

Research on Mixed Online and Offline Teaching Mode of College English

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Abstract: *Mixed online and offline teaching of college oral English is helpful for students to learn oral English in different ways, stimulate students' interest in learning, and improve their oral communication ability. Based on the characteristics of mixed online and offline teaching mode and the advantages of mixed online and offline teaching mode, the paper deeply analyzes the development of mixed online and offline teaching mode.*

Keywords: *mixed teaching mode; oral college English; systematic teaching*

1. Introduction

With the development of modern information technology, online teaching has become a new teaching method. Many colleges and universities combine online teaching with offline teaching to create a mixed online and offline teaching mode, innovate teaching methods, enrich teaching content, improve teaching efficiency, and promote students' learning progress. College oral English is a subject based on oral practice. The combination of offline learning and online practice helps students to learn better.

2. Characteristics of the mixed online and offline teaching mode

Online mixed teaching mode is based on the development of modern Internet technology, outside the classroom teaching in school, with the help of advanced Internet technology for online teaching, teachers can according to the state of students in learning, adjust the teaching form, if the teaching task is heavy, can teach in classroom teaching knowledge, online teaching of knowledge practice, can also be knowledge expansion and ability. In offline teaching, students can communicate and discuss with teachers face to face, and the learning time is more concentrated. Online learning can learn anytime and anywhere, which is conducive to students' effective use of fragmented time. The combination of the two ways is conducive to students' efficient learning. The mixed online and offline learning mode is that students and teachers work together to complete their learning goals. Through synchronous learning, teachers can create more suitable teaching programs for students, mainly offline, supplemented by online, to promote students' learning progress in various aspects. At the same time, the online and offline mixed learning mode is conducive to cultivating students' ability to learn independently. Teachers no longer track the whole process and give comprehensive guidance, but study consciously by students themselves, which is conducive to students' self-supervision, self-thinking and independent problem solving^[1]. Offline learning is mainly about teachers' lectures, and students listen to lectures, which is a one-time learning, while online learning is open. Students can study again according to the course replay.

3. Advantages of mixed online and offline teaching mode of oral English

3.1 Innovate the teaching mode, improve the students' interest in learning

There are many contents of oral college English courses, each semester has less class hours, so the teacher generally focus on explaining, let students own after-class training, it is difficult for students to fully master all the content of oral college English. The teaching mode of college oral English teaching is very single. According to the teaching materials, the traditional "cramming" teaching is adopted, so that students' interest in learning is limited and their academic performance has not been significantly improved. If the teacher adopts the mixed online and offline teaching mode for teaching, enhance

students' oral training in class, and make full use of students' spare time to supplement the class content online, students can expand their knowledge, improve their interest and enthusiasm in learning, and improve their oral English expression ability.

3.2 Combine online and offline learning to improve students' learning efficiency

Online teaching and offline teaching should complement each other and cannot develop independently, because college oral English has more content, less teaching time and high practical needs. If students do not conduct oral training every day, their language sense will be reduced and their oral ability will improve slowly. Teachers should arrange the proportion of online and offline teaching knowledge and the focus of training, send the content to learn online before class, let the students preview in advance, and then let the students summarize the content of the preview before class, sort out and put forward their own questions, teachers to answer. After the end of the classroom teaching, the teacher will pass the key and difficult points of this class to the online, find some exercise materials for the students, let the students train independently, the teacher regularly check the students' learning results. This is conducive to improving the efficiency of classroom teaching, so that students can master the key and difficult points of the course, and learn to learn independently.

3.3 Various forms of learning, exercise students' oral English ability

College oral English learning is a highly applied subject, the content of the textbook is relatively boring, some grammar and pronunciation need repeated practice, can not be simply "cramming" teaching. Teachers can change their teaching methods, and conduct teaching methods through situational teaching, group demonstration, watching English movies and other ways, which can improve students' participation in teaching, enhance students' interaction, and increase mutual communication and discussion, which is conducive to the improvement of students' oral English. Students' interest is stimulated little by little, and each student's starting point of learning is different, so teachers should grasp the characteristics of students, find the right teaching methods, and guide college students to learn oral English step by step.

