

Practice and reflection on online and offline blended teaching of cross-school study in building and sharing news English listening and speaking courses

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Abstract: In today's era of rapid information dissemination and global communication, the learning of news English has become crucial and plays a significant role in improving students' language listening and speaking abilities. This paper discusses the application of a blended teaching model for cross-school study in building and sharing a news English listening and speaking course, aiming to integrate teaching resources from different schools, achieve resource sharing and optimization through blended teaching both online and offline, promote the exchange of ideas among students, then ultimately enhancing the teaching quality of cross-school study courses, and cultivating students' English communication skills.

Key words: cross-school study; building and sharing; news English listening and speaking course; online and offline blended teaching

1 Introduction

With the deepening of globalization and the rapid development of internet technology, the importance of English speaking and listening skills is gradually becoming more prominent. News English audio-visual speaking courses, as an important means to improve students' English speaking and listening abilities, have received extensive attention and application. However, traditional classroom teaching models often have many limitations and cannot meet the personalized and diversified learning needs of students. Therefore, exploring a novel teaching method that integrates online and offline elements has become a widely discussed topic in the field of education. "Cross-school enrollment refers to students taking courses or credits at their own university or other universities, and achieving academic management through mutual recognition of credits between universities [1]." It integrates the learning resources of various schools, broadens students' learning horizons. Traditional classroom teaching often faces problems such as limited teaching resources, uneven teaching levels, and insufficient practical opportunities for students. "By implementing a blended learning model of online and offline teaching through cross-school enrollment, the teaching strengths of multiple schools can be combined to jointly build high-quality teaching resources and courses, compensate for the shortcomings of traditional classroom teaching, better meet students' learning needs, and better stimulate students' initiative and enthusiasm, improving learning outcomes [2]." This article focuses on the news English audio-visual speaking course as the research object, proposing teaching

reforms in cross-school course collaboration and blended online and offline teaching. The goal is to realize students' personalized learning and comprehensive development, expand their knowledge, and enhance their intercultural communication abilities.

2 Cross-school curriculum collaboration

Cross-school enrollment and collaboration are based on the shared construction and sharing of courses, including determining common teaching objectives, sharing teaching resources, and building teaching teams.

2.1 Clear course objectives and teaching plans

Each collaborating school needs to jointly clarify the course objectives and develop teaching plans based on these objectives. This forms the foundation of cross-school enrollment and collaboration. The collaborating schools should agree on the overall objectives of the course, including the skills, knowledge, and abilities that students are expected to acquire. For example, the course objectives of news English audio-visual speaking include students' ability to understand and comprehend the content of English news reports, including different accents, speech speeds, and specialized terminology. They may also aim to enhance students' oral expression skills and improve their ability to express clear and accurate opinions in an English-speaking environment. Expanding vocabulary and knowledge of grammar may also be included. Based on the course objectives, clear course plans should be formulated, which include setting course standards, creating syllabus, determining teaching content, selecting teaching materials, and defining teaching methods, including both online and offline teaching activities, assessment methods, and ways for students to participate. The formulation of teaching objectives and plans should take into account the actual social needs and students' requirements to ensure the feasibility of the teaching objectives and plans.

2.2 Building teaching resources for collaborative curriculum development

One of the advantages of collaborative curriculum development is the sharing of teaching resources. Therefore, each collaborating school should be committed to the co-construction and sharing of course resources in order to enrich classroom teaching content and stimulate students' interest in learning. The co-construction and sharing of high-quality teaching resources is an important part of the collaborative curriculum development model for studying news English through listening and speaking across schools. The collaborating schools need to jointly determine the content and standards of shared resources, which may include but are not limited to course videos, audio materials, lesson plans, and exercises. These teaching resources should reflect the latest achievements in the field of news English listening and speaking teaching and should be aligned with students' learning needs and teaching objectives. Building on the existing teaching resources, it is important to update and expand them in a timely manner. Typical materials related to common topics in English news over the years should be collected and organized, covering all aspects of instructional design. In order to ensure the quality of shared resources, schools need to establish clear evaluation standards to ensure that the resources are of high quality and practical. It is recommended for universities to form joint teaching resource development teams, specifically responsible for collecting, organizing, and summarizing teaching resources, providing solid support for the smooth advancement of collaborative and shared courses.

