

---

# The Application of Online and Offline Blended Teaching Mode in College English Reading Teaching

**Zhang Li**

College of Arts and Sciences, Yangtze University, Jingzhou, China

**Email address:**

511090796@qq.com

**To cite this article:**

Zhang Li. The Application of Online and Offline Blended Teaching Mode in College English Reading Teaching. *Education Journal*. Vol. 12, No. 5, 2023, pp. 201-205. doi: 10.11648/j.edu.20231205.11

**Received:** August 14, 2023; **Accepted:** September 7, 2023; **Published:** September 14, 2023

---

**Abstract:** Blended learning, as a new and multi-dimensional teaching mode, integrates the offline teaching in the traditional classroom with online teaching of the Internet. With the development of Internet, blended learning has become the mainstream of current information-based teaching. This teaching mode combines task-based teaching with autonomous learning which helps the students learn before teaching, improve students' critical thinking ability and comprehensive language ability, promote the quality of English teaching and cultivate students' core literacy in English learning. With the reform of college English, it is feasible to apply blended learning in College English teaching. However, the current College English teaching mode is still teacher-centered and the students' dominant position cannot be well reflected. In addition, due to the limitations of offline English teaching, it is hardly to meet all the students' need for English learning, thus resulting in low class participation, insufficient learning motivation and poor learning effects, etc. In order to solve the problems in the traditional classroom English teaching, the online and offline blended teaching mode in College English Reading Teaching is proposed. This paper discusses the advantages, disadvantages and contents of online and offline blended teaching mode and further explores the strategies of applying online and offline blended teaching mode in College English Reading Teaching. This study is aimed at changing college English teachers' teaching concepts, enhancing students' motivation in English learning, improving teaching quality and giving full play to educational functions. Of course, although online and offline blended teaching has many advantages, the significance of traditional classroom learning cannot be ignored. Without the effective guidance of teachers, it is difficult for students to learn knowledge scientifically and systematically. Therefore, it is necessary to apply blended teaching mode and combine the online teaching with offline teaching, and only in this way can the best teaching effects be achieved.

**Keywords:** Online and Offline Blended Teaching Mode, Strategies, College English

---

## 1. Introduction

The concept of Blended Teaching originates from the concept of Blended Learning abroad, aiming at promoting learning quality through teachers' blended teaching design [1]. Under the "Internet Plus" higher education model, online and offline blended teaching mode becomes a trend of college English reform. The so-called online and offline blended teaching mode [2] is the combination of offline face-to-face classroom teaching and online network teaching. According to the actual teaching situation, teachers synchronize offline classroom teaching and online teaching, and online teaching is a supplement and expansion of classroom teaching. With the help of Modern Information Technology, teachers are encouraged to transform high-quality educational resources

on the Internet, expand teaching contents, carry out reasonable teaching design, guide students to actively participate in classroom discussions, establish scientific teaching evaluation, and play the leading role to the greatest extent, thus improving teaching effects. However, there is no unified standard for online and offline blended teaching mode, and the online and offline blended teaching system is not perfect. This situation may lead to the gap between actual teaching and blended teaching objectives, and the positive role of this teaching mode is unable to be fully displayed. Combined with College English teaching, this paper discusses the strategies to realize online and offline blended teaching in College English Reading Teaching. The purpose of this study is to break through the predicament of traditional college English teaching, scientifically optimize the teaching elements and

improve teaching quality. In addition, the online and offline blended teaching mode well reflect the students' dominant position [3], which not only mobilizes students' enthusiasm and initiative in learning, but also cultivates students' knowledge and promotes their individualized development.

## 2. The Advantages of Online and Offline Blended Teaching Mode

### 2.1. Providing Rich Learning Resources

The advantages of online teaching lie in the rich teaching resources. With the development of Internet, accurate data mining of learners' behavior based on Intelligent Technology provides technical support for personalized teaching resources. Teachers can choose personalized teaching resources suitable for students according to the students' types, learning styles, interest, etc [4]. Teachers can combine the academic resources with visual video resources into students' study in a fragmented or systematic way, so that students can selectively learn, communicate and improve their autonomous learning ability according to their actual needs. Teachers can also adjust their teaching methods by the students online performance, thus improving teaching ability and teaching effects.

