Exploration on the "Online+Offline" Mixed Education Model of College English Curriculum

Shu Yu[1,a,*]

[1]*School of International Studies, Jingdezhen Ceramic University, Jingdezhen, Jiangxi, China*
[a]*273425952@qq.com*
[*]*Corresponding author*

Abstract: *Education is an important battlefield for the deep development and cultivation of high-tech, and the "online+offline" mixed education model is a new form developed from the former. It can not only achieve effective interaction between teachers and students, but also enhance students' learning enthusiasm and enhance their English application ability. This article compared the academic performance of students before and after adopting the "online+offline" mixed education model, and found that the average score of students after adopting it reached 84.7 points, which was 9.6 points higher than the 75.1 points before adopting it. The results indicated that the "online+offline" blended education model has a significant effect on improving the teaching quality of college English courses.*

Keywords: *English Courses, Online+Offline, Educational Models, College English*

1. Introduction

English is the second language of many people in the world, and countries attach great importance to English education. From CET-4 and CET-6 to IELTS and TOEFL, English proficiency is constantly upgrading. However, the recent epidemic has caused stagnation in English education, which has hindered primary, secondary, university, and adult education, with the most serious being college English education. Therefore, a new education model that would not be affected by unexpected situations is needed.

Many researchers around the world have discussed the research on English courses. Simbolon Nurmala Elmin investigated students' views on their learning experience in the blended learning approach combined with social media. The final conclusion showed that students actively perceive their learning experience in blended learning [1]. Kanca I Nyoman's research was conducted against the background of 'students lacking interest in English, inappropriate learning strategies, and a lack of cultivating students' creativity during the learning processes. Ultimately, the English communication skills of the participants receiving treatment were significantly improved [2]. Turan Zeynep's research aimed to examine the research trends and main findings of flipped classroom methods in the field of English teaching. The results showed that flipped classroom methods in English teaching have been popular among researchers since 2014, and the number of studies in this field has rapidly increased in the past two years (2016-2017) [3]. Yen Tran Vu Mai described the online teaching effectiveness of Microsoft Teams in English major classrooms through student feedback. The efficiency of teaching has been improved [4]. Simbolon Nurmala Elmin analyzed three videos used as teaching and learning materials in maritime English courses at vocational colleges. The results highlighted the positive qualities and shortcomings identified in the video. Meanwhile, the results of this study provide guidance for selecting video materials related to maritime English courses in Indonesian vocational higher education [5]. Although many people have done a lot of research on English courses, there is relatively little research on special courses in emergency situations.

If English teaching does not want to be disturbed by unexpected situations, it must adopt online teaching that is different from offline teaching. However, a pure online teaching mode may reduce students' learning enthusiasm. Therefore, this article explored the "online+offline" teaching mode to solve this problem.

2. Connotation and Practical Significance of the "Online+Offline" Mixed Education Model

In the special era of the COVID-19, offline teaching has become impossible, so online teaching came into being. Its emergence cannot be separated from the rapid development of information technology. On the basis of full use of digital classroom, it has created a more realistic teaching model. The biggest difference from the traditional single teaching mode in the past is that online teaching breaks the barriers and limitations brought about by time and space, plays a huge role in integrating resources, and has a significant impact on improving learning quality [6]. However, pure online teaching is difficult to stimulate students' enthusiasm, so the combination of the two teaching models, namely the "online+offline" mixed education model, has been born by the times. It coordinates the "real" of classroom teaching with the "virtual" of digital classrooms. This mixed teaching model, as a cutting-edge field that showcases the development of the times, has a positive role in promoting the rapid development of modern education.

Undoubtedly, the rise of the "online+offline" blended education model is directly related to online teaching, so to some extent, the process of blended teaching mode is influenced by the development of online teaching. In many countries, online teaching has already been applied in many fields. The Internet can be used as a medium to spread knowledge, expand the coverage of education, and improve the abilities of learners in terms of knowledge, skills, and other aspects, which would shift them from low-level needs seeking survival to high-level needs for active living. The popularity of "Internet plus "," Flipped Classroom "," OBE Education Concept and the importance of education and talents are all promoting the popularity of online teaching worldwide. Face to face teaching is the most traditional and direct offline teaching method and it is precisely through this simple and direct form of external core that human education can survive thousands of years of historical changes and fierce wars, and has continued to this day. It has played an irreplaceable role in education and education in every era, and in turn, promoted social progress [7-8]. However, the "online+offline" mixed education model is not a simple formal combination. It needs to organically combine learning theory, learning resources, learning environment, learning methods, etc., in order to achieve the expected optimal learning effect. This places high demands on the comprehensive quality and curriculum design abilities of educators themselves [9-10].

