



Research on “Online and Offline” English Teaching Mode Based on Internet

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Abstract. The online and offline English teaching mode based on the Internet is a new teaching mode that combines traditional face-to-face teaching with online teaching. By combining offline physical classrooms with online presentation of teaching content, students can learn English more flexibly. This study analyzes the advantages brought by this model, including improving learning efficiency and reducing learning costs, strengthening learning interaction and diversity, providing higher quality teaching resources and more learning opportunities. The realization of “online and offline” English teaching mode requires a series of technical means, such as online video, live teaching, online teaching platform and Learning management system. Students can complete learning activities such as preview, classroom interaction, and homework exchange through online teaching platforms, and also utilize after-school online teaching resources to enhance their English proficiency practice. In this process, teachers need to adopt new teaching methods and teaching techniques to adapt to this new teaching environment. In recent years, the “online and offline” English teaching model has been widely applied and achieved significant teaching results. However, there are also some problems and challenges in this model, such as incomplete technical and equipment support, and difficulty in popularizing and applying it by teachers, which need to be continuously optimized and improved. Therefore, for online English teaching, we need to fully leverage our teaching advantages, while also facing challenges, continuously optimize teaching models, improve the quality and efficiency of English teaching, and inject fresh blood and new ideas into students!

Keywords: Internet · Online and offline · English teaching · Mixed teaching

1 Introduction

In the information age of the 21st century, the Internet has become an important driving force for social development and is widely used in the field of education. Facing the new digital era, traditional English teaching can no longer fully meet the needs of students. The development of network technology has also brought a new wave of change to English education, developing a series of online English teaching models that keep up with the times [1]. Among them, the “online and offline” teaching model based on the

network has become one of the hotspots in current English education. The web-based “online and offline” English teaching model is a teaching method that combines online teaching with offline physical classrooms [2]. This model combines traditional face-to-face teaching with online teaching, greatly improving the convenience of English language learning and providing learners with more diverse and interactive teaching methods. In addition, this teaching model has become a popular research direction in the field of English education due to its advantages such as flexible learning time, diverse teaching resources, flexible learning methods, and broad teaching channels.

At the same time, although this teaching model has been developed and widely implemented around the world, further exploration is needed to effectively evaluate how “online and offline” teaching can improve English grammar, vocabulary, listening, speaking, reading and writing abilities. This article explores the current development status, trends, and problems faced by online and offline teaching websites in the field of English teaching from three aspects: English learners, teachers, and course designers. It is hoped that it can provide useful reference and guidance for learners, educational institutions, and policy makers in all aspects of English teaching.

This article mainly explores two aspects: one is an overview of online and offline English teaching models based on the Internet, and the other is a case study of LINEKONG English education. In the process of research, we will analyze the current situation, development trends and problems of online English education under this model from the following three aspects, as well as the achievements of LINEKONG English education and its appropriateness with this model:

Firstly, we will analyze an overview of online and offline English teaching models based on the Internet [3]. This aspect will be divided into two parts: online teaching and offline teaching, exploring the current situation, development trends, and problems faced by this teaching model from three aspects: English learners, teachers, and course designers. Among them, we will focus on exploring the importance of this teaching model for teaching content, teaching methods, teaching resources, and cultivating students’ learning and grammar abilities. We will analyze the advantages and disadvantages of this model and determine how to fully utilize digital technology to improve teaching quality.

Secondly, we will further explore the effectiveness and appropriateness of this teaching model through a case study of LINEKONG English education. LINEKONG English Education, as a leading online English education institution in the market, has applied a web-based “online and offline” English teaching model, providing a good sample and analysis for observing the development of online English education under this teaching model. This article will start with the course selection process, course content, and teaching effectiveness of LINEKONG English education, analyze the representative practical achievements and advantages formed by the educational institution in applying this teaching model [4], and how to achieve better teaching effectiveness.

In summary, this article will explore the “online and offline” English teaching model based on the Internet, and analyze its current situation, development trends, and problems in the field of English education [5]. Meanwhile, by analyzing the case of LINEKONG English education, the effectiveness and feasibility of this teaching model in practice are explored. Our conclusion is that the “online and offline” English teaching model

based on the Internet is expected to be promoted and applied in the field of English education in the future, in order to explore more English learners, break the limitations of traditional English education, provide more diversified educational resources and learning opportunities [6]. We also hope that this model will continue to improve and develop under the trend, innovate more excellent teaching evaluation standards, and analyze better More effective teaching methods can provide English learning students with a better educational experience and higher learning efficiency.