### 2.2. Improving Students' Autonomous Learning Ability

The cultivation of students' interest in learning is the key to improve their learning abilities. In learning process, the establishment of good study habits can make students feel the value of autonomous learning. Due to the loose management of universities, there are not many opportunities for face-to-face communication between teachers and students after class. Therefore, teachers' teaching and students' learning are mainly concentrated in short regular classes. The limitations of teaching resources and the different learning situations of students are bound to cause the problems that students with good foundation cannot learn enough knowledge while students with poor foundation cannot fully take in the knowledge they have learnt in traditional classroom teaching, which is not conducive to the formation of students' good habits and cannot fully mobilize their enthusiasm and initiative in learning. However, online teaching can effectively solve this problem. Through online teaching, teachers can enrich the teaching contents by transforming online micro-courses and other high-quality teaching resources, and assign different teaching tasks according to specific teaching objectives [5], and post them to the online learning platform. For students, they can choose appropriate teaching resources to study and complete the tasks assigned by teachers. In order to gain high scores, students may submit online assignments multiple times, thus strengthening their knowledge and achieving the goal of "practice more", "doing while learning and learning by doing" (达到多练、“在学中做,并在做中学”的目的) [6]. All in all, online teaching can avoid "one size fits all"

teaching mode, fully stimulating students' motivation in learning, increasing students' autonomy, cultivating good study habits and improving teaching effects.

### 2.3. Enhancing Teachers' Understanding of Students' Learning

In the traditional classroom, it is impossible for teachers to cover all the students. In online and offline teaching mode, teachers can learn about the students through different channels. For example, teachers can post previewed tasks through the online platform and effectively supervise each student's performance through the completion of the preview tasks. By signing in on the online platform, teachers can get to know the attendance rate of students in a short time, which may urge students to form a good habit of attending classes on time. In addition, students can objectively evaluate the teachers' teaching effects by asking questions or feedbacks, and teachers can know of the students' confusion in a short time, so as to strengthen the communication between teachers and students, and increase the teachers' understanding of students [7]. At the same time, teachers can adjust teaching methods in time according to the feedback of students' learning problems, so as to better serve teaching.

### 2.4. Establishing a Scientific and Objective Evaluation System

Online and Offline Blended Teaching Mode can objectively evaluate students' learning effects. Through online teaching, teachers can evaluate students effectively and objectively through the data on the platform. In the teaching process, teachers can count the attendance rate of students in a short time through the online platform; What's more, teachers can make statistics on the completion of multiple students' homework in a short time. In the classroom evaluation, students' learning is evaluated between teachers and students, students and machines as well as among students. The data from the platform can ensure the fairness of the evaluation system, thus effectively establishing a scientific and objective evaluation system.

## 3. The Contents of Online and Offline Blended Teaching Mode

In order to ensure the effectiveness of online and offline blended teaching mode into College English Reading Teaching, college English teachers must find out the specific contents of Blended Teaching. At present, the contents are classified into three aspects: blended teaching tasks, blended teaching methods and blended teaching evaluation.

### 3.1. The Blended Teaching Tasks

A reasonable design of teaching tasks can effectively improve the teaching effects which are fundamental to blended teaching. When carrying out blended teaching, teachers should master the specific contents of teaching

tasks. Then, teachers should design appropriate Blended Teaching contents and apply different teaching methods in English teaching, ensuring that the teaching tasks are completed on time. For example, when learning *Cultural Differences Between the West and China*, teachers can strengthen the blended teaching tasks through the online and offline tasks. Students can choose a more interesting cultural perspective, such as *Tea Culture*. For the online task, students should discuss and explain the origin and connotation of Chinese tea culture in English in groups, and make a video to introduce it. The performance of each group will be graded through teacher evaluation and peer evaluation. The offline task is to explore the reasons behind the cultural differences between the West and China through the online discussion on Tea Culture, and then write an article on *The Cultural Differences Between China and the West* and submit it to the teacher.