Although online education in China started relatively late compared to other countries, it has been widely accepted and achieved certain goals due to its specific national conditions and academic conditions. In the past 20 years, Chinese universities have gradually introduced online courses and an integrated learning model of "online+offline". Affected by the new round of COVID-19 at the end of 2019, the Ministry of Education issued a notice requiring comprehensive prevention and control of the epidemic to prevent the epidemic from spreading in schools. Schools at all levels across the country adhere to the principle of "continuous learning without stopping classes or classes", and adopt methods such as online classrooms and interactive learning. By hiring high-quality online education teachers, students are organized to conduct online courses. It is precisely through these advantages of online learning mode that students can learn and live normally at home, ensuring that learning is unobstructed. With the normalization of epidemic prevention measures and the unpredictability of the epidemic, isolation as a self-protection method is gradually being adopted. In the post pandemic era, the "online+offline" integrated learning model can better respond to the ever-changing training plans and the occurrence of emergencies. Teachers can communicate with students online and assign homework, while students can ask questions, leave messages, or watch teaching videos. By establishing mutual assistance groups and establishing connections with other students, their enthusiasm can be fully mobilized, making them no longer "problem makers" but masters of learning [11-12]. From an objective perspective, this epidemic has forced the "online+offline" integrated teaching model to open up a broader model in a sense, but the final result still needs to be carefully studied by educators in order to fully unleash their subjective initiative.

3. Problems in the "Online+Offline" Mixed Education Model of College English Courses

The blended teaching model of "online+offline" can greatly improve students' initiative in learning and transform the passive reception of information in traditional classrooms into positive thinking. Figure 1 shows the "online+offline" mixed education model. At the same time, in the process of learning, it can also cultivate the spirit of mutual cooperation among students, and solve the problem of not being able to take care of everyone in a single teaching. However, as it is a new thing, there are still some objective problems that need to be pointed out and solved.
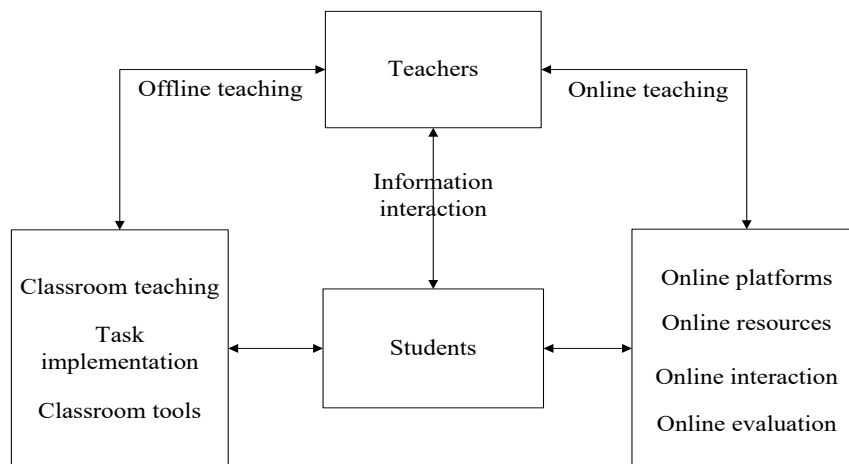
Figure 1: "Online+Offline" Mixed Education Mode.

3.1. At the Student Level

College students in their adolescence and rebellious period have strong self-awareness and are easily influenced by emotions, making judgments about their own behavior. Apart from the aforementioned question of whether college English courses can attract students, students' attitudes towards English learning, their focus on learning, and the use of online platforms are not measurable and monitored by the "online+offline" mixed education model. In order for students to actively participate in the new learning model of "online+offline" blended education, becoming practitioners, collaborators, explorers, and co builders, it is necessary to have sufficient ideological cognition, so that students can understand the true significance of blended teaching, and actively participate in learning. In addition, teachers should also actively make changes to enable students to understand the concept and implementation methods of blended learning, so as to effectively participate in learning. At the same time, it is necessary to strengthen teacher-student interaction, so that students can think, explore, and practice more deeply, thereby enabling them to better grasp knowledge. Only in this way can students truly participate actively in blended learning.