2.3 Collaborative teaching teams

In the mode of cross-school study, it is important for universities to focus on establishing professional teaching teams to provide guidance and support to students. By participating in cross-school study, schools can come together to bring their teaching resources and experiences, and collaborate to develop and construct the curriculum for news English listening and speaking. Teachers from different universities can combine their teaching experience and expertise to jointly design the content and teaching methods for the news English listening and speaking course, ensuring the

comprehensiveness and quality of the curriculum. Members of the collaborative teaching team can take on different teaching tasks and course modules based on their individual professional fields and teaching experience, collectively devoted to the improvement and development of the course. Each team member can contribute to specific parts of the course based on their expertise. For example, some members may focus on listening instruction, others may be responsible for oral training, while others may specialize in news comprehension and analysis. The division of labor and collaboration allow each team member to fully utilize their professional strengths throughout the course development process.

Enhancing communication and collaboration among members is crucial within a collaborative teaching team formed by universities. In order to enhance teaching quality and professional competence, the team needs to regularly hold teaching seminars and training activities, where members can observe each other's classroom teaching, evaluate teaching quality, and share and exchange teaching experience. This mode of mutual learning and mutual promotion can elevate the overall teaching level of the team. Additionally, it ensures consistency in curriculum development among the teaching team and promotes coordination among different teaching modules, thus creating a unified and efficient news English listening and speaking course.

2.4 Enhancing online teaching platforms

"The implementation of the cross-school study mode fully utilizes the advantages of internet platforms, overcoming geographical limitations and integrating the high-quality teaching resources from various universities [3]." Online teaching platforms should provide diverse and rich teaching resources, including high-quality news English videos, listening materials, and online textbooks to cater to different learning styles and needs. Online teaching platforms can incorporate learning assistance tools and interactive features, such as online Q&A sessions, discussions, and tests, to facilitate independent learning and cooperative learning among students. Additionally, auxiliary learning tools can be developed, such as online dictionaries and grammar assistants, to help students promptly address any learning challenges they encounter. Furthermore, online teaching platforms need to have a mobile application. With the popularity of mobile devices, an increasing number of students are accustomed to using smartphones or tablets for learning. Therefore, both the course providers and users should strengthen the adaptation to the mobile platform and provide mobile applications, enabling students to learn anytime and anywhere.

3 Optimizing teaching modes

The cross-school study mode should not solely rely on online teaching but also incorporate offline teaching modes to create a comprehensive blended teaching approach.

3.1 Online teaching

Teachers can utilize learning platforms to distribute pre- and post-class learning tasks. Pre-class tasks can include previewing background knowledge relevant to news English to prepare for subsequent teaching. After class, teachers can use teaching software to assign post-class assignments or provide related study materials, and provide online assessments to help students consolidate their knowledge. Teachers can also use online platforms for live teaching, utilizing teaching software for online interaction, such as asking questions, discussions, and answering inquiries to increase students' engagement in the classroom.

3.2 Offline teaching

In offline teaching, teachers can provide personalized tutoring to students based on feedback from online teaching, with a focus on language teaching practices. In news English speaking and listening courses, teachers can choose actual news reports as learning materials and organize simulated news conferences to create an authentic news release scene. In this simulated scenario, students can take on the roles of news spokespeople and reporters, using English to publish news

and ask questions. This approach aims to expose students to various accents, speech rates, and professional terminology in a real context, thereby improving their listening skills in actual news settings. Teachers can also provide on-site guidance to help students improve their English listening, speaking, and reading skills through practical exercises.

4 Conclusion

The cross-school study mode of building and sharing news English speaking and listening courses allows for overcoming geographical limitations and accessing high-quality educational resources from different schools. Through a blended teaching approach combining online and offline methods, students can actively participate in the learning process of news English audio-visual speaking and listening, thereby enhancing their intercultural communication skills. To provide students with a high-quality and flexible learning experience in cross-school study of news English audio-visual speaking and listening courses, comprehensive teacher training, teaching resources, and improved online teaching platforms are needed.

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Conflicts of interest

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

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