

Online and Offline Teaching Model for College English Listening

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Abstract: English listening is a crucial component of university English education and a mandatory course for college students. With the rapid development of mobile Internet technology, an increasing number of universities are adopting a blended online and offline teaching model for English listening courses. This paper briefly explains the importance of implementing the online and offline teaching model in college English listening in China, analyzes the difficulties and problems faced in implementing this model, and proposes relevant strategies and suggestions for promoting the implementation of the online and offline teaching model for college English listening.

Keywords: College English listening; Online and offline teaching; Strategies

With the rapid development of mobile Internet technology, more and more college English listening courses are adopting the online and offline teaching model. Compared to traditional teaching methods, the online and offline teaching model has driven innovation in teaching concepts and models for college English listening, established a new type of teacher-student relationship with students as the main body, shifted students from passive to active learning, and facilitated the improvement of teaching quality.

1. The Necessity of the Online and Offline Teaching Model for College English Listening

The online and offline teaching model refers to a teaching model that relies on mobile Internet technology to effectively integrate online self-learning with offline face-to-face teaching. It is a "dual-main teaching model"^[1] that emphasizes both the leading role of teachers and the main role of students. In the online teaching process, students mainly learn independently through digital resources uploaded by teachers in advance and complete corresponding task lists. When encountering doubts and difficulties, students can consult teachers in real-time or discuss with other students. Offline learning refers to the face-to-face teaching between teachers and students in the classroom. Teachers guide students to master knowledge through the design and organization of related teaching activities, thinking, exploration, and cooperation.

The implementation of the online and offline teaching model in college English listening courses is of great significance for improving teaching effectiveness and quality, which is reflected in the following three aspects:

1.1 Integration of Teaching Resources and Expansion of Students' Knowledge

The offline teaching of college English listening mainly involves teachers preparing teaching designs in advance according to the requirements of the teaching syllabus, surrounding the listening course system and knowledge content, and then playing audio and video materials in the language lab, publishing answers for students to check, and then playing the recordings again for explanation to help students understand and master the key knowledge points. The vast amount of information resources on the Internet provide rich teaching resources for online teaching, including text, images, audio, video, and valuable lectures by famous teachers. These resources can effectively enrich students' horizons and expand their knowledge. Teachers can integrate these vast resources according to the needs of listening teaching and flexibly apply them to actual teaching, providing strong support for improving teaching effectiveness.

1.2 Breaking Time and Space Limitations and Unleashing Students' Potential

Traditional English listening teaching is completed by teachers in designated classrooms according to the school's schedule. The learning location and time for each class are relatively fixed, leaving very limited time for teachers and students to communicate and answer questions, which is not conducive to students' full understanding and mastery of knowledge points. After implementing the online and offline teaching model, students only need a mobile internet terminal to arrange their own time for online learning, which can make English listening teaching free from time and space constraints. College teachers can fully utilize network learning platforms, upload prepared English listening learning resources in advance, and let students further self-study, explore, and consolidate the content of offline teaching during their free time. When students encounter problems such as insufficient understanding or doubts, they can communicate with teachers online or leave messages for

teachers to help them solve various problems.

1.3 Optimization of Teaching Design and Improvement of Teaching Quality and Efficiency

To improve teaching effectiveness, college English listening teachers can optimize and improve the course structure based on students' learning situations and network technology when using the online and offline teaching model, making the teaching design more scientific and reasonable. Before classroom teaching, teachers can upload learning content and materials to the network learning platform in advance, allowing students to start self-learning and complete related tasks. During this process, teachers can grasp students' learning situations in real-time and adjust and optimize the content of offline teaching accordingly. During offline teaching, teachers mainly provide targeted explanations and training for students' weaknesses, which can greatly improve the efficiency of offline teaching.