3.2. At the Teacher Level

College English teachers play a crucial role in connecting online and offline activities. In the absence of a large amount of previous experience for reference, it is an undeniable fact that it is not only necessary to test the "soft power" of teachers in flexibly applying new models, but also to demonstrate their "hard power" in curriculum design, textbook research, and teaching method innovation [13-14]. In English teaching, the first thing to do is to handle the relationship between "keeping" and "creating". However, teachers should not exaggerate the role of online platforms in teaching. Teachers should recognize the positive role it plays as a bridge and link, but also be vigilant about the negative impact of the "double-edged sword" of the internet. They should prioritize and not replace the content and value of the curriculum with means and methods, while neglecting the essence of blended education. On the other hand, teachers should pay more attention to the subjective feelings of students outside of online media, and appropriately increase online or offline interaction with each student; it is necessary to adopt a dynamic evaluation mechanism for all students and provide follow-up guidance for students with English learning difficulties [15-16]. From various aspects of teaching implementation, teachers need to constantly try and practice, and constantly adjust and improve teaching models, in order to ultimately achieve practical and applicable teaching effects.

3.3. Other Levels

In addition to teachers and students, there are also some other variable factors in implementing the "online+offline" mixed education model. Firstly, politics, economy, and culture all have a certain impact on education. Politically, it is important to emphasize adhering to the leadership of the Party and developing a socialist market economy to promote social civilization and progress. Economically, it is necessary to optimize the industrial structure to promote technological innovation and thus promote economic development. Culturally, it is necessary to promote excellent traditional culture and promote

cultural exchange and development. In China, education aims to cultivate socialist builders with comprehensive development in morality, intelligence, physical fitness, aesthetics, and labor. Therefore, all educational activities must not deviate from this general direction. Secondly, the combination of online and offline teaching models has not yet been fully integrated into teaching. For example, in college English classes, teachers would play English movies, and students would also watch English movies. This is forcing online knowledge into the classroom in order to diversify, but this is only a superficial phenomenon and not combined with the course content. In addition, the combination of online and offline teaching modes also has some drawbacks, such as some teachers being unable to grasp students' learning situations in real-time. Some teachers, although able to grasp students' learning progress, cannot provide timely feedback to students. Some teachers are unable to effectively manage students' learning behavior, and some lack effective design of teaching activities. Thirdly, the difficulties faced by English teachers in college English teaching. Except for majors related to English, most universities have public courses in English, which are usually scheduled based on the number of students or their free time. In this way, English teachers face "temporary classes" with different majors, genders, and English proficiency. Although the situation is different in each school, it is generally the same. Therefore, it is a very difficult task for English teachers to coordinate, synthesize, manage, and apply a large amount of student data [17-18].

4. Practical Application of the "Online+Offline" Mixed Education Model in College English Courses

English is a compulsory course to cultivate the comprehensive quality of college students, and it is also a foreign language. In today's society, it has strong application value in employment and learning. However, due to factors such as major limitations, class schedule, and exam requirements in universities, most students, except for those majoring in English, have low enthusiasm and autonomy for English courses, often holding the idea of "mixed credits and mixed graduation" and handling it carelessly. As to how to make full use of the advantages of the "online + offline" hybrid education model to enhance the importance of English courses among students and increase their interest and motivation, it can be started from the first, middle and last stages [19-20].

4.1. Preparation and Preview Stage before Class

Pre class preparation is an important prerequisite and foundation for the "online+offline" blended education model. Good preparation and preparation during this stage often have a significant impact on the development of the middle and later stages of the classroom, and even the results of the entire teaching activity. From a learning perspective, students have a certain foundation in English, so teachers can have better communication with students before class. Before class, teachers can upload the teaching objectives, courseware, and exercises related to this course to the website through WeChat and QQ, so that students can have a clear understanding of their learning situation. In this way, students can better grasp their learning situation, identify their shortcomings, and make up for them. Teachers can tailor a targeted learning plan for students based on their abilities in English listening, speaking, reading, writing, translation, and other aspects, ensuring that students at every level can conscientiously and excellently complete learning tasks. In terms of understanding textbooks, teachers also need to have their own perspectives and carefully prepare each lesson based on the professional details and basic situation of the class they teach. At the same time, it is necessary to search for course resources that are most suitable for the theme in the vast online teaching resources, help improve the level of cooperation between students, and strengthen their sense of independent exploration.

