

# Research on Online and Offline Teaching Practice of College English Grammar Teaching Based on O2O Model

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**Abstract:** Grammar is an important part of English teaching. To learn English well, you need to master grammar skills. Traditional grammar teaching methods are relatively simple, and the teaching effect is not ideal. The use of online and offline teaching modes enriches the content and form of grammar teaching, and mobilizes students' enthusiasm for participating in grammar learning. Based on this, this article analyzes the current situation of college English grammar teaching and the necessity of implementing online and offline teaching, and proposes online and offline teaching practice paths for reference.

**Keywords:** O2O Model; College English; Grammar Teaching; Teaching Practice

The O2O teaching mode, namely online and offline teaching mode, is a teaching mode that combines traditional teaching methods with online teaching. Teachers and students can use the Internet for interactive learning, and then go through offline guidance, exploration, and improvement to consolidate knowledge and improve the quality of English learning. The application of this teaching model in English grammar teaching can stimulate students' interest in grammar learning and actively participate in grammar learning activities to ensure the effectiveness of grammar teaching.

## 1. The current situation of college English grammar teaching and the necessity of implementing online and offline teaching

Relevant investigations and studies show that in college English teaching, some students have low enthusiasm for grammar learning, and their learning foundation is relatively weak. Grammar is inherently difficult to understand. Some teachers either let students understand the rules of grammar when teaching, or use "question sea tactics" to train students in grammar. This kind of grammar teaching that is out of context makes it difficult to give full play to the role of grammar teaching. At the same time, in grammar teaching, there is little interaction between teachers and students, and teachers are busy completing teaching tasks without paying attention to interaction with students. The detection of students' grammar learning is only limited to the content of the textbook, and is carried out by way of examination papers. In order to achieve the goal of college English grammar teaching, in order to import more high-quality English talents into enterprises, college English teachers must keep pace with the times, effectively use modern Internet methods to implement online and offline teaching, and innovate the traditional English grammar teaching model. Let students change from passive learning grammar knowledge to active learning grammar knowledge.

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## **2. Online and offline teaching advantages and practical paths of college English grammar teaching based on the O2O model**

### **2.1 Advantages of college English grammar teaching based on the O2O model**

Compared with traditional grammar teaching methods, the O2O model has its own advantages, as follows:

First, it can break through the limitations of time, space and content. Grammar teaching is also the narration of the laws of English language, but language learning is a continuous process, and it must be mastered slowly in practice. However, the English teaching time is limited, and it is impossible for teachers to spend too much time on grammar in one class, which makes some students unable to grasp the solid grammar points. The O2O model breaks through the limitations of time, space, and content. Students can learn at any time and place, without thorough knowledge in class. They can also watch videos, online learning materials, and interactive learning after class. This can make students' learning more relaxed, and no longer worry about being unable to keep up with the teacher's lecture due to problems such as absenteeism, which greatly improves the learning efficiency.

Second, get out of the traditionally solidified teaching fetters of first teaching and then learning. In English teaching, grammar teaching is relatively boring, and the difference in the way of thinking makes it very different from the learning of Chinese language structure. Therefore, for many students, grammar learning is the most troublesome place for them. In the traditional solidified teaching mode, the teacher will list out many language rules one by one during class, which makes the students who were not enthusiastic about grammar learning even more boring, and the effect of listening to the class cannot be guaranteed. The O2O model has emerged from the traditional solidification of teaching before learning. The students are allowed to learn independently on the online platform, and the knowledge points they do not understand are sorted out. The teacher will be asked for help in the offline classroom, and then the teacher will knowledge is supplemented. This kind of teaching mode allows students to have more learning autonomy, can independently access materials and learn knowledge, and can also communicate and learn with other students on the online platform, which effectively makes up for the shortcomings of traditional grammar teaching.

### **2.2 The practice path of college English grammar teaching based on the O2O model**

#### **2.2.1 Self-directed learning on online platforms**

The online teaching of college English grammar O2O mode includes teaching video materials, test questions, expanded knowledge and so on. Among them, micro-classes and related supporting materials can help students learn online. In the online teaching construction of O2O model, the selection of course content is very important. The focus of the micro-course design is to combine the teaching objectives, key and difficult knowledge and other aspects of the analysis and design to use the content of the students' learning needs. In this link, teachers should use teaching methods to clarify a point of knowledge. In terms of attributive clauses. It is a difficult point in grammar teaching, and it is difficult to understand. In order to let students not feel boring when learning this knowledge point, and can master its specific usage, teachers can divide the attributive clause into several parts to make videos, and the production time of each video is controlled at about 10 minutes. The content should be streamlined to ensure that the content of the video matches the learning basis of the students. After the content is formulated, the video of the micro-class should be sent to the students in stages, so that the students can find relevant information on the Internet to learn according to the video of the micro-class.

#### **2.2.2 Supplementary description of offline knowledge**

In offline teaching activities, the teacher's task is to guide students and give guidance on the problems faced by students. Classroom teaching is no longer a mere immersion in the classroom. Students can exchange and learn, share learning experiences, explore problems, and solve problems. The main status of students in offline classroom learning has been fully reflected, and the role of teachers has also changed. They have become organizers and participants of teaching activities, and the relationship between teachers and students has changed more harmoniously and harmoniously.

When the offline knowledge supplements and narrates, the classroom atmosphere will be very active, and the students will acquire more comprehensive knowledge after independent learning and reliance on problems. But because each student's learning foundation is different, some students with relatively weak basic scores can't understand all the knowledge points by watching the video independently. For this reason, teachers need to spend a little more time to find

out when teaching offline. Summarize the common problems faced by students in learning, and comprehensively describe them. For example, in the process of autonomous learning, some students are vague about the usage of relative pronouns, the usage of prepositions + relative pronouns and other concepts. Teachers can supplement the content in detail, list more example sentences, and add some exercises. Questions to make students' understanding more profound.

### 2.2.3 Feedback on online learning and test extension

Online tests are mainly multiple-choice questions, which examine students' specific learning conditions and understand their understanding of knowledge. The choice of test questions is very important for college students. If the stem sentences are too complicated and beyond the scope of students' understanding, it is difficult for students to make them bigger; If the difficulty is too low, it is impossible to test the effect of students' learning. Therefore, teachers should consider more in choosing topics. In order to enrich students' knowledge reserves, teachers can install some excellent teacher lecture videos from the Internet for students to watch or expand their knowledge, or they can allow students to discuss problems in groups. At the same time, the problems that students tend to appear in English grammar learning can be organized and uploaded to the online platform for students to download and watch by themselves.

Online testing is an effective link to discover and deal with problems. Through independent online learning and supplementary learning of offline knowledge, students can consolidate their own knowledge when they enter online training, and discover the content that they did not understand in the first few links of learning. Teachers and students explore and analyze problems through online solve problems, activate students' learning thinking, and achieve good learning results.

## 3. Conclusion

All in all, in the teaching of English grammar in colleges and universities, the O2O teaching model effectively solves the problems of traditional single classroom teaching, making teachers' classroom teaching and students' knowledge learning more flexible and convenient. Teachers can combine students' learning practices and teaching content. Making micro-classes, etc., can be implemented offline and offline, and students can also learn relevant knowledge on the online platform according to their own learning needs. This teaching mode that is conducive to the two-way interaction between teachers and students strengthens the effect of English grammar teaching. Promoted the development of English grammar teaching.

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