3.4 Students and teachers interact with and conduct in-depth study and research

Teachers should pay attention to more communication with students in teaching, so that they can understand whether students' mastery of knowledge, learning progress and learning ability are improved. The teaching time of college oral English teaching is relatively small, and the only training time left after the teacher is only enough for a few people to give a limited display, which can not fully see the ability of each student, and make targeted supplement and improvement. Online teaching can make up for the shortage. Teachers can publish English articles or oral questions online, let students conduct oral training online, listen to students' oral audio one by one, and give opinions and suggestions to each student for the completion of the situation. Some students may be embarrassed to speak oral English face to face, but there will be a lot of open online, so that every student can have the opportunity to exercise how to speak English, to help every student to improve their oral English ability.

4. Development strategy of mixed online and offline teaching mode of oral English

4.1 Improve the quality of online teaching

The development of online and offline teaching mode should ensure the equal quality of online teaching and offline teaching quality, which is conducive to students' learning^[2]. If the offline teacher's teaching level is high, the lectures are vivid and interesting, but the offline teaching quality is very low, the teaching content is empty, unorganized, and cannot complement the offline teaching, then this model will fall into a deadlock. In order to continuously improve the quality of online teaching, teachers should treat the online teaching with the mood of treating the offline teaching, carefully arrange the teaching content, and correspond to the offline teaching, and complement each other, so as to attract students to learn. In the process of online course arrangement, we should actively use Internet resources, learn from excellent teaching cases, learn more from excellent teachers, and produce excellent teaching resources. For example, a freshman English teacher in a school wants to make an interesting oral English teaching course, edit the original English sounds in excellent foreign cartoons, and add the

teacher's own explanation to show the charm of oral English to freshmen. She first collected several excellent cartoons, but it was too time-consuming, so she contacted teachers from other universities to make them together, and finished them for students from several schools to use together. Finally, the course production was completed, and it was warmly welcomed by the students. Some students left their own questions in the learning process under the course, and the teacher would also answer them. Gradually, this course became a communication platform for college students to learn oral English and help more students learn.

4.2 Promote offline interaction and communication

The offline interaction and communication of oral college English mainly includes two aspects, on the one hand is the communication between students and teachers, on the other hand is the discussion between students. According to the differences, it can be divided into on-class communication and off-class communication. In class, teachers should pay attention to improve students' participation, ask more questions in teaching, let students answer questions, not only can attract students' attention, so that they dare not be distracted, but also help students to think. You can also open lectures, seminars and other activities, so that students can get professional sharing tips for learning oral college English, to help them find suitable learning methods. College oral English teaching often involves dialogue exercises. Teachers can organize students to help each other to learn, so that students with good oral English can help students with poor oral English make progress. You can also let the students practice in pairs, because some students may be embarrassed to speak English in front of others, if in front of good friends may be more open, more willing to open. No matter which method, it is to promote the progress of oral English. For example, an oral English teacher in a school held regular oral English learning sharing meetings every week, in which he asked every student to talk about his problems in oral English learning and solutions. Through the sharing meeting, many know more methods and skills of learning oral English, and went back to practice, actually made progress, which is the harvest.

4.3 Systematic development of teaching

To develop the mixed online and offline teaching mode of college oral English, a comprehensive teaching systematization should be conducted^[3]. First of all, the knowledge points should be systematized, the knowledge points of each lesson should be connected, the knowledge points are organized into the form of "boring theory + interesting cases", the knowledge points of each semester into an outline, and then fill the specific content according to the outline, so that the knowledge points are systematized, distinct and detailed. Secondly, learning resources should be systematized, which can help students better master the pronunciation and semantics of spoken English, and let students get a fast path of learning through rich knowledge reserve. In class, teachers use teaching materials and teaching books to help students learn oral English, online to use the Internet to collect more resources for learning oral English, to form a complete teaching resource system, so that students can have a large number of reference materials in learning. Finally, to systematic teaching activities, teachers offline lectures, online transfer resources, communicate with students, students listen, discussion, ask questions, answer, summary, online learning more knowledge, oral exercise, communicate with the teacher, a series of teaching activities became a complete system, through the operation of the system, let students can independent learning, and can cooperate with each other, also strengthen the contact with the teacher, better oral English learning. A university oral English teaching, for example, a teacher let the class cooperation will freshman all knowledge in the course list, compiled into a book, then by everyone discuss the difficult points, the teacher help you find more learning materials uploaded online, students autonomous learning, talk about learning problems in class, by the teacher to the difficult, then the whole class learning enthusiasm was ignited, improve learning efficiency, all excellent grades in the final exam.