2 Related Work

2.1 Mixed Teaching Mode

The online and offline “hybrid” teaching mode used in this paper is to combine online online courses with online traditional courses. In online courses, students are assigned learning tasks. Students can use a variety of tools to acquire knowledge through self-study, raise questions, improve students’ autonomous learning ability, save time for traditional offline classes, and improve efficiency in offline classes, Teachers can still use online multimedia teaching equipment to assist teaching. By answering students’ doubts in online classes, they can achieve the effect of systematic learning. Offline classroom teaching can make up for the lack of online learning supervision and untimely interaction, achieve real-time supervision, and ensure the integrity of classroom structure [7]. The online and offline “hybrid” teaching mode complements and cooperates with each other.

Developing mixed teaching research can enrich and innovate college English teaching forms. English course is an applied course that emphasizes both theory and practice. Due to the single teaching method in traditional teaching, it mainly takes the form of teachers teaching on the podium and students consolidating on the notebook, emphasizing theory rather than practice. Hybrid teaching emphasizes the use of information technology, relying on online platforms, and hierarchical teaching for students at different levels. The rich teaching forms allow students to practice listening, speaking, reading, and writing in a comprehensive manner, with equal emphasis on theory and practice. Online learning extends teaching beyond the classroom, running through students’ 24-h lives, and learning English anytime and anywhere. Even using different online platforms can lead to different forms of teaching. In mixed teaching, the forms of teaching are infinite [8]. The mixed teaching flow chart is shown in Fig. 1 below.

Developing mixed teaching research can effectively improve students’ learning abilities. Carrying out mixed teaching can change the drawbacks of traditional teaching that emphasizes “teaching” over “learning”, focus on students’ “learning”, and stimulate students’ learning autonomy and improve their learning ability through the entire cycle of teaching closed-loop. In the self study phase, teachers encourage students to learn relevant courses online and complete hierarchical and differentiated preview tasks through various methods. In the classroom segment, teachers and students explore learning difficulties through communication and discussion, while students complete in-depth learning through cooperative exploration. After completing cooperative tasks, students present learning results through group presentations, and share learning gains through evaluation and summary. In the after-school segment, the teaching effect is tested by

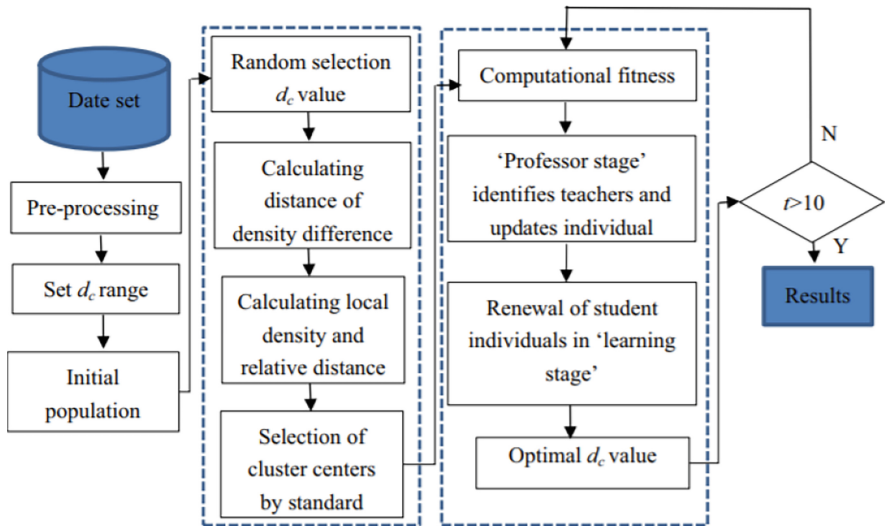


Fig. 1. Hybrid Teaching Flow Chart

completing after-school exercises, situational dialogues, fun dubbing, and other activities. In all aspects of the entire process, it is necessary to fully mobilize the subjective initiative of students.

