

Research on the Reform of College English Mixed Teaching Model

Based on "Online Self-learning and Offline Teacher-student Cooperative Discussion"

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Abstract—According to the requirements of College English Teaching Guidelines, College English curriculum should focus on cultivating students' English application ability, enhancing cross-cultural communication awareness and communicative ability, developing self-learning ability, cultivating critical thinking ability and innovative thinking ability, and improving comprehensive cultural literacy. According to the characteristics of cultivating applied talents in our university, College English curriculum construction aims at improving students' comprehensive ability to use English, focuses on highlighting the characteristics of agricultural engineering, takes the construction of open online courses as the guide, takes the construction of information sharing platform as the carrier, builds and improves college English teaching resource bank, effectively utilizes teaching resource platform, deeply develops the reform of the mixed teaching model of "online self-learning and offline teacher-student cooperative discussion" and implements a diversified assessment and evaluation mode combining process evaluation with summative evaluation. Meanwhile, it opens up various channels to improve teachers' comprehensive quality, builds a multi-dimensional English learning platform for students, and improves students' comprehensive cultural literacy and ability to analyze and solve problems.

Keywords—online self-learning; offline teacher-student cooperative discussion; college English mixed teaching model

I. INTRODUCTION

The reform of College English mixed teaching model follows the educational concept of taking students as the main body and teachers as the leading role, integrates online and offline high-quality teaching resources, realizes the application and sharing of online courses in various forms, promotes the wide application of online self-learning, online testing and assessment, online quality monitoring and offline in-depth learning, and promotes teaching reform and related system construction. The transformation from teaching-centered to learning-centered and classroom-centered to combining in and out of class can effectively mobilize students' learning enthusiasm, stimulate students' interest in learning, maximize the sharing of high-quality curriculum resources, improve teaching quality and teaching effect and innovate personnel training mode.

II. CONSTRUCTION OF COLLEGE ENGLISH TEACHING RESOURCE BANK BASED ON CAMPUS NETWORK

The design of College English Teaching Resource Bank is based on Second Language Acquisition Theory, Cognitive Theory and Constructivism Theory. It takes the accuracy, applicability, unity, scalability, technicality and checkability of resources as criteria. It covers listening, speaking, reading, writing and translation. It can realize functions such as online self-learning, online testing and assessment, online quality monitoring and offline in-depth learning, which are of great significance to the integration of teaching resources, the construction of students' self-learning platform and the improvement of College English teaching quality.

The construction of College English teaching resource bank can be divided into three categories according to its source: (1) independently developed resources. Such as course introduction, person in charge introduction, teaching staff, syllabus, electronic teaching plan or presentation, key and difficult points guidance, online homework, writing model library, examination database, reference materials and teaching videos around knowledge points to clearly express the knowledge framework. (2) Free educational and teaching resources downloaded online. Such as lexicon (CET-4, CET-6, postgraduate entrance examination), grammar knowledge bank, multimedia material bank, culture and learning strategy bank, English corpus, topic learning webpage, short articles and reading materials bank, interesting English bank, etc. (3) English teaching CD-ROM and Test Bank purchased by the College English Teaching and Research Department. According to the content, it can be divided into listening resource bank, spoken language resource bank, reading resource bank, writing resource bank, translation resource bank, vocabulary resource bank, grammar resource bank, cultural resource bank, interesting English bank, examination questions and examination paper bank, etc.

Relying on the campus network to establish a college English teaching resource bank, and trying open online courses on this basis can effectively and qualitatively develop college students' comprehensive English application skills and learning strategies, and improve students' foreign language level and humanistic quality.

III. UTILIZATION OF COLLEGE ENGLISH TEACHING RESOURCES PLATFORM

A. *Integration of Teaching Resources Platform*

On the basis of the previous Juku Correction Network and Chaoxing Learning Link Resource Banks, the Unipus University Foreign Language Teaching Platform, the Foreign Teachers' Higher English Teaching Network and Fudan University Press Teaching Service Network can be further combined to serve college English teaching. As a product of the information age, College English teaching resources platform is different from traditional teaching in terms of teaching content, teaching organization and teaching concept. This platform includes digital learning resources and learning support service system. It is an information platform that presents educational resources in the form of pictures, tables, PPT, animation or micro-lectures and MOOCs. College English teaching resources platform aims to "help teachers achieve teaching integration, help students create a self-learning environment, help educational technicians improve their technical service capabilities, and help teaching managers quantify teaching management objectively". College English teaching resources platform aims to create an educational ecology involving learners, teachers, researchers, managers, educational resources and service providers. It is an open campus that promotes multi-linkage and multi-dimensional space, which includes College English matching courses and language skills expanding courses. It has many resources and wide categories, so it can meet the learning needs of learners at different levels. It creates a new teaching and learning platform for students and teachers, which is different from traditional teaching. In this platform, students can learn independently and cooperatively. Teachers can monitor students' learning situation throughout the course, identify problems in time, reflect on teaching, and adjust teaching focus and difficulties so as to achieve better teaching results.