4.4 Improve teachers' teaching ability

The establishment of mixed online and offline teaching mode of college English is inseparable from the level of college English teachers. Teachers should improve their oral English teaching ability, know how to use the computer network to collect and organize information, and learn to use the knowledge combined with the Internet technology to produce more targeted teaching resources. With the development of society and the change of life, oral English will be updated in content, so the university oral English textbook knowledge will be outdated, it requires teachers constantly update their knowledge reserves, provide students with more novel, conform to the development of new knowledge,

teach students can use in daily life. As Internet technology changes with each passing day, teachers should always pay attention to the technology update in education and use new technology in teaching. After the outbreak, for example, teaching at home has become a new way of teaching, teachers use WeChat, Tencent Conference and other Internet software for teaching, but some teachers don't use WeChat, don't know how to operate, and other teachers to learn, learn to use WeChat after the class built a group, ask students to sign in in the group every day, report their own situation. Also through the form of initiating meetings, choose the classroom mode for teaching, in the teaching process, choose to open and close the microphone to communicate with students at any time, observe the students' learning state.

4.5 Promote students to study independently

College learning is no longer like primary school and middle school, by the teacher fully decides what students should learn, how to learn, college students should learn to learn knowledge independently. First of all, college students should also preview in the new class, understand the content will be learned, the key points and difficult points, until the teacher to teach and then investigate their own shortcomings, answer questions. This helps to deepen the understanding of knowledge and keep up with the teacher's thinking. College oral English learning mainly exercises students' oral ability, preview in advance can know which grammar they do not understand, those sentence pronunciation is not good, in class with the teacher to learn. Secondly, the teacher can further analyze the teaching content in the class to help the students correct their mistakes in the preview. Finally, after-class review can help students sort out the knowledge they have learned. Students can also interact with teachers online to avoid making mistakes and omissions when summarizing knowledge points. For example, a freshman learning spoken English with an impure accent with a clear Beijing accent, so he never dared to speak in class. When the English teacher in the class opened an online oral learning course, he studied the course with the teacher every day, discussed his learning income with the teacher, and asked the teacher if his understanding was right, and the teacher also gave the answer. With his slow study, the accent problem has been improved significantly, and he also dares to speak in class, and his oral communication ability has been significantly improved.

4.6 Improve the assessment method of learning effect

Nowadays, the college score assessment method is generally divided into test paper results and daily performance results, and the proportion of each score varies according to the different majors and disciplines^[4]. Part of the daily performance results are the class check-in situation, answer enthusiasm in class, online class viewing situation, test results in class, homework completion situation, etc. In the actual teaching, we should also add the assessment of online learning situation, the mastery of online learning content, the activity of interaction with teachers, group cooperation learning ability and other aspects. After a period of practical teaching, the effect of the current teaching mode should be assessed, which can be carried out from two aspects: students and teachers. On the one hand, whether students improve their ability through online learning, on the other hand, teachers' adaptability to online teaching. For example, the Superstar learning platform can be used to score students' sign-in, learning materials, discussion with teachers, participation in group learning, and the final oral speech, and finally put together with the final exam results to see the overall results of students. For teachers, we should also check the number of information they usually upload, whether it is combined with teaching in class, answer students' questions, students' evaluation of teachers' teaching activities, urge teachers to strengthen the combination of online and offline teaching modes, and better carry out teaching activities. Assessment is not the purpose, all the assessment is to test the teaching results, and finally force the progress of teaching results, so it is necessary to incorporate the teacher assessment into the teaching effect assessment.

5. Conclusion

In short, under the background of the rapid development of modern society, education teaching method should constantly update, meet the needs of The Times, online mixed teaching mode still need further development, using high and new technology for education development, is the need of the era development, is also a means to promote students' learning, how to better use this model to make students learn more simple, efficient, need students and teachers practice to get the answer.

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