Developing mixed teaching research can effectively improve students' academic performance. Hybrid teaching can help to change traditional teaching, such as students' lack of interest in learning, teachers' inability to take into account all students, and parents' lack of understanding of their children's learning. It can help students master knowledge, improve interest, and enhance classroom participation through information technology, help teachers master learning situations, provide immediate feedback, provide personalized counseling, and multiple evaluations, help parents understand their children, obtain resources, and promote joint efforts to improve student learning performance.

Research on hybrid teaching can pave the way for similar research in the future, and the existing problems are summarized and suggestions for improvement are proposed. Detailed research data and procedural information are provided to provide certain reference for subsequent researchers.

2.2 Research Status of Online and Offline Teaching Mode in English Teaching

According to the characteristics of college teachers and students, how to effectively apply online and offline hybrid teaching to English classroom teaching has become a topic that many experts and scholars continue to explore.

In 2017, yuanxiaoxue, a foreign language teacher at Guangdong Vocational and technical college, conducted relevant experiments. She watched small videos of WeChat before class, solved problems in the videos during class, and conducted online and offline mixed learning through blogs, official account discussions and other ways after class.

In 2018, Zhang Bing conducted an educational experiment in the English writing class of Hunan Modern Logistics Vocational and technical college using the hybrid teaching model. Before class, make teaching videos to let students preview in advance; In class, show and discuss the learning effect. After class, upload relevant videos to explain in order to explore.

In the same year, compared the average and difference of the final grades of each semester, It is concluded that the experimental class has made faster and greater progress in public English learning [9].

In 2019, Wang Songjun conducted an educational experiment on two classes of students of the same major in a higher vocational college in the Pearl River Delta, taking the students' college entrance examination English scores as the pre-test scores. The experimental class conducted hybrid teaching through the combination of online integration of teaching resources, release of pre-school tasks, students' autonomous learning, interaction, analytical feedback and offline problem solving, group practice, summary and reflection, and the control class conducted traditional teaching, Through a one-year educational experiment, the average score, standard deviation, t value and sig. Value of the examination results of the two classes are compared.

In the teaching guarantee module, teachers should do a good job in providing backup support for the application of hybrid teaching. Barnum C and Paarmann W (2016) are two scholars from American community colleges who proposed a "four stage" hybrid teaching model. First, transmit learning resources online; Second, face-to-face learning [10]; Third, solve learning problems; Fourth, expand cooperation. Sreekanth N (2018) proposed the "seven stage" model based on the "four stage" model. He divided hybrid instructional design into seven stages: front-end analysis, resource design, resource development, curriculum implementation, curriculum implementation, curriculum evaluation, and summary review. The front-end analysis includes analysis of teaching objects and textbooks; Resource design and development includes designing teaching processes and methods, preparing relevant teaching tools and resources; Curriculum implementation and execution is the implementation of teaching processes, recording student learning information; Course evaluation and review is to analyze teaching effectiveness, review teaching stages, and summarize improvement methods.

From the above research, it can be seen that when foreign scholars study hybrid teaching, they generally divide it into several stages or links, and each stage or link interacts to form the overall process of hybrid teaching.

2.3 Online and Offline English Teaching

A new educational model that combines online teaching with offline physical classrooms. Online teaching refers to teaching activities conducted through network technology, such as online video courses, online course records, real-time live teaching, etc.; The offline physical classroom is the traditional face-to-face teaching mode. By organically combining online and offline teaching, online and offline English teaching endows students with greater flexibility and personalized choices, while also improving the effectiveness and efficiency of education and teaching.

For students, the benefits of online and offline English teaching are:

1. Flexibility: Students can learn English at any time and place without being limited by time and place.
2. Interactivity: Students can interact with teachers and classmates through online activities, discussions, and group work to deepen the effectiveness of learning.
3. Autonomy: Students can independently learn and choose suitable courses based on their English proficiency, interests, and goals. They can also communicate with teachers in offline physical classrooms or directly, achieving more detailed explanations.
4. Efficiency: Through online and offline English teaching, students’ learning efficiency and grades usually improve.