B. *Constructing a Mixed Learning Environment Based on Teaching Resources Platform*

Based on the learning theory of constructivism, these teaching resources platforms are based on the Internet, integrating the functions of teachers' teaching, scientific research, teaching communication, and students' classroom learning, extracurricular learning, self-learning, campus life, teacher-student communication and inter-school communication. The teaching platform curriculum center provides students with a complete foreign language learning curriculum system, which integrates knowledge, quality and ability training. Students can choose courses according to their language level and interest in learning. Scientific data analysis system and powerful intelligent resource base system will push personalized and fragmented learning content to students' handheld terminals such as mobile phones and Pad according to their learning focus, interest and habits so as to make teaching more interactive, learning more flexible and evaluation more dynamic. College English curriculum construction takes these teaching resources platforms as carriers, and explores how to make them best fit with college English curriculum, how to allocate the time

and proportion of traditional teaching classes and E-learning, and how to design and implement them so as to ensure that the mixed teaching model is superior to the traditional teaching model under the condition of limited resources.

C. *Mixed Teaching Design Based on Teaching Resources Platform*

The mixed teaching model includes network teaching, classroom teaching and practical activities. Network teaching is to present curriculum content, teaching resources or teaching activities on the resource platform. Students mainly learn independently on the platform of teaching resources. The forms of online teaching include course video library, PPT courseware, test questions library, online teaching guidance, online evaluation and so on. Classroom teaching focuses on the explanation of key and difficult knowledge of the course and the communication and interaction between teachers and students. In classroom teaching, teachers arrange classroom teaching content according to their teaching emphasis and difficulty, students' online evaluation and feedback, instead of teachers blindly explaining all textbook knowledge and answering questions and puzzles that students encounter in classroom practice. Practical activities enable students to use innovation theory to solve practical innovation problems. In practice, teachers mainly focus on the practice of innovative theory. Cultivate students' innovative thinking patterns and master innovative methods skillfully. For example, in the innovative classroom, teachers instruct students to perform oral English communication in different roles and situations.

IV. ONLINE AND OFFLINE MIXED TEACHING MODEL REFORM

A. *"Flipped Classroom" Teaching Model*

The online and offline mixed teaching model can enable students to get good learning and counseling without limitation of place and time. The online and offline teaching model is a mixed classroom structure that spans the virtual world, realizes online and real-time communication and involves a variety of elements (teachers, students, themes, learning materials and situations). This kind of mixed teaching can be implemented in multi-dimension and multi-stage by using the "flipped classroom" model advocated by domestic and foreign countries in recent years. In terms of time, it can be divided into pre-class, in-class and after-class stages; in terms of space, it can be divided into online, offline and online stages; in terms of knowledge, it can be divided into transmission, internalization and re-internalization stages.

1) *For self-learning and information acquisition before class:* In traditional teaching, preview is indispensable. The content roughly includes new words and cultural background knowledge. This part of the content is usually presented in the mode of teachers' speaking and students' listening. This teaching model is not very interesting with passive acceptance of students, weak interaction and poor learning effect. With the help of College English teaching

resource bank based on campus network, teachers upload teaching resources to online network platform and arrange students to learn independently before class. Teachers can turn the topic to be taught into a related task, take students as the main body and give full play to their initiative. According to the task, students can learn and understand a certain cultural background knowledge, some new words or some grammatical phenomena from different perspectives, using MOOCs and other resources of the teaching resource bank, supplemented by other resources on the network. Finally, a 3-5 minute classroom demonstration in groups is presented to the whole class.

Online and offline mixed teaching model not only breaks the existing teaching management concept and model, but also allows students to learn online at anytime, anywhere, and can also listen to any teacher's lectures. But a lot of work is still needed to do to change the existing teaching model to the online and offline mixed teaching model. When completing relevant knowledge content, teachers should provide virtual simulation teaching platform for students to facilitate online learning and problem feedback. At the same time, teachers should make digital resources such as teaching videos (short, concise, easy to understand), PPT and so on. By defining the key points of knowledge and key issues, students can learn independently. In addition, through the design of the problem of breaking through the barrier, students are encouraged to have questions and stimulate their enthusiasm for learning. Through self-learning before class, watching videos online, consulting course learning materials and knowledge, completing tests, and feedback the effect of pre-class learning. Teachers collect puzzling information of students through the network platform, and provide timely and effective learning support for students through online guidance and answering questions.