4.2. In Class Teaching Stage

The "in class teaching" is the core of the combination of "online" and "offline", and it is also the most direct reflection of the combination of "online" and "offline". Compared to the traditional single teaching mode, students rely more on self-study before class. Therefore, in the classroom, teachers do not need to spend too much time explaining their theoretical knowledge, but only focus on their logical thinking in English, providing them with a stage to showcase English knowledge and skills, allowing them to continuously improve their English language application ability in practical practice. Based on this, in the teaching process, teachers should achieve the following points. Firstly, it is necessary to encourage and guide students who have questions in the pre class preview to actively speak up and answer some common and key questions, implementing each question in practice, and avoiding

students' procrastination and learning aversion caused by the accumulation of small problems. Secondly, arrange appropriate time and play multimedia materials suitable for the course content to create a good learning atmosphere, so that students would not feel embarrassed by being stared at in the classroom, and they can better communicate in English and improve their oral proficiency. Thirdly, in order to establish a complete English system, it is necessary to have a deeper understanding of the culture of the language, and all of this must be based on having sufficient confidence in one's own culture. Therefore, in English teaching, it is necessary to enable students to understand the logic behind the emergence of foreign languages, and to interpret the beauty of Chinese culture at a deeper level. Ideological and political ideas should be integrated into the teaching of English courses, so that students can clearly understand the connection between learning English well and enhancing cultural confidence, establish correct worldviews, outlooks on life, and values, and thus achieve the goal of "curriculum ideological and political education".

4.3. Review and Consolidation Stage after Class

Review and consolidation after classes are important indicators for testing the level of blended online and offline teaching. Proficiency in a language is not something that can be achieved overnight, but rather requires continuous practice and consolidation. After explaining and communicating in class, teachers should timely supervise and guide students to review to ensure that what they have learned can be truly absorbed. On the one hand, quantitative analysis is conducted on students' mastery of English by assigning homework, conducting after-school tests, conducting group communication, and mutual evaluation. On the other hand, supplementary and expanded materials can be published to guide students to connect their old knowledge with new knowledge, deepen their deeper understanding of the same things, and thus construct a more complete cognitive and language system. Students who want to learn more content can also extend listening, speaking, reading, writing, and translating content on teaching platforms such as the New Concept Foreign Language Network based on their interests and hobbies.

The final step is to verify the effectiveness of the "online+offline" mixed education model on college English courses. The experimental group decided to use a questionnaire survey to verify the effectiveness. The reliability analysis formula for the questionnaire survey is shown in formulas (1), (2), and (3).

$$var(A) = var(X) + var(Y) \tag{1}$$

The variance var(A) of the measured value is equal to the sum of the variance var(X) of the true value and the error variance var(Y), and the relative magnitude of var(Y) and var(A) can be used to describe the credibility of the survey results. The larger the ratio of var(Y) to var(A), the greater the random error of the measurement and the lower the credibility of the measurement. The reliability coefficient T can be used to represent the magnitude of the reliability. The definition of T is the proportion of the variance var(X) of the true value to the variance var(A) of the measured value, which is:

$$T = \frac{var(X)}{var(A)} = 1 - \frac{var(Y)}{var(A)} \tag{2}$$

$$T_n = \sqrt{\frac{var(X)}{var(A)}} \tag{3}$$

The survey was conducted on a total of 200 students and teachers teaching English courses at a university, as shown in Table 1.

Table 1: Questionnaire on the Application Effect of the "Online+Offline" Mixed Education Model.

	Good	Medium	Bad
Enthusiasm	55%	30%	15%
Achievement	51%	35%	14%
Cooperation	56%	37%	7%
Efficiency	50%	31%	19%

In Table 1, it can be seen that the evaluation of learning motivation, assistance to grades,

cooperation between students, and teaching efficiency was mostly positive, reaching more than half, with negative evaluations below 20%, especially in terms of cooperation, which was only 7%. Therefore, it can be seen that the mixed education model of "online+offline" has a very significant effect on improving the teaching quality of English courses.