For teachers, the benefits of online and offline English teaching are:

1. Optimization of teaching content resources: Compared with traditional teaching, online and offline teaching can make more extensive use of various online resources and provide richer and more interesting learning content.
2. Diversified teaching methods: Teachers can provide more attractive and challenging learning experiences through different learning tools, interactive methods, and teaching methods.
3. Strengthening educational value: Encourage students to adjust their learning plans based on their learning abilities and needs to better optimize learning outcomes.
4. Improvement of teaching efficiency: Online and offline English teaching can save more time and budget, and also improve teaching efficiency and educational quality.

In summary, for learners, teachers, and other educators, there are many benefits that can be achieved through online and offline English teaching. With the continuous updating and improvement of technology, online and offline teaching will become more diverse and diverse, bringing more convenient and better learning environments for students and teachers. Meanwhile, as online and offline English teaching is an emerging educational model, educational institutions should constantly update their teaching methods and methods to adapt to the constantly developing trends and needs of the information age.

3 Internet Based “Online and Offline” English Teaching Mode

Under the Internet + background, when teachers implement mixed teaching of Public English, the network environment provides important material conditions. The Internet has derived the demand for innovation and reform of “Internet + education”; The Internet provides participants in public English teaching with a more convenient ability to obtain and process information. As shown in Fig. 2 below, online hybrid teaching course interests are shown.

The online and offline English teaching mode is a new learning mode that integrates traditional face-to-face teaching and online teaching. This teaching mode makes full use of network technology and provides a more flexible and changeable learning mode through the combination of E-learning and offline physical classroom. In this teaching environment, students can learn English in different ways, such as online previewing, online teaching, online homework, etc., while also having face-to-face communication and interaction with teachers offline.

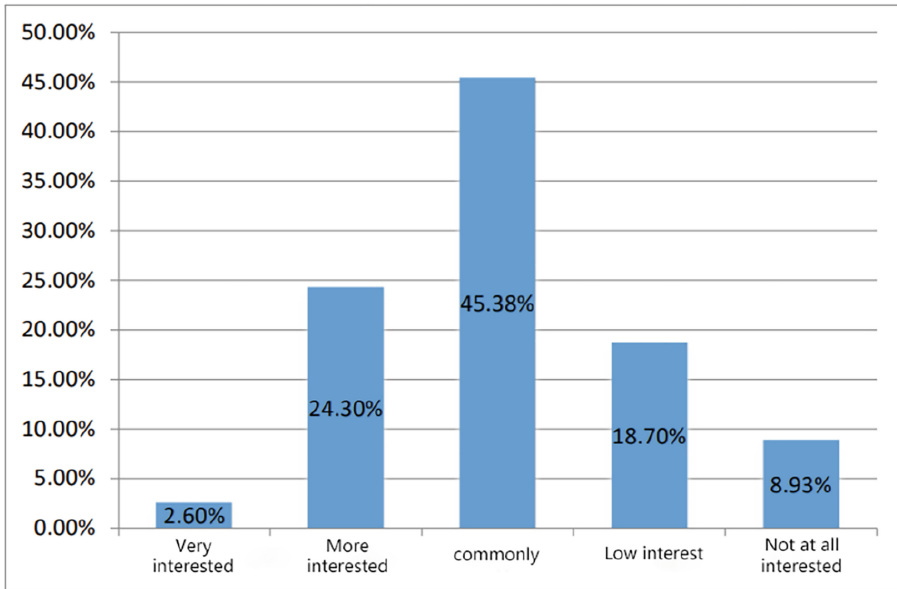


Fig. 2. Interest in online hybrid teaching courses

The online and offline teaching mode based on the network has unique teaching advantages. Firstly, students can learn at different times and locations, avoiding the limitations of traditional teaching time and space. Secondly, the online and offline teaching mode has lower costs and is easy to promote and apply on a large scale. In addition, this teaching model provides a wider range of courses and higher quality educational resources, providing students with more diverse and convenient teaching methods.

In addition, the online and offline English teaching mode also has some challenges and limitations. The main challenge is how to improve teaching effectiveness and ensure teaching quality in the face of inconsistent learning styles and English proficiency among different students. In addition, the upgrading of network technology also needs to be kept up to ensure the timely updating and optimization of E-learning resources as shown in Fig. 3.

