers and students to produce the best teaching effect.

2. The feasibility of an online-offline hybrid teaching mode of college English under the background of new liberal arts

2.1 Increasing national construction of university network

At present, China has fully entered the era of information and the Internet. To adapt to this development trend, universities have continuously increased their investment in network construction. The level of network infrastructure

is expanding, and network facilities and multimedia equipment are now applied across various disciplines. The degree of teaching intelligence and digitization has significantly increased, creating the material foundation for implementing a blended teaching mode for college English under both online and offline conditions^[1].

2.2. Strong teaching ability of educators in utilizing information technology

Under the online-offline hybrid teaching mode of college English, teachers need to master information technology and Internet equipment and flexibly apply the relevant technology in teaching to enhance students' learning interest and teaching effectiveness. At present, many university teachers are actively learning information technology, and their ability to utilize information technology for teaching is increasing, they have achieved many results in online and offline hybrid teaching^[2].

2.3. Fulfilling the diverse learning needs of students

Currently, college students can use various types of online learning platforms and complete online learning independently, which also creates favorable conditions for the implementation of the online-offline hybrid teaching mode^[3]. At the same time, the use of online and offline hybrid teaching modes in college English teaching is in line with the students' thinking characteristics, can meet the diverse learning needs of students, enhance students' learning initiative, experience, and effect, and expand the time and space for learning^[4].

3. The problems of the online-offline hybrid teaching model of college English

At the present stage, many universities actively apply the online-offline hybrid teaching mode in English teaching, but there are still many problems in the actual teaching process. Firstly, there are problems with the online teaching platform. Online teaching platform is the main carrier of the hybrid teaching mode of college English, which can have a greater impact on the quality of teaching. The online English teaching platform used by some universities is imperfect, lacking voice function, teleconference function, remote control function, and video and screen casting function, which leads to an unsatisfactory teaching effect^[5]. Secondly, the interaction between online and offline teaching is insufficient. Some universities have insufficient interaction between online and offline teaching in the process of English teaching, the main content of online teaching is listening, vocabulary, and writing, and that of offline teaching is grammar, which are independent of each other and fail to be effectively articulated, thus affecting the teaching effect^[6]. Thirdly, there are problems in the teaching evaluation. Some colleges still adopt the evaluation method mainly based on written test scores in the process of English teaching evaluation, without evaluating students' oral communication skills and learning attitude.

4. Implementation strategies of the online-offline hybrid teaching mode of college English in the context of new liberal arts

4.1. Optimizing and adjusting the design of college English courses

Under the background of new liberal arts, universities need to adjust the concept of English teaching, develop course design programs based on teaching objectives, student characteristics, and existing teaching resources, and actively carry out interactive English teaching combining online and offline. First of all, in the process of designing the objectives of English courses, it is necessary to summarize and analyze the past learning situation of students, optimize and adjust the unit objectives and semester objectives with the starting point of improving students' listening, speaking, reading, writing and cross-cultural communication skills. The relationship between different objectives should be progressive, and teachers should strictly implement the objectives in the process

of teaching, to ensure that English teaching can achieve the expected results ^[7]. Secondly, when designing the teaching activities for English courses, teachers need to combine textbook content with students' learning needs to create various teaching links. This ensures that all components are closely connected. Throughout the teaching process, it is crucial to emphasize the students' central role and assign them reasonable learning tasks, enabling them to comprehensively improve their abilities during the learning process ^[8]. Lastly, in the process of formulating the design of college English courses, teachers need to reasonably integrate group cooperative learning, flipped classrooms, and other new teaching methods, to guide students to actively participate in teaching activities and achieve the best teaching results.

4.2. Adopting a functional online platform to complete online teaching

In the process of teaching college English online, teachers need to adopt a well-functioning online teaching platform to ensure that students can gain knowledge in the process of online learning. For example, a university introduces the U Campus Smart Teaching Platform in the process of English online teaching, which is set up with a teacher-student communication module that can be used by teachers to notify students of the time of online teaching and answer questions raised by students ^[9]. Before online teaching, teachers can upload teaching-related materials to the platform, and students can download the materials to complete the preview of the teaching content. U Campus Smart Teaching Platform has an online attendance function, so that teachers can understand the attendance status of the students promptly, and can explain the teaching content through remote video and voice functions. After completing online teaching, teachers can use the platform to assign homework and students can answer questions online, thus improving learning efficiency.

