

# An Analysis of Online and Offline Blended Teaching Mode of College English

Yuqing Zhang

Shaanxi University of Science and Technology, Shaanxi Xi'an 710021

---

**Abstract:** Under the background of the promotion and deepening of the new curriculum reform, people pay increasingly attention to English teaching in colleges and universities. The traditional single teaching method can no longer meet the current needs of students' learning and development. Hence, college English teachers urgently need to explore more teaching methods to improve college students' interest in English learning, and actively carry out online and offline teaching modes of university English to improve students' learning experience and improve the effect of English teaching.

**Keywords:** College English; Online and offline; Research on the use of blended teaching mode

---

Blended teaching in college English teaching helps to explain the basic knowledge clearly, and organically combines oral training, scenario simulation and translation ability training, so as to significantly improve the quality of English teaching and make English classroom teaching more attractive. In view of this, under the concept of "Internet +", English teaching combines the characteristics of English subjects in colleges and universities, uses online and offline teaching modes, and implements the reform and development of English course teaching, which has important teaching significance for the current reform of English teaching in colleges and universities.

## 1. Overview of online and offline blended teaching

In the teaching of English in colleges and universities, the blended teaching method of online and offline must have the following contents: one is the online teaching environment; The second is a platform for interaction and feedback activities. Supported by blended learning, teachers can teach in both physical and virtual learning environments, while students can adjust their learning to their own learning situation. The use of network technology to achieve a seamless connection between teaching and practice, so that teachers and students can efficiently transmit and feedback resources, thereby improving the pertinence and effectiveness of teaching. English is an instrumental subject that requires continuous learning and repeated practice. The combination of online and offline teaching in college English teaching can help students transform the English knowledge learned in the classroom into practical communication skills, so as to change the phenomenon of "dumb English" and improve the comprehensive use of English.

## 2. The analysis of the strategy of the use of online and offline blended teaching mode of college English

### 2.1 Reconstructing the teaching mode

Compared with the traditional college English teaching method, the blended online and offline teaching mode in English teaching can allow students to achieve high-quality learning with the help of technology, thereby effectively reducing unnecessary links in the actual classroom teaching of teachers and significantly improving the effectiveness of classroom teaching. By adopting a more efficient English learning method, teachers can dig deeper into the knowledge content in a limited time and help students expand the knowledge content they learn, thereby enriching students' English learning horizons and allowing students to deepen their learning. As an interdisciplinary, cross-cultural and inter-professional language discipline, English integrates its cultural background and professional knowledge in teaching, which can enable students to form a cognition of cultural differences and improve the level of English learning. In the study of this subject, students can promote the understanding of knowledge through mutual communication, so as to reduce the learning problems caused by the difference in information, through online and offline integration, so that students can obtain the development of reading, listening, speaking and other skills, and the learning cultural background will also make students have a stronger interest in English knowledge learning, strengthen the autonomy of English learning.

For example, in actual teaching, teachers can let students communicate with each other in combination with the rest of the class, and English is a language-type subject, which should strengthen the shaping of students' language ability. With the advent of the Internet era, communication between regions and countries has become a breeze, and various software can enable real-time interaction and even face-to-face communication. As college students approach the workforce, their professional English and practical application skills will be a key area to develop and strengthen to give them a greater edge in the fierce competition. Hence, teachers should pay attention to cultivating students' expression ability and logical thinking ability in real scenarios, so that they can gain more advantages in the process of job search and employment.

Consequently, teachers need to jump out of the traditional teaching mode, integrate more links that can cultivate students' practical application ability into classroom teaching, and adopt the form that students like, such as dialogue in daily life or dubbing, etc., through which students can improve their language expression ability and acquire language expression skills. In addition, teachers can also play appropriate audio and video to students during English teaching to promote the standardization of students' oral English, increase students' writing practice, and comprehensively promote the development of listening, speaking, reading and writing skills, so as to create a lively and interesting classroom atmosphere. In this learning environment, students' English presentation skills will naturally develop. Through the optimization of the teaching structure, the reasonable division of classroom teaching time, and the introduction of online teaching resources, so as to improve the efficiency of students' English knowledge learning, enrich the teaching mode, so that students not only have more knowledge reserves, but also understand the social background and meaning, and fundamentally improve the English level.

## **2.2 Innovative teaching methods**

### **2.2.1 Graded and diversified innovation in the preview session**

Teachers can combine the learning resources in the online teaching platform to help students enrich the learning content in the class, and divide the objectives of course learning with the specific learning objects, so as to provide targeted preview, and can also carry out diversified and innovative development in the selection of preview methods, in order to stimulate students' interest in independent inquiry and preview.

First of all, English teachers should combine the actual performance of students and the degree of homework completion, as well as the differences between daily grades and students' learning styles in the preview session, and then construct a reasonable preview plan according to the teaching objectives and teaching content of the course.

Secondly, you can search and filter resources on the online learning platform to discover more potential and innovative English teaching resources, and at the same time, you can combine big data processing and analysis technology in the English preview process to improve the teaching quality of English courses.