To address these challenges and limitations, it is necessary to adopt the following strategies. Firstly, face-to-face teaching should be strengthened at key points in order to better solve the problems that students encounter during the learning process. Secondly, the continuous improvement of online teaching technology can promote the updating and optimization of educational resources. Finally, educational institutions should strengthen the interaction between teachers and students, draw on students' feedback and opinions, in order to better adjust teaching methods and the use of educational resources.

The functional framework diagram of the MOOC platform is shown in Fig. 4 below.

Overall, the online "online and offline" English teaching model is a feasible and excellent educational method. Adopting this educational approach can meet the educational needs of the information age in the 21st century, providing students with more convenient, diverse, and efficient educational experiences and learning opportunities.

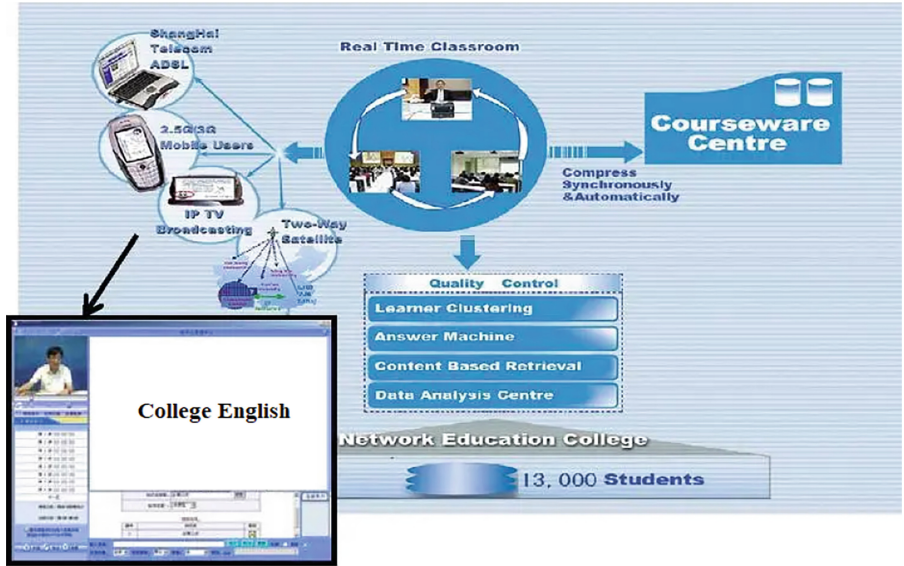


Fig. 3. Online and offline English teaching mode

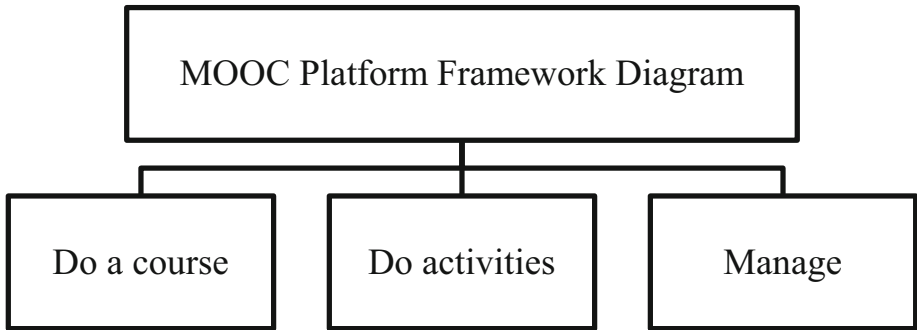


Fig. 4. MOOC platform Functional Framework Diagram

However, adapting to this educational approach is not easy, and we need to continue researching and improving based on exploration and practice in order to fully leverage the advantages of the online and offline English teaching model.