Based on the survey questionnaire, the experiment compared the academic performance of students after adopting the "online+offline" mixed education model with before, and the results are shown in Figure 2.
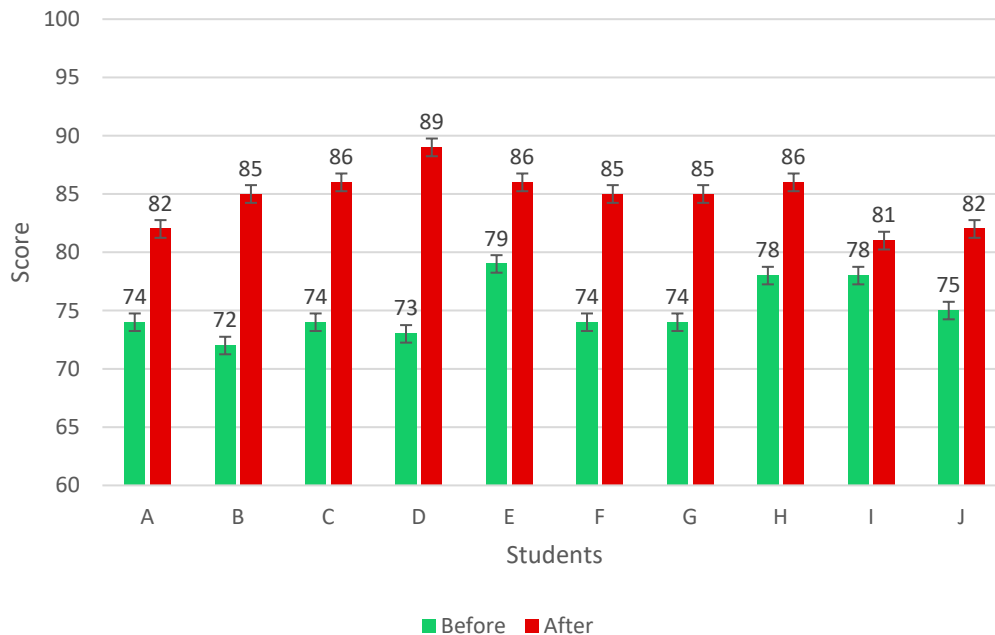

Figure 2: Comparison Results of Student Academic Achievements.

In Figure 2, it can be seen that before the implementation of the "online+offline" mixed education model, the scores of the ten students who were the experimental subjects did not exceed 80 points. Among them, E student had the highest score of 79 points, with an average score of 75.1 points for the ten students. After the implementation of the mixed teaching model, all students achieved scores above 80 points, with D student having the highest score of 89 points and an average score of 84.7 points.

Next, a comparative analysis experiment on learning efficiency was conducted. The experimental subjects are no longer a single student, but five classes of the same grade as the subjects. The results are shown in Figure 3.

From Figure 3, it can be seen that before using the blended education model, the fastest weekly progress was in Class 5, which was able to learn and absorb 2.4 chapters per week; next was Class 2, which can absorb the content of 2.1 chapters; the average value of 5 classes was 1.78 chapters. After using the blended education model, the fastest weekly progress was in Class 2, with a total of 4.2 chapters absorbed; the average of 5 classes increased to 3.86 chapters.

Through the results, it was found that the implementation of the "online+offline" mixed education model has a very significant effect on improving the English course performance of college students and the overall learning efficiency of the class.
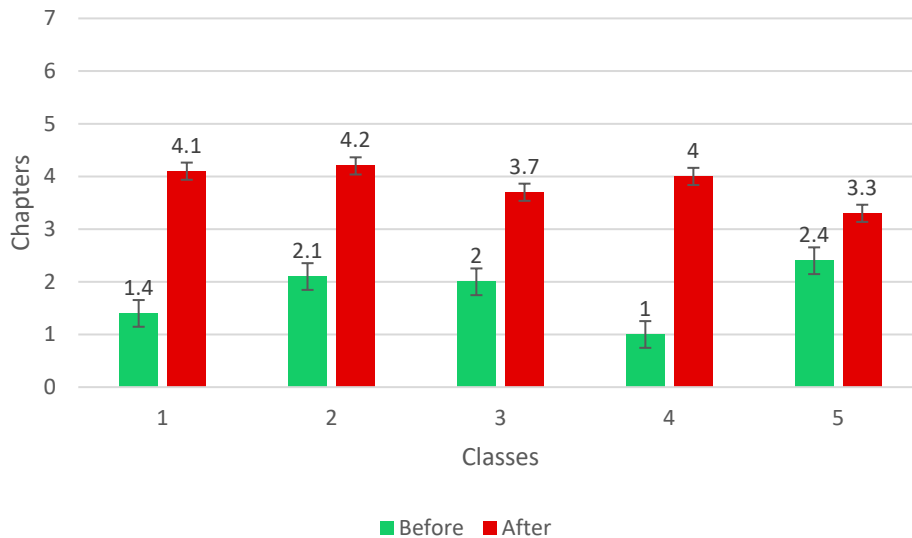
Figure 3: Comparison Results of Learning Efficiency.