Finally, the course teaching preview resources are pre-integrated and uploaded to the learning platform, combined with online teaching platforms or class groups to let students know and learn independently. In addition, in the teaching process of the pre-class preparatory link, teachers should combine diversified teaching methods such as level division or stage division to achieve more innovative teaching effects. In order to deepen the pre-lesson preview effect of students, we recommend that students watch teaching videos, conduct targeted secondary preview for the difficulties and key content, and automatically analyze the answers after submitting the learning results independently. At the same time, in order to expand the content of reading comprehension, teachers can also use question-guided interactive inquiry with students in the form of actual teaching, so as to realize diversified pre-learning of knowledge, so that students' learning level can develop.

### **2.2.2 Interactive and contextualized innovation in teaching links**

In the classroom of English teaching in colleges and universities, teachers can combine the open and interactive characteristics of online and offline blended teaching in actual teaching, and use students as teaching centers for interactive and situational teaching to maximize the benefits of teaching.

First of all, in the case of limited classroom time, English teachers can provide students with the opportunity to answer doubts and review the content of general courses according to the online preview of learning tasks, and then explain the core knowledge points in depth around the teaching objectives.

Secondly, before offline course teaching, teachers can combine online technology to build teaching courseware, and play the courseware for students before class, combined with contextualized teaching forms, so as to intuitively grasp the knowledge and let

students achieve deep learning of English knowledge.

Again, in actual teaching, teachers can also combine students' knowledge level and learning characteristics, as well as the information-based teaching courseware displayed by teachers in class, guide students to carry out situational dialogue, performance or play and other practical English learning activities, so as to let students feel the charm of English learning, strengthen English learning experience, improve learning participation, and ultimately develop students' English knowledge application ability.

Finally, English teachers can also scientifically design inquiry-based learning tasks in combination with the goals of classroom teaching, so that students can discuss problems in the form of cooperative inquiry, so as to stimulate students' deep thinking and innovative exploration of the English knowledge they have learned, and promote students to form a sense of team learning. In college English classes, using a blended online and offline teaching mode, the teaching role of teachers has also changed dramatically, it is no longer the exporter of knowledge, but the guide of knowledge learning, the teaching process always highlights the learning position of students, so that the interaction between students and teachers is more natural, thereby creating a more relaxed and pleasant classroom atmosphere, and achieving the goal of improving classroom teaching effectiveness.

## 2.3 Expanding new platforms for English learning

Colleges and universities should make full use of Internet information technology according to the actual learning status of students, continuously develop new platforms for innovative English learning, and adopt blended online and offline learning methods. First of all, colleges and universities should establish an online self-learning platform, covering multiple learning stages such as listening, speaking, reading, and writing, and teachers should make learning videos and upload them according to the requirements of teaching tasks, so that students can better combine teaching materials for independent learning. Besides, a diversified evaluation mechanism should be established to conduct comprehensive assessment and evaluation after the course.

Secondly, a platform for teacher-student interaction should be established to promote interaction between teachers and students, so that teachers can pass on teaching content to students for a period of time to ensure that all students can grasp the teaching progress in time and plan their time reasonably.

Finally, it is necessary to build a professional English knowledge learning platform, which not only contains the current English learning tasks, but also needs to actively expand students' learning content to meet students' knowledge learning needs, and at the same time should increase the interest of learning content, avoid boring training in English learning, and avoid negative emotions in students.

## 3. Conclusion

In short, under the background of informatization, the adoption of blended teaching mode can help college English teachers give full play to the advantages of online and offline teaching, so as to better realize classroom teaching. The combination of online and offline is a new teaching method, which is more in line with the development law of modern education and can promote the transformation of teaching and learning methods. Online classes maximize students' self-awareness, while in-person classes help ensure students' learning efficiency. Blended teaching can make up for the shortcomings of traditional classrooms, provide new ideas for the reform of English curriculum in colleges and universities, and is of great significance to promote the development of higher education. In view of this, teachers need to actively introduce this teaching form to help students develop their English learning level.

## References

- [1] Lili Liu. The Application of Online and Offline Blended Teaching Mode in College English Teaching Design [J]. *Overseas English*, 2021 (18): 151-152.
- [2] Dandan Han. An Analysis of Online and Offline Mixed Teaching Models for Comprehensive English in Universities in the New Era: A Review of "Introduction to Comprehensive English Teaching Models" [J]. *Journal of Tropical Crops*, 2021,42 (09): 2753.
- [3] Zhongqin Ren. A Research on Teaching Reform of University English Listening and Speaking Courses Based on Ding Talk Platform[J].*Education Informatization Forum*,2021(06):86-87.)
- [4] Tong Xin Dan. Teaching Concept and Design of Intelligent Teaching of College English Listening and Speaking Based on "Output-oriented Method"[J].*Overseas English*,2022(01):86-88.)
- [5] Fenglin Huang. Practice and Reflection of Smart Teaching of College English Listening and Speaking Based on Online Teaching Platform[J].*China Journal of Multimedia and Network Teaching*,2021(07):35-37.)

**Project Support:** 2021 Project of Shaanxi Provincial Education and Science "14th Five Year Plan", "Practice and research of 'three-stage and eight-step' university English blended teaching under SPOC mode" (Project Approval No. SGH21Y0048)