The process evaluation is composed of an assignment’s APP statistical score (accounting for 60%) and a classroom bonus score (accounting for 40%), accounting for 60% of the semester’s overall score. The APP score for a homework assignment includes homework detection points (accounting for 30%), and additional points (i.e., Mu Ke points + teacher special reward points, accounting for 30%). When students complete daily learning tasks online, they can receive reward points set in advance by the teacher. In addition, students can receive additional points in the following two situations. The first type is MOOC score, which refers to the score obtained on the MOOC

platform, including completing the autonomous student task list before class and viewing the score obtained from micro classes; Upload the post class work and obtain the points obtained by the excellent grade through teacher evaluation and student mutual evaluation; Actively speaking in the discussion area and participating in the discussion to evaluate the points obtained. The second type is to give special bonus points to teachers. First of all, the homework app will recommend excellent homework after each homework submission deadline, and teachers can display it in class and give additional points to students; Secondly, the Homework APP will generate a student learning attitude scale and a learning ability scale, and submit a weekly homework report to the teacher once a week. Based on this, the teacher can give additional points to students with good learning attitudes and abilities; Finally, after the unit test, the homework app will count the students' scores, and the teacher can give additional points to students who have made great progress.

In this article, summative evaluation refers to the final exam results, accounting for 40% of students' comprehensive scores. The implementation of effective hybrid teaching requires a complete mode design and reasonable teaching activity design. In this chapter, the author first outlines the functions of the MOOC platform and the homework app, selects the MOOC platform.

4 Experimental Process

In recent years, the online and offline English teaching mode has gradually become popular, attracting more and more English learners. There have been many experiments on this model both domestically and internationally, conducting research and analysis under different market environments and conditions, and obtaining some relevant experimental results and conclusions. This article provides an overview and analysis of these experimental results, with the aim of providing reference for future research on web-based "online and offline" English teaching models.

4.1 Experimental Analysis

The vast majority of experiments have shown that the online and offline English teaching mode based on the Internet is a very effective teaching method. Firstly, it provides richer English learning resources at a lower cost, making learning more free and convenient. Secondly, this model utilizes network technology to achieve better interaction between students and teachers, improving the efficiency of teaching communication. In addition, the online and offline English teaching model based on the Internet provides varying degrees of educational services and diverse learning experiences for different students' English proficiency and learning methods. These experiments indicate that this teaching model helps to improve students' grades and learning motivation. Although most experiments have made positive evaluations of the online and offline English teaching model based on the Internet, there are also some limitations.

Firstly, the frequency and scale of the experiments are not consistent. Some experiments have smaller sample sizes, while others are reasonable and larger in scale. This inconsistency may affect the results of the experiment, and it is recommended that future

research should conduct more comprehensive and systematic large-scale and representative experiments in order to obtain more accurate and reliable conclusions. Secondly, the online and offline English teaching model based on the Internet may be limited by students’ English proficiency and learning ability, which may affect the reliability of experimental results. Some studies have shown that this teaching model is suitable for students with weaker English proficiency and no prior learning background. However, among the students with strong English ability, the advantage of this model is not very obvious because the ability of language self-study and E-learning is more prominent.

4.2 Countermeasure Suggestions

In order to better address the problems and challenges faced by the web-based “online and offline” English teaching model, we propose the following countermeasures: strengthening evaluation standards: developing more accurate tools when evaluating the abilities of English learners. These tools should be able to measure students’ performance in various aspects such as communication, writing, listening, and reading, creating more scientific and quantitative evaluation standards. Strengthen interaction: For example, introduce more interactive teaching content, such as online real-time discussions, group project learning, etc. This will help increase students’ participation, guide them to interact more actively with teachers and classmates, and thus improve teaching effectiveness.

Providing personalized teaching: The web-based “online and offline” English teaching model should focus on students’ personalized needs and interests. Teachers should set course content based on students’ level and personal understanding ability to promote their interest and enthusiasm, and achieve better educational results.

Application of artificial intelligence technology: Artificial intelligence technology can provide more personalized and intelligent educational services for web-based “online and offline” English teaching models. For example, Natural language processing technology can be used to improve students’ oral, listening and reading abilities, and face recognition technology can be used in teaching evaluation and testing to more accurately evaluate teaching effects and student scores.

5 Conclusion

In summary, the online and offline English teaching model based on the Internet is a feasible and promising educational model, which can fully utilize the advantages of network technology and provide students with more flexible, diverse, and convenient learning methods. Through the analysis and summary of the experimental results, we can conclude that although this teaching model has some problems and challenges, its advantages are obvious and can help improve students’ grades and learning motivation. For future research, we should continuously improve the “online and offline” English teaching model based on the Internet, combine the latest technologies and teaching methods, and establish a more extensive, systematic, and effective education sample analysis system to promote the development of this research.

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