Research on Online and Offline English Teaching in Colleges and Universities in the Post Epidemic Era

Shuyou Chen[1, 2, a]

[1]Inner Mongolia Medical University, Hohhot, China, 010010, China

[2]Philippine Christian University Center for International Education, Manila, Philippine, 1006, Philippines

[a]chenshuyou@163.com

Abstract

The new changes of the times have brought many challenges and new opportunities to college English Teaching in the post epidemic era. In the post epidemic era, based on the normalization of online education and the openness of online resources, major colleges and universities have changed from the traditional teaching method of "online and offline" based on the network platform. Focusing on the necessity of online and offline College English teaching reform in the post epidemic era, this paper discusses the effect of the new teaching model on English teaching, in order to help improve the quality of College English teaching.

Keywords

College English; Post Epidemic Era; Offline Teaching; Online Teaching.

1. Introduction

The so-called "post epidemic era" refers to the era when the epidemic rises and falls, may break out on a small scale at any time, return from foreign countries and seasonal attacks, and delay for a long time, which has a far-reaching impact on all aspects [1]. For College English teaching, teachers and students have overcome many difficulties and completed the task of online learning during the epidemic period. In the later epidemic period, there are enough conditions and experience for the development of online and offline teaching. At the same time, teachers and students have also obtained many new skills and realized the great step of complete network teaching. However, in the process of online teaching, due to the lack of necessary supervision and effective communication platform, students' learning effect has not made great progress. Therefore, in the post epidemic period, English teaching should be based on the traditional offline teaching mode, combined with the online platform with more learning resources, and achieve more optimized learning results by giving full play to common advantages and learning from each other.

2. Application of Online and Offline Teaching Methods in College English in the Post Epidemic Period

The integration of "online" and "offline" College English teaching mode is a supplement to the traditional teaching method. Because in traditional teaching, teachers mostly adopt indoctrination teaching method, which leads to many students losing interest or unable to keep up with the progress of teachers Gradually tired of learning. With online English teaching, students can freely arrange learning and carry out discussion without time and geographical restrictions, which not only stimulates students' interest in learning and enables students to correct deficiencies in time with the help of online materials, but also for students with poor

English foundation, there is no face-to-face communication pressure, so they are easier to communicate with teachers, which is conducive to the reception and digestion of information. Moreover, teachers can carry out targeted and specific guidance according to the students' learning situation fed back by online data; Diversified teaching materials can enrich teaching resources and expand teachers' knowledge. With the combination of online and offline learning, teachers can use multimedia platform and big data to analyze the specific learning progress and status of students, timely improve teaching methods, adjust teaching mode, communicate with students online and offline, understand their ideas, help them solve the difficulties they encounter, and promote students to internalize English knowledge and become the main body of learning. Therefore, College English teaching, as long as online.

Combined with the next model, many problems in English teaching can be solved, and students' English learning effect will be greatly improved. From the aspects of interactivity and cooperation, English teachers complement each other's advantages and improve teaching effectiveness on the basis of extending teaching time and space.

3. The Significance of Combining Online and Offline Teaching of English Courses

(1)Advantages and disadvantages of offline teaching to teachers and students. Offline classroom, for most students, they can participate in classroom learning, participate in discussions among group members, and conduct role-playing activities with classmates, so as to continuously improve language application Ability. For these students, they have enough confidence to show themselves, express their ideas, and use classroom time for language input practice and output consolidation. Moreover, the cooperative discussion between students in groups can reduce their classroom anxiety and obtain more opportunities to use foreign languages through the interaction between students; After class, students can think about the communication between teachers and students in class, consult materials and carry out further learning. Of course, offline teaching also brings many incomparable advantages to teachers. For example, teachers can give face-to-face encouragement and affirmation through students' on-site performance, and encourage students to speak and discuss actively through physical language. In offline classroom, teachers can not only clarify the key points and difficulties, but also We can combine the old knowledge, review the old and know the new, constantly summarize and summarize, and actively answer questions and dispel doubts. But the disadvantage of offline teaching is that for students who are not confident enough, because they miss the opportunity of classroom performance, they are easy to feel ignored and difficult to learn In order to feel the atmosphere of learning together, it is very easy to produce a sense of burnout and loneliness. When teachers ask questions in class, if they feel uncomfortable due to inner tension or lack of knowledge, it is easy to lead to students' rejection of English, and even a vicious circle Negative psychological impact. Moreover, due to the limitations of teaching time and space, offline classroom has certain lag and limitations in after-school feedback and reflection, which is difficult to satisfy teachers and students in the depth and breadth of teaching.

