

A Study on the Mixed Teaching Mode of Online and Offline English in Vocational College

Luman Zheng

Hainan Vocational University of Science and Technology, Hainan Haikou 571126

Abstract: The rapid development of information technology has brought profound changes to the field of education. The online and offline teaching mode is the product of the combination of information technology and education. This paper analyzes the application of college English teaching mode for vocational undergraduates, firstly discusses the significance of applying the online and offline mixed teaching mode for vocational undergraduates, and then analyzes the specific strategies of adopting the online and offline mixed teaching mode for vocational undergraduates, in order to improve the teaching effect of college English for vocational undergraduates and improve the comprehensive English application ability of vocational undergraduates.

Keywords: vocational undergraduate university, college English, online and offline mixed teaching mode, English teaching

Introduction

In the context of globalization, English, as an international language, has become increasingly important and indispensable for international cooperation. Therefore, in the context of globalization, English has become one of the important indicators to measure the comprehensive quality and professional competitiveness of individuals. Higher education is the main position to train students' English ability, so it is necessary to improve the level of English teaching. Vocational college is the cradle of training high-quality technical talents, and its English teaching must pay more attention to practicality and professionalism, improve students' comprehensive English ability, so as to meet the future career needs of students. However, traditional college English teaching tends to pay more attention to the teaching of English vocabulary, English grammar and other theoretical knowledge, but neglects the cultivation of students' practical English application ability, which leads to the widespread phenomenon of "dumb English". With the blessing of information technology, facing the increasingly individualized teaching environment of students, the online and offline mixed English teaching model came into being. The mixed online and offline teaching mode integrates the advantages of online and offline teaching, breaks the limitation of time and space, and is conducive to meeting the individual needs of students^[1]. The purpose of this paper is to explore the specific implementation strategies of the online and offline mixed teaching mode in college English teaching for vocational undergraduates, and to discuss the three aspects of pre-class, during class and after class, which has certain reference significance for the specific application of the online and offline mixed teaching mode in college English teaching for vocational undergraduates.

1. The significance of applying the mixed online and offline teaching mode in college English for vocational undergraduates

1.1 Breaking through the limitation of time and space to improve the flexibility of English

Copyright © 2024 by author(s) and Frontier Scientific Research Publishing Inc.

This work is licensed under the Creative Commons Attribution International License (CC BY 4.0).

<http://creativecommons.org/licenses/by/4.0/>

learning

In the past, college English teaching was often limited by the time and space of offline classes. Students could only passively accept the knowledge instilled by teachers in offline classes, and students could only passively learn, and they could not acquire the knowledge they were not familiar with in class. Moreover, once students miss class for some things, the knowledge in class can not make up for it, which reduces the quality of teaching. The mixed teaching mode of online and offline can break through the time and space limitation of traditional offline classes. Students can log in to the teaching platform and flexibly choose learning materials for independent learning according to their own learning conditions, and use fragmented time to consolidate and expand knowledge, which improves the flexibility of English learning.

1.2 Meeting the personalized needs of students to strengthen the personalized learning experience of students

In the traditional offline classroom teaching, teachers often adopt a "one-size-fits-all" teaching method, which is difficult to meet the diversified learning needs of students, and in the long run, the gap in students' English ability becomes increasingly large^[2]. The application of online and offline mixed teaching mode can meet the individual needs of students. The online teaching platform can provide students with rich teaching resources, and students can choose teaching resources for independent learning, which can meet the individual needs of students. At the same time, the online teaching platform is equipped with big data analysis technology, which can automatically analyze students' English learning situation, provide personalized learning resources, realize individualized teaching, strengthen students' personalized learning experience, and help stimulate students' learning motivation and improve students' learning effect.

1.3 Expanding students' English vision to improve English learning effect

In the past, offline teaching limited students' English learning vision and affected their ability to improve. Online teaching platform brings together rich teaching resources, students can access a wide range of learning content through online learning channels, teachers can provide students with international learning materials, which is conducive to expanding students' English vision, enriching classroom teaching, and improving teaching quality.

2. Specific strategies for adopting mixed online and offline teaching mode in college English for vocational undergraduates

The combination of online and offline teaching mode in college English teaching for vocational college students needs to run through the whole process of college English teaching to improve the effect of English teaching.