5. Conclusions

Overall, the emergence of blended online and offline teaching depends not only on the continuous development of network technology, but also on the dissemination and application of advanced educational concepts. However, the most important thing is still the resolute reform of the education system. This article studied the improvement of the teaching quality of college English courses through the "online+offline" blended education model. It was found that after adopting this blended teaching model, students' overall academic performance has been improved. This would no longer worry about the decline in teaching quality when encountering unexpected situations in the future. However, the survey data in this article is limited, and more experimental data and subjects would be invested in future research.

References

[1] Simbolon Nurmala Elmin. "EFL students' perceptions of blended learning in English language course: learning experience and engagement." Journal on English as a Foreign Language 11.1 (2021): 152-174.
[2] Kanca, I. Nyoman. "The effectiveness of the problem solving method on learning outcomes of the English course for room division operation during the COVID-19 pandemic." International Journal of Linguistics, Literature and Culture 7.1 (2020): 12-22.
[3] Turan, Zeynep, and Birgul Akdag-Cimen. "Flipped classroom in English language teaching: a systematic review." Computer Assisted Language Learning 33.5-6 (2020): 590-606.
[4] Yen, Tran Vu Mai, and Nguyen Tran Uyen Nhi. "The practice of online English teaching and learning with microsoft teams: From students' view." AsiaCALL Online Journal 12.2 (2021): 51-57.
[5] Simbolon, Nurmala Elmin, and Yusnita Febrianti. "The selection of learning materials from Youtube resources for a Maritime English Course." Indonesian Journal of Applied Linguistics 10.2 (2020): 460-470.
[6] Mamatova, Gulhayo. "Improving methodology of game technology in the teaching of lexical materials in English lessons." Science and Education 2.12 (2021): 571-573.
[7] Putra, Made Agus Mandala, and Made Hery Santosa. "Mobile assisted language learning in Intensive English Course for freshmen year students." Journal of Education Technology 4.2 (2020): 127-132.
[8] Medriano Jr, Ramon S., and Adonis S. Bautista. "Integrating business English communication in the contextualized teaching of an ESL graduate course." The Asian ESP Journal 16.2.1 (2020): 70-88.
[9] Eshonkulova, Sarvinoz. "The importance of interactive methods and principles in English language lessons." Science and Education 1.7 (2020): 356-361.
[10] Kuang, Qi. "A Review of the Washback of English Language Tests on Classroom Teaching." English Language Teaching 13.9 (2020): 10-17.

[11] Hua, Shuyang, and Zhongwei Ren. ""Online+ Offline" course teaching based on case teaching method: a case study of entrepreneurship education course." International Journal of Emerging Technologies in Learning (iJET) 15.10 (2020): 69-85.

[12] Deng Haiyan, Chunyan Li. ""Surgical Nursing" Curriculum Reform based on Online-offline Dual-teaching Model." International Journal of Emerging Technologies in Learning (iJET) 16.19 (2021): 94-108.

[13] Zhou, Longjun. "'School's out, but class' on', the largest online education in the world today: Taking China's practical exploration during The COVID-19 epidemic prevention and control as an example." Best evid chin edu 4.2 (2020): 501-519.

[14] Zhang, Rongbo, Weiyu Zhao, and Yixin Wang. "Big data analytics for intelligent online education." Journal of Intelligent & Fuzzy Systems 40.2 (2021): 2815-2825.

[15] Li, Bo. "Snowflake Beef Culture and Product Tasting" Online and Offline Integrated Course Ideological and Political Teaching Model"." Journal of Education and Educational Research 2.1 (2023): 74-77.

[16] Wang Hongchun and Chen Weiyu. "Learning English from YouTubers: English L2 learners' self-regulated language learning on YouTube." Innovation in Language Learning and Teaching 14.4 (2020): 333-346.

[17] Akram, Huma. "Factors Contributing Low English Language Literacy in Rural Primary Schools of Karachi, Pakistan." International Journal of English Linguistics 10.6 (2020): 335-346.

[18] Pawlak, Miroslaw, Joanna Zawodniak, and Mariusz Kruk. "Individual trajectories of boredom in learning English as a foreign language at the university level: Insights from three students' self-reported experience." Innovation in Language Learning and Teaching 15.3 (2021): 263-278.

[19] Valentino, V. H. "Online and Offline Learning ComparisonIn the New Normal Era." International Journal of Educational Research and Social Sciences (IJERSC) 2.2 (2021): 449-455.

[20] Li, Yang. "Information privacy concern and deception in online retailing: The moderating effect of online–offline information integration." Internet Research 30.2 (2020): 511-537.