2) Inspection of offline effect and implementation of teaching in class: For classroom teaching, i.e. offline teaching, teachers should adjust the conventional teaching model and improve the traditional classroom teaching content. Classroom teaching should consolidate students' knowledge, solve students' online problems, and focus on cultivating students' practical ability, knowledge transfer and application ability. Therefore, it is very important to strengthen the teaching practice links. Offline teaching is the main factor reflecting the quality of students in different schools. When completing the relevant learning content, first of all, the students form a learning group under the organization of teachers, and the teachers design guiding questions, test the effect of online learning before class, collect the information of students' online learning problems, summarize and refine, and determine the content of classroom implementation. Student groups develop their ability to explore and solve problems through inter-group, intra-group discussion and cooperation. Teachers guide students in discussion and classroom implementation so as to cultivate students' knowledge transfer ability. In view of the common problems of students, the teachers give a

unified explanation. Finally, with the help of classroom implementation evaluation system, teachers and students jointly participate in the completion of relevant evaluation activities.

The two main tasks of teaching are the explanation of language knowledge and the practice of language skills. For the explanation of language knowledge, every student can be given a virtual teacher status in the virtual simulation teaching platform. Teachers break down the knowledge they need to explain into several small modules in advance. Students explain as teachers, while teachers shift behind the scenes and play a role of guiding and controlling progress. As far as the practice of language skills is concerned, virtual simulation teaching is more suitable. Relying on virtual simulation teaching technology and equipment, relevant real scenes are simulated, such as airports and shops, assign students corresponding virtual identities, simulate real scenes, and pair randomly between human and computer or between people for language skills training. Virtual scene and virtual identity can avoid some students' psychology of "embarrassment" and "fear of losing face", improve interest, increase interaction, and provide more opportunities for students to use language, thus improving their language application ability.

3) Online development, promotion and personality counseling after class: Teachers reflect on the results and problems in the implementation of online and offline mixed teaching model, and constantly improve and optimize the teaching program in the follow-up practice teaching so as to further enhance the follow-up teaching effect. At the end of the stage of classroom teaching, teachers sort out and summarize the problems that students are prone to occur in classroom inquiry, and publish them in the forum of the network platform. On the one hand, students further think, consolidate, expand and upgrade their knowledge according to the questions and relevant materials put forward by teachers. On the other hand, it is convenient for teachers to dig deeply into the learning situation, grasp the content and frequency of students' online learning visits, learning paths, learning preferences, and conduct targeted learning guidance and supervision combined with the analysis results.

B. Reform of Teaching Methods and Means

To begin with, teachers create conditions, make full use of modern teaching equipment, modern information technology, especially online open courses and information sharing platform course resources, build and improve the teaching resource bank and virtual simulation teaching platform. According to the course content, teachers adopt the teaching methods of case analysis, group discussion, role play, inspiration and guidance, and actively carry out the reform of the mixed teaching model of "online self-learning and offline teacher-student cooperative discussion". Taking students as the center, students should be actively guided to speak more, practice more and communicate more by asking questions, enlightening and discussing so as to fully mobilize students' enthusiasm and establish students' principal position in the teaching process. It makes English teaching

develop towards personalized learning, learning without limitation of time and place and active learning.

Next, teachers cultivate students' awareness and ability of self-learning, promote students' self-learning, and help students form lasting learning motivation. The cultivation of students' self-learning ability is mainly carried out through the following aspects:

1) *Pre-class online preview*: Teachers arrange preview syllabus before class, guide students to study by themselves and find their own problems;

2) *After-class online self-learning*: make full use of online open courses and information sharing platform, assign students a certain task of online self-learning according to the teaching progress and requirements; Meanwhile, according to students' individual characteristics, level and time, students can choose appropriate supplementary learning content (such as listening and speaking) by themselves. With the help of teaching resource database and virtual simulation teaching platform, students' self-learning ability can be trained and their listening level can be improved.

3) *Extracurricular activities of self-learning*: Through the development of the second classroom, to create opportunities and conditions for students to communicate with language, create a good environment and atmosphere for English learning, and mobilize students' initiative.

