

Research on the Teaching Mode of Online and Offline Blended College English Listening and Speaking Class

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Abstract : With the development of society and the rapid changes in science and technology, “Internet + ” has entered the core of various industries. In this era, the online and offline hybrid teaching model of university classrooms has also emerged and quickly. It is listed as one of the important methods of college course teaching, and its role is particularly obvious in the teaching of college English listening and speaking courses. The traditional blended college English teaching model has always been based on the teacher-centered, teaching material resources and classroom teaching combination, the teaching structure is single, teaching resources are relatively scarce; and online and offline blended teaching can not only effectively optimize English teaching resources , mobilize the enthusiasm of teaching and learning, it can also help the teacher team to develop and innovate teaching methods; the article starts with the necessity of the online and offline hybrid teaching mode of college English, and briefly explains the online and offline hybrid college English listening and speaking courses implementation measures of the teaching model.

Keywords : Online and Offline; College English; Mixed Teaching Mode

With the continuous advancement of society, the teaching environment and teaching methods are constantly innovating with the development of information technology. The teaching model of “Internet + Education” is the product of the new era. Abundant and diverse online resources and flexible learning methods supplement the shortcomings of the “cracking duck” teaching model in traditional classrooms, so that the teaching model and classroom content can be expanded and extended, and teachers can also apply more flexible, practical and diverse In order to achieve the emphasis in “University English Classroom Teaching Requirements”: student-centered and the teacher’s guiding role can be realized by adopting an integrated teaching method. Allow students to fully carry out independent and personalized learning. The online and offline hybrid teaching model has solved the current problems of both teachers and students in the college English classroom to a certain extent. This is undoubtedly the teaching method needed for college English teaching in the current era and its necessity is self-evident.

1. Online and offline hybrid teaching mode

Online teaching is a teaching activity carried out on the Internet platform, while offline teaching is a classroom teaching where teachers and students face-to-face teaching and learning in the traditional model. The mixed teaching mode is to clarify the starting point and end point of the course teaching according to the characteristics of the teaching object under the established teaching goal, so that the teaching elements can be arranged and processed in a reasonable and orderly manner. The online and offline hybrid teaching model is a combination of physical classrooms and virtual classrooms. On the basis of traditional teaching models, online teaching is implemented on a network platform using information technology. The combination of online and offline hybrid teaching mode and teaching design analysis and development evaluation system can effectively promote the teaching level of teachers, enhance the enthusiasm of students in learning, make students’ knowledge system more perfect, easier to master, and improve students’ own skills, so that students get better development; when the interaction between the learning environment and learners

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and the learning plan are clear, the learning ability and information literacy of students can be effectively cultivated, which helps students form a lifelong learning concept. The online and offline hybrid education model takes students as the main body, which not only embodies the humanistic educational ideology, but also plays a positive role in promoting the individualized development of students. So students can gain more relevant knowledge and benefit from them when they take college English listening and speaking courses.

2. The necessity of online and offline hybrid teaching mode

At present, traditional college English classroom teaching has certain limitations. It is restricted by classroom time and has certain restrictions on the improvement of classroom effectiveness. Compared with professional courses, college English class time is relatively short, and teachers teach in a limited time. There are restrictions on the content and the students' acceptance and practice of knowledge, which reduces the student's absorption rate of knowledge. In addition, the basic consolidation and skill-based classroom assignments in traditional teaching are easier to get teaching evaluation and feedback, but they are relatively lacking in practicality. Modern society pays more attention to its practical application in English learning, that is, listening and speaking. The limited classroom time makes it difficult for teachers to make comprehensive and systematic evaluation and feedback on students' practice and improvement, which is not conducive to the improvement of teaching level. From the perspective of students, in the fierce market competition, students need English teaching resources that keep pace with the times and can integrate industry content, and English teaching materials that are highly integrated with the industry and can provide certain industry information can enhance students' interest in learning. In addition, students' employment directions are different, and their needs for English learning are also different. Traditional teaching materials cannot meet the individual needs of students; and traditional classrooms also lack opportunities for language practice. Students will leave without class time. The teacher's precise guidance cannot accurately recognize one's own level and direction of improvement. The implementation of the online and offline hybrid teaching model can effectively break through the limitations of traditional classrooms, use advanced information technology and offline teaching to break the learning barriers of traditional teaching, meet the students' desire for learning, and provide a good platform for teachers to optimize teaching content, so that students can continuously improve in autonomous learning, effective absorption, so that teaching can achieve a systematic and complete closed loop.

3. Application of online and offline mixed teaching mode in college English listening and speaking class teaching

At present, the online and offline teaching mode has been used in college English listening and speaking courses. The teacher uploads the teaching video content to the online teaching platform. Students can use the platform to study the courses independently and ask questions, and then the teacher will answer them. This change in teaching and learning methods is not only a change in the teaching of college English courses. The student-centered transformation also enhances the interaction between teachers and students, enhances the autonomy of students in learning, and provides students with the possibility of individualized learning based on their own deficiencies; at the same time, it breaks the limitations of traditional teaching and makes learning more participatory, exploratory and autonomous, not only enhances students' learning fun, but also allows teachers to better grasp the individual situation of students, teach students in accordance with their aptitude, thereby enhancing teachers' teaching effects; in addition, college English teaching courses. Evaluation methods are also more diversified. In addition to the final assessment results, students' spirit of cooperation, English literacy and innovative thinking have also been cultivated during the learning process. The test of student learning results is also more comprehensive, which helps teachers improve accurately grasping the situation of students will also help schools to more accurately evaluate the teaching value of teachers and make favorable adjustments. In addition to favorable factors, the online and offline hybrid college English listening and speaking teaching model also has certain problems: first, there is a lack of effective management, and online teaching requires students to learn independently. Students need to plan their own time to study and complete courses. Post-exercises and other classroom tasks, for students who lack self-management and restraint, to a large extent cannot complete the course study within the specified time, thereby increasing the probability of students making up exams. Secondly, the interactive mode is single, lacking in timeliness, and student learning time is uneven inconsistent, teachers may not be able to check and reply to students' questions in time, which will affect students' learning progress and learning effects to a certain extent. Thirdly, teachers have higher requirements for information literacy, and teachers need to continuously teach in real-time online classrooms. Students master new skills, such as video production, video resource management on the platform, etc. According to the platform's upgrade rules, teachers need to regularly organize and participate in training to continuously improve their cognition.

In this regard, teachers and platforms need to continuously improve their own reserves and information output methods to cope with the development of offline and upward hybrid teaching models. Teachers need to design learning goals and study tasks according to the students' situation during the online teaching stage. Pay attention to the length of the course when preparing the course content to prevent students from losing motivation due to the long course content. At the same time, teachers can add in-class tests to the online course. To ensure students' concentration and get effective feedback. In the offline teaching stage, teachers should analyze the online learning situation of students in order to carry out targeted follow-up work. Teachers can concentrate on analyzing representative problems in offline teaching, and carry out various offline teaching activities at the same time, adding courses interesting and practical. What the platform can do is to provide teachers with more convenient upload methods and intuitive operating instructions while simplifying the operation process.

4. Conclusion

In the "Internet+" era, the online and offline hybrid teaching model has become an inevitable trend in curriculum teaching reform. The effective combination of face-to-face courses in the college English listening and speaking classroom teaching model and information network methods can promote online and online the coordinated development of offline courses, but in practical applications, the online and offline hybrid teaching model still requires continuous exploration by universities and teachers, in order to innovate in development and continuously improve in innovation.

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