2.1 Pre-class tasks are arranged based on the online teaching platform

In the pre-class session, teachers can assign preview tasks based on the online teaching platform, and students can use online and offline learning materials to complete the preview tasks according to the specific preview tasks. Carrying out pre-class preview can help students understand the course content in advance, clarify the learning focus and difficulty of the forthcoming course, and prepare for the forthcoming classroom content, which is conducive to improving the efficiency of classroom learning and promoting the full play of students' independent learning ability. To this end, teachers should first make clear the key points and difficulties of the content to be learned, and release the task of preview. Around the established preview tasks, teachers can provide students with preview materials on the online platform, including knowledge point video explanation materials, multimedia courseware of the content to be learned, electronic reading materials, etc., to help students understand the course content, key points and difficulties in advance. At the same time, set up the preview test, requiring students to complete the answer within the specified time, in order to test the effect of students' preview. The big data analysis technology of the online teaching platform can automatically analyze the students' preview situation according to the students' answers to the preview test questions and give feedback to the teachers, who can obtain the students' preview feedback through the online teaching platform. According to the feedback of students, teachers adjust the classroom teaching plan to improve the efficiency of classroom teaching.

2.2 In the course, improve students' interest in learning

In the pre-class import, teachers can use multimedia technology to import and play the pre-class import video according to the target content to stimulate students' learning interest. In the course, the teacher will give targeted explanations in combination with the online preview to strengthen students' grasp of the key points and difficulties in learning. At the same time, teachers guide students to actively participate in class discussions through the implementation of interactive functions on online platforms, such as online questions and answers, voting, etc., improve classroom interaction and attract students' attention in class. In order to further improve students' learning interest, teachers should combine information technology to create immersive classroom learning experience for students. To this end, teachers can use information technology to create simulated practice scenes involving a variety of practical activities, so that students can improve their English application ability in simulated practice. Teachers can also set up group discussions and debates in practical English application projects, requiring students to express their opinions in English. Through the implementation of the above teaching methods, students can further understand the English knowledge of this unit in cooperative communication, and practice their oral English^[3]. Teachers can provide personalized guidance to students according to their English expression, and effectively improve students' English expression ability.

2.3 After class, consolidate and expand the knowledge

After class, teachers should consolidate the knowledge learned in class based on the online teaching platform, expand students' English vision, and further improve students' English ability. To this end, teachers can assign homework on the online platform according to the content learned in class, including written answers, oral exercises, listening training, etc. Each homework needs to be submitted by a deadline, and students can submit it online after completing the homework. Teachers can correct the homework on the online platform in time and give feedback to students to help students consolidate what they have learned. It can also help students understand the weak links in their own learning and timely rectification. For the problems encountered by students in their study, they can be submitted online. Teachers will give online guidance according to the problems raised by students, and communicate with students one-on-one through online chat, video call and other ways to meet the personalized needs of students. Teachers can also provide teaching materials and career-related development materials on the online platform to expand students' English vision. For example, hotel English service dialogue materials, international trade service dialogue materials, engineering and technology professional English, introduce the cultural customs of different countries and English expression differences, etc., to help students master career-related English knowledge, conducive to improving students' career competitiveness.

3. Conclusion

The application of online and offline mixed teaching mode in college English teaching for vocational undergraduates is a reform of traditional English teaching and an intuitive manifestation of the combination of information technology and education, which is conducive to improving the teaching effect of college English for vocational undergraduates. The mixed teaching mode of online and offline has remarkable flexibility and interactive characteristics, which can break the time and space restrictions and provide students with a more profound, rich and personalized learning experience. The application of the online and offline mixed teaching mode should be carried out in three aspects: before class, during class and after class. Pre-class tasks and learning materials should be released based on the online teaching platform before class to give full play to students' autonomous learning ability. In class, information technology is combined to improve classroom interaction and enhance students' interest in English learning. After class, homework is assigned to consolidate what they have learned, and information is provided to expand students' learning horizons. The application of online and offline mixed teaching mode can effectively improve students' English ability.

Conflicts of interest

The author declares no conflicts of interest regarding the publication of this paper.

References

[1] Yao Xingye. Application and Thinking of Mixed Online and Offline Teaching Model in Digital Media Major of Vocational schools [J]. Public Literature and Art. 2024; (16): 157-159.

[2] Chen Guorui. Research on the application of Online and Offline Mixed Teaching Model in College English Teaching for Vocational Undergraduates [J]. Chinese Journal of Multimedia and Network Teaching (Mid-10 days). 2023; (7): 17-20.

[3] Pang Shousheng. An analysis on mixed Online and Offline College English teaching Model [J]. Modern English. 2023; (15): 9-12.

About the author

Luman Zheng (1984 -), female, Han nationality, Dangyang City, Hubei Province, lecturer, master's degree, research fields: Smart tourism, English education.