2. Difficulties and Problems Faced in Implementing the Online and Offline Teaching Model for College English Listening

Currently, the online and offline teaching model has been applied by more and more colleges and universities in English listening teaching, playing a certain positive role in improving English listening teaching. However, since the application time of the online and offline teaching model is not long, there are still some urgent problems to be solved, mainly reflected in the following three aspects:

2.1 Hardware Facilities

Mobile Internet is the basis for conducting online teaching. The creation of network self-learning platforms, the transmission of teaching resources, and the online interaction between teachers and students all require the support of high-quality networks.

2.2 Teachers and Students

For many years, China's college English listening has been using the offline teaching model and has formed a mature set of teaching concepts and plans. Teachers are more accustomed to and prefer teaching book knowledge through traditional teaching methods. Some teachers do not have a deep understanding of online teaching, simply believing that online teaching is just moving offline teaching content online, and still mainly adopt the "teacher lectures, students listen" ^[2] approach in the teaching process, which obviously does not meet the requirements of online teaching. Also, some students still tend to acquire knowledge through passive classroom lectures, and their enthusiasm and initiative for offline self-learning are insufficient.

2.3 Teaching Management

The management of online teaching classrooms is insufficient. During the implementation of online teaching, students' learning environment is more open and free. Although teachers can strengthen classroom management through methods such as video roll call and questioning, some students with weak self-discipline may still develop lazy attitudes, and even play games while listening to classes, affecting the effectiveness of online teaching.

3. Strategies and Suggestions for Implementing the Online and Offline Teaching Model for College English Listening

3.1 Increase Investment and Improve Online Learning Platforms

A solid software and hardware environment is a strong support and reliable guarantee for implementing online and offline teaching. Colleges and universities should increase financial investment and efforts to further optimize and improve the network technology environment, enhance the stability of the school's network operation, focus on solving prominent problems such as network lag and congestion, and ensure that the network transmission speed meets the requirements of online teaching.

3.2 Improve Abilities and Encourage Students' Self-Learning

Teachers should pay attention to guiding students to enhance their learning autonomy. For some students who have not been learning online for a long time, especially when there are many teaching resources, teachers should give students correct guidance, helping them to scientifically and reasonably choose learning resources based on their own situations. Teachers should also learn to effectively use reward mechanisms, rewarding students who perform well in online and offline teaching, and mobilizing the enthusiasm and initiative of all students to participate in online and offline learning.

3.3 Optimize Design and Improve Teaching Quality

During lesson preparation, teachers should fully utilize the network platform to collect teaching resources related to the teaching content and use the professional courseware design software on the network platform to create micro-videos and micro-courses. After completing the teaching, teachers can also guide students to continue learning the created micro-videos and micro-courses on the online learning platform, allowing students to choose to review, and consolidate knowledge points based on their own situations, improving learning effectiveness.

3.4 Focus on Practice and Implement Multiple Evaluations

Online and offline teaching should also focus on improving college students' comprehensive English abilities, creating more practical experience opportunities for students, and improving students' English listening abilities through the effective integration of online and offline practical teaching. This requires teachers to design offline teaching activities that combine teaching content to provide students with more communication and exchange opportunities, actively guide students to participate in practical activities such as professional English and work scenarios, and improve students' English listening levels through practice and exchange. At the same time, teachers should fully utilize the network to provide students with rich practical activity learning resources, allowing students to gain more listening practice opportunities. Teaching evaluation is also an important part of teaching activities, helping teachers gain a systematic understanding of the effectiveness of online and offline teaching.

4. Conclusion

The implementation of the online and offline teaching model in college English listening courses is of great significance for improving teaching effectiveness and students' comprehensive English abilities. Therefore, colleges and universities should continue to increase investment efforts to create a good software and hardware environment for implementing online and offline teaching. College English listening teachers should start by deepening their understanding of its importance, fully combine the actual situation of English listening teaching in their schools, and ensure the full play of the advantages and roles of the online and offline education model through careful lesson preparation, stimulating students' self-learning interest, guiding students to conduct practical activities, and implementing multiple evaluations.

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