（2）Advantages and disadvantages of online teaching to teachers and students. During the epidemic period, major colleges and universities urgently adopted online teaching, which has obvious teaching effect and outstanding advantages. For example; Online teaching has the advantages of diversified shared resources, loose space-time requirements, personalized teaching methods and flexible learning methods. However, in the process of online teaching, teachers and students face many problems, such as not active interaction, poor self-control ability of students, unable to implement face-to-face feedback and so on. Due to the students' weak ability of English language expression, lack of self-confidence and problems of hardware equipment, online communication will not only take time and effort, but also reduce the

participation of other students and ignore the effective development of the classroom in the questioning and interaction link; Sometimes it is very easy to cause screen brushing phenomenon in teaching, which affects some students' memory of key contents; If teachers hold rush to answer activities, due to the restrictions of network speed or other objective reasons, it is easy to lead to the loss of interest of students who fail to participate in the interaction, and then affect their learning enthusiasm.

The purpose of online teaching is to cultivate students' autonomous learning ability, but students with weak self-discipline are difficult to carry out learning and participate in interactive communication without teachers' classroom supervision. In the process of online teaching, some students are not ready for class when taking photos and signing in, and often lack response when asking random questions. These phenomena show that in the process of online learning, they have weak autonomous learning ability, can not mobilize their subjective enthusiasm, and can not complete self-examination and other activities.

Online platforms have their own limitations. For example, for subjective topics such as writing and translation, some platforms can only check students' most basic vocabulary spelling errors. Moreover, according to the vocabulary or sentence structure provided by the platform, students change more and more mistakes. Because students' own mastery of language use ability is limited, it has a misleading effect on them. Therefore, in real English teaching, online and offline independent use can not improve teachers' teaching quality, and it is also difficult to improve students' ability to use language skills. Therefore, the combination of online and offline modes can help teachers and students learn and progress together.

4. Advantages of Combining Online and Offline English Teaching Mode in the Post Epidemic Period

(1)Online and offline English teaching mode brings convenience to students. In the context of the Internet era, students are no longer limited to the traditional offline teaching mode. They can view network resources anytime and anywhere for free and personalized learning. This learning mode is conducive to improving students' classroom learning efficiency, and in after-school learning, students can carry out necessary extended learning and after-school practice according to their own preferences, which greatly improves their learning autonomy and learning efficiency [2].

The teaching mode of combining online and offline requires students to have the enthusiasm and control ability of autonomous learning. Before class, students can use the network platform to share with online audio and video, PPT and other resources. First, they can understand the general content designed in class, and then the offline teaching class can keep up with the pace of teachers, have a definite aim and improve learning efficiency. If you encounter problems in the process of pre class preparation, students can pause the video playback at any time, use Internet media to find materials, record the key points learned and solve difficult questions. For students with weak English foundation, their careful preparation before class is conducive to better display themselves in offline classes and enhance their confidence in learning English; For students with strong English ability, through various ways of preview, they can expand their horizons, learn more language points, and drive everyone to learn in their own unique way. This diversified autonomous learning can not only improve students' ability to use English language, but also promote students to cultivate good learning habits and broaden their horizons through more reading and communication.

（2）Online and offline English teaching mode brings convenience to teachers. With the adoption of "online and offline" mixed teaching mode, teachers encourage students to add micro videos made in their own practice to classroom activities, and increase the interest of practical courses through students' own sharing. Moreover, in the process of collecting materials and preparing

practical activities, students through discussion and communication with teachers, so that teachers can timely understand the psychological activities of contemporary college students and their hobbies and interests, It is convenient for teachers to change their strategies and methods in the process of class, and "invest in their favor" to carry out teaching, so as to achieve twice the result with half the effort. For example, a few years ago, the "learning English by listening to songs" and "learning English by watching movies", which are loved by teachers, are no longer attractive to contemporary college students. They prefer challenging and more independent practical activities, such as drama performance, interesting dubbing and theme debate, because these activities have more room to play, and students can express their creative thinking by writing scripts; Improve your English language ability by polishing your lines; Cultivate your initiative through repeated rehearsals; Through communication and modification with teachers, improve the communicative ability of teachers and students. Students' initiative in such activities not only drives teachers' enthusiasm to participate in offline courses, urges them to understand fashionable and cutting-edge subject knowledge, but also helps teachers learn novel teaching materials and teaching methods. In the online and offline mixed English education mode, English teachers can check the students' learning situation, track the learning progress, supervise and remind them at any time according to the background data provided online. They can also collect the problems encountered by students in learning, timely adjust the offline classroom teaching content and improve the classroom teaching effect.

5. Conclusion

In the post epidemic period, the online and offline mixed teaching mode is guided by the network platform and combines College English classroom teaching with network technology to improve students' learning ability and the effect of College English teaching. With the teaching mode of "online and offline", students are the main body in learning. Through cooperative learning, we can improve the mastery of classroom teaching content, which can not only meet the learning needs of students at all stages, but also stimulate learning interest and improve students' autonomous learning ability; Teachers design situational dialogues at different levels according to students' different levels, and introduce more resources with practical educational significance into the classroom. The combination of "online and offline" teaching mode not only avoids the poor learning effect of students in simple online teaching, but also avoids the problems such as boring offline classroom teaching form, students' non active cooperation and teachers' feedback lag. This new teaching process helps students improve their English skills when leading students to experience all links of teaching.

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