Finally, teachers optimize the first classroom, strengthen the second classroom, create a campus English atmosphere, and vigorously carry out the second classroom activities. The second classroom teaching is the necessary supplement and extension of the first classroom teaching, which can enhance the effect of the first classroom teaching and improve students' comprehensive ability to use English. Therefore, if the second classroom teaching can play a better role, it will provide a strong guarantee for the realization of College English classroom teaching objectives. Teachers establish a second classroom guidance group, with special English teachers responsible for organizing and planning specific English extracurricular activities, so that English teaching can be transferred from a single classroom teaching to a large classroom with campus-based English learning. The activities in the second classroom can be diversified and individualized according to students' needs such as English Corner, Academic Lectures and Reports, Stage Drama Performance, English Film Appreciation, Air English Classroom, College English Day Activities, English Morning Reading Activities, English Newspaper Reading Activities, English Translation Service Center (all campus slogans are bilingual), Campus Radio Station Broadcasting, Campus English Reading Recitation Activities, English Reporting Performance and other non-competitive activities, as well as English Speech Contest, Science and Technology Foreign Language Contest, Practical Oral English Contest, English Writing Contest, National College English Contest and other contest activities. These activities provide students with input information of English language and opportunities and conditions for communicating in various applied languages,

create a good English learning environment and atmosphere, and stimulate students' interest and enthusiasm in learning English.

C. *Reform of Course Assessment System*

A scientific and comprehensive curriculum assessment system can enable students to timely understand their learning effects, adjust learning methods and strategies, and also help teachers collect feedback information, promote teaching management, and improve teaching means and methods. The assessment of students' learning can be divided into two types: process assessment and summative assessment. The former is a process and developmental evaluation in the teaching process, while the latter is a summative evaluation at the end of a teaching stage. In the construction of College English curriculum system, online open courses attach great importance to the design of learning tasks and activities. By embedding web pages into online testing, online and offline discussion, online homework submission and correction, online community discussion, etc., it promotes resource sharing, problem exchange and cooperative learning between teachers and students, clarifies academic evaluation strategies and learning incentives, and establish a diversified assessment model that integrates online and offline assessment and combines process assessment with summative assessment to promote students' self-learning, procedural learning and experiential learning. The course performance is evaluated comprehensively by process assessment and summative assessment.

D. *Construction of Teachers' Team*

It is necessary to build a team of teachers with high teaching level and professional accomplishment, advanced educational and teaching concepts, solid foundation of discipline and specialty, certain modern teaching skills, strong ability of teaching, research and scientific research, and reasonable structure of age, academic background, subject, title, educational background and degree proportion. Teachers should renew their teaching concepts, enhance their awareness and enthusiasm of teaching reform, and improve their information literacy and E-learning teaching ability. It is undeniable that the network platform and the network course cannot completely replace the face-to-face course of teachers. The era calls for a mixed teaching model based on the combination of online courses and the network platform online and offline. Whether mixed teaching can be effectively implemented and whether it can improve the teaching effect and efficiency depends on teachers' reform and efforts. From the selection of Web-based courses, the development of flip teaching to the use of web-based learning platform, the setting of learning tasks, the recording, tracking and evaluation of learning process, to the guidance of Web-based learning, self-learning and mobile learning, any link cannot be separated from the teaching and management of teachers. In order to ensure the ideal effect of College English curriculum construction and reform, colleges and universities should do a good job of teacher professional training, constantly improve teachers' information awareness and information literacy, and enhance

teachers' ability to apply network courses and network platform to assist teaching.

V. CONCLUSION

The integration of network information technology and college English curriculum has fundamentally changed the current situation of College English teaching. College English classroom has also changed from traditional classroom to modern college English classroom under the network environment. Under the guidance of *College English Teaching Guide* guided by the new College English Teaching Reform and taking the non-English major undergraduates as samples, our university has made bold reforms and explorations in teaching methods, teaching links, teaching models, textbook construction and curriculum design, and makes efforts to build advanced college English teaching models and courses system. In view of the problems existing in College English teaching, such as students' low interest in learning, relatively poor self-learning ability and unsatisfactory needs of students at different levels, the mixed teaching model of "online self-learning and offline teacher-student cooperative discussion" is applied to college English teaching practice, which constructs and improves the teaching resource bank and virtual simulation teaching platform, and enables students to make full use of network teaching resources so as to improve the teaching effect. Virtual simulation teaching platform has subverted the traditional classroom model, provided students with personalized learning space, and provided teachers with personalized teaching platform. Its novel and interesting classroom form and content will play a positive role in promoting students' interest in learning, cultivating their self-learning ability, and meeting the needs of students at different levels. It provides new thinking and Enlightenment for college English teaching reform.

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