4.3. Implementing online pre-class study teaching mode

The important goal of college English teaching is to guide students to expand their knowledge and improve their intercultural communication skills through reading articles on society, literature, politics, economy, language, philosophy, and other content. In college English teaching, the contents of articles include geography, nature, humanities, politics, etc. Students need to take the initiative to look up the relevant background knowledge in the process of pre-class study to deepen their understanding and memorization of the contents of the articles. Specifically, in pre-class learning and teaching, teachers need to make full use of the online teaching platform to publish pre-class learning test questions on the platform, and the content of the test questions includes questions related to the article, key vocabulary, etc. Students can learn before class with the questions so that they can grasp the focus of pre-class learning and facilitate the in-depth study of the article's content in the future ^[10]. To ensure that the pre-class learning can achieve the desired effect, teachers need to determine the focus of the pre-class test to clarify the role of the writing intention, so that teachers can release the content of the article in the online teaching platform related to the problem, guiding the students to find the answer to the question through the reading, so that they can accurately grasp the basic plot of the article, deepen the understanding of the article content, and accurately grasp the author's writing intention. After the students answer the relevant questions on the online platform, the teacher needs to summarize students' performance to understand the difficulties encountered in the pre-class study and focus on explaining the relevant issues in the classroom teaching process to enhance the relevance of teaching ^[11].

4.4. Implementation of the online and offline hybrid classroom teaching mode

After the students complete the pre-class study on the online platform, the teacher understands the students' preview situation through the statistical analysis function of the platform and explains the relevant issues in the classroom in a targeted manner ^[12]. In the process of classroom teaching, the teacher combines the specific

content of the textbook to carry out question-and-answer sessions and puts forward two types of questions for the students; the first of which belongs to further thinking, which requires the students to analyze the article from different angles according to the vocabulary and rhetorical methods used in the textbook, there is no standard answer to this kind of questions, and the students can answer the questions by themselves according to their feelings. Teachers need to find the flashpoints of students' answers and give students the necessary encouragement so that students can build the confidence to learn English well ^[13]. The second type of question is the article plot-related questions, such questions have standard answers, and students need to organize the article keywords in the process of pre-study, to get the answers to the questions, the teacher performs spot checks in the classroom to facilitate the understanding of students' learning situation. In the process of designing teaching problems, teachers need to study the content of the textbook in depth and analyze the current learning situation of students, clarify the key knowledge that students need to master, and reasonably design teaching-related problems. After students answer the questions, teachers need to summarize and analyze the students' answers. If students fail to answer the questions related to the plot of the article correctly, it can be considered that the pre-study is not in place, the teacher needs to explain the importance of pre-study and introduce the effective methods of pre-study. If students cannot answer further thinking questions correctly, it suggests that the students' thinking and analyzing skills need to be further improved, teachers need to provide students with the necessary encouragement and strengthen the guidance to inspire students so that students gain the confidence to learn English well and actively learn the relevant knowledge ^[14].

4.5. Use of online teaching platforms for after-school extended learning

After classroom teaching, students need to use the online teaching platform for extended learning after class. In the specific teaching process, teachers can release the content of post-class learning and test questions in the online teaching platform, follow the principles of innovation, high level, and challenge in the process of designing the questions, guide students to use the knowledge they have learned and their innovative thinking to solve the problem, and use the platform's statistical function to understand students' post-class learning time and test results. In the specific application of the online platform for teaching, teachers need to clarify the main points of the application. After classroom teaching, tasks can be released in the online teaching platform, requiring students to use the rhetorical methods in the article to write speeches, and pushing speech etiquette, celebrity speech videos, and other content for students. Teachers score the students' speech videos and share the excellent speech videos to the online teaching platform to promote the common improvement of students' English comprehensive skills ^[15].

5. Conclusion

Under the background of new liberal arts, the traditional college English classroom teaching mode has been unable to meet the diverse learning needs of students. For this reason, it is necessary to innovate the teaching concept, actively introduce information and Internet technology, build a hybrid teaching mode of online and offline, utilize the advanced online teaching platform to expand the learning content, and combine online and offline teaching, so that the students can efficiently gain knowledge.

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