### 3.2. The Blended Teaching Methods

In order to increase the effects of blended teaching, teachers are supposed to adopt different teaching methods due to different teaching objectives and teaching contents [8]. Therefore, College English teachers can adopt different teaching methods according to different tasks. For example, when learning *The Cultural Differences Between the West and China*, Task-based Teaching and Cooperative Teaching can be applied. What's more, more blended teaching methods can be applied in College English Teaching, such as Interactive Teaching Methods, Communicative Approach, etc. With the blended teaching methods, students can learn effectively according to their own needs; In the offline teaching, teachers can answer questions according to students' autonomous learning online. In this case, teachers can teach students in accordance with their aptitude, thus the students' enthusiasm are obviously increased, and their autonomous learning ability and cooperation ability are cultivated [9].

### 3.3. The Blended Teaching Evaluation

Effective teaching evaluation can optimize the teaching structure, help teachers find problems in time, and then adjust the teaching tasks and teaching methods, thus improving the teaching effects. The assessment of online and offline blended teaching should be dynamic, processive and diversified [10]. The blended teaching evaluation should not only pay attention to the result, but also pays more attention to the process of learning [11]. Therefore, it requires the integration of formative evaluation based on data and summative evaluation based on final exams. In the formative assessment, teachers can accurately understand students' learning needs and existing problems through students' performance on the platform, and then guide students in learning, thus improving students' enthusiasm in English learning. What's more, the blended teaching evaluation will make students' performance more objective and fair.

## 4. Strategies of the Application of Online and Offline Blended Teaching Mode in College English Reading Teaching

### 4.1. Building an Online English Teaching Platform

In order to give full play to the advantages of Online and Offline Blended Teaching Mode and apply these advantages to College English Reading Teaching, teachers should first build an online platform. Online platform provides students with communicative language input and output environment. Through online interaction and the videos of native speakers' communication provided by the online platform, students are able to learn practical and authentic English communication skills [12]. For the teachers, they need to upload relevant teaching resources to the platform. For example, in *New Horizon College English B1U4 Heroes of Our Time*, teachers need to upload relevant courseware, videos and other learning materials on the teaching platform in advance. Next, students need to complete the reading and learning tasks of the courseware with the theme of *Heroes of Our Time* within the specified time, and carry out independent inquiry learning activities by analyzing the contents released by teachers. In addition to upload relevant teaching resources, teachers can also help students get familiar with what they have learned in advance by publishing quizzes and exercises related to this topic on the teaching platform, and figure out the problems of students in the process of autonomous learning, therefore, students can consult teachers and teachers help students solve problems with emphasis for the subsequent classroom learning. Teachers can also adjust the follow-up teaching activities based on the feedback of students' completion of the test on the online learning platform, so as to ensure that online and offline teaching can be well connected and the teaching contents are targeted, thus ensuring the overall learning effects of students.

### 4.2. Building an Online and Offline Integrated Teaching Mechanism

In College English Reading Teaching, in order to further promote the effectiveness of online and offline blended teaching mode and improve the quality of College English Reading Teaching, it is necessary to construct an online and offline integrated teaching mechanism. Just as in the traditional reading teaching, before the class, teachers need to prepare lessons and set the teaching objectives of each unit according to the theme set by each unit. When fully understanding students' learning situation, teachers can adopt the online and offline blended teaching mode and different teaching methods. For example, in the teaching design of the topic "English learning", teachers should consider many factors in detail, including course objectives, teaching contents, teaching resources, teaching situations and teaching tasks. When constructing the online and offline integrated teaching mechanism, it is mainly reflected in the following aspects: First, when designing the topic "English learning", we should consider students'

individualized learning needs for English learning and fully implement the educational concept of teaching students in accordance with their aptitude (因材施教的教育理念), optimizing the learning cost and learning effect [13]. Secondly, when preparing the content of “English learning” in class, it should be highly targeted. When preparing lessons, teachers should follow the rules of students’ cognition, and the duration and the content design of video materials should be reasonable, interesting and enlightening. Finally, the offline classes should be based on the feedback of students’ online learning, mainly answering questions and providing enough space for students to explore and discuss. Teachers and students also need to interact with each other on the questions they have learned. At the same time, teachers should combine the different learning situations of online students for the expansion of after-school knowledge. For example, teachers can design a speech activity with the theme of *Effective English Learning Strategies* to understand students’ opinions on this issue and students’ mastery of basic knowledge, and then give students guidance to ensure that students can truly understand the contents of what they have learned.

#### 4.3. Promoting the Integration of Network Platforms and Mobile Terminals

In College English Reading Teaching, in addition to computer-assisted teaching, portable mobile phones can also effectively assist teachers and students to complete teaching and learning activities, which is more conducive to the implementation of online and offline blended teaching mode. The combination of traditional teaching mode and social media software can stimulate students’ interest, and can also help students interact with each other online, which is convenient, fast and efficient [14]. For example, students can download an app that is compatible with reading textbooks on the mobile phone, and learn the contents of books through the audio teaching resources provided by the mobile phone app. What’s more, when explaining the knowledge of the topic Digital Age, teachers can make full use of social software such as WeChat platform and QQ platform to design the courseware of the topic “Digital Age” for students. After students complete related tasks through mobile phones, teachers can get students’ learning feedback, making the whole teaching classroom more efficient.

## 5. Conclusion

To sum up, the online and offline blended teaching mode meets the needs of the times. Teachers can provide more abundant teaching resources, and constructs a learning model suitable for students according to their individualized needs, which fully mobilizes students’ enthusiasm and initiative in English learning. More importantly, students can optimize their learning effects by using the fragmented time in online course learning [15]. Therefore, teachers must give full play to the application of online and offline blended teaching mode in college English reading teaching and bring about favorable learning effects to students’ English learning.

## Conflicts of Interest

The author declares that there is no conflict of interest regarding the publication of this article.

## Funding

This work is supported by the Scientific Research Program of Hubei Provincial Department of Education, P. R. China, grant number: 21G222.

## References

- [1] Fen, P.; Hua, J. An Analysis of Research Theme, Development Context and Trend of Blended Teaching in Universities--Knowledge Map based on Cite Space. *China University Teaching*, 2021, (1), 100-105.
- [2] Yan, W. The Construction of China’s “Golden Course”. *China University Teaching*, 2018, (12), 4-9.
- [3] Bin, L. Study on Online and Offline Blended Teaching Mode based on Micro-course. *Journal of Ningbo Open University*, 2019, 17 (04), 87-89.
- [4] Hui, Y. D. The Promotion of Artificial Intelligence to Blended Teaching and the Construction of Ecological Chain. *Modern Distance Education Research*, 2018, (02), 24-31.
- [5] Ze, W. A Survey of Students’ Participation in Junior High School English Class. Xi’an Foreign Language University, 2019.
- [6] Hong, S.; Ling, Z. Exploration and Practice of Blended Teaching based on MOOC+SPOC. *China University Teaching*, 2015, (07), 60-65.
- [7] Wei, X. Z. A Study on the Application of Interactive Reading Mode in Senior High School English Teaching. *Guizhou Normal University*, 2020.
- [8] Nan, Y. Q., Tao, Z. T. From “Online Teaching Competence” to “Two-line Blended Teaching Competence”. *Distance Education in China*, 2020, (7), 7-15.
- [9] Ping, L. P. The Application of “Online and Offline” Blended Teaching Mode in Senior High School English Teaching. *Theory and Practice of Education*, 2018, 38 (35), 55-57.
- [10] Lan, H. Y. Research on the Construction of Online and Offline “Gold Course”. *Educational Review*, 2019, (10), 21-25.
- [11] Ping, Y. T. On the Characteristics and Implementation of Blended Teaching Mode. *Chinese Vocational and Technical Education*, 2018, (32), 5-9.
- [12] Fang, Y.; Xing, W. An Analysis of the Blended Teaching Mode of College English. *Technology Enhanced Foreign Language Education*, 2017, (2), 21-28.
- [13] Yi, J.; Zhi, Y. W. A Study of Hierarchical Teaching Mode based on Blended Learning. *Modern Educational Technology*, 2013, (01), 37-40.
- [14] Yin, S. M. Research on College English Blended Teaching Mode based on Mobile Internet Terminal Platform. *Journal of Chengdu University of Technology*, 2018, (21), 64-93.

- [15] Sheng, Y. W.; Yan, X. S. Exploration of Online and Offline Teaching Mode. Journal of North China University of Water Resources and Electric Power, 2019, 35 (3), 39-42.