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**RESEARCH ON THE DESIGN AND CONSTRUCTION OF COLLEGE ENGLISH  
ONLINE AND OFFLINE BLENDED CURRICULUM**

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**ABSTRACT**

During the epidemic period, large-scale online teaching accelerated the deep integration of Internet plus education and teaching, information technology and various educational forms. The innovation of curriculum construction is an important starting point for the construction of new engineering and new liberal arts, and online and offline mixed courses will become an important way and carrier of teaching reform in colleges and universities. Taking College English, an online and offline mixed course in application-oriented universities, as an example, this paper explains how to create a "new normal" of foreign language mixed teaching based on the network platform by reconstructing the traditional teaching time and space, and provides enlightenment for constructing the foreign language teaching ecology of "Internet plus".

**Key Words:** College English, Mixed teaching, Network platform, Curriculum construction.

**1. INTRODUCTION**

In 2020, during the COVID-19 pandemic, China successfully carried out large-scale online teaching, realizing "stopping classes without stopping teaching, stopping classes without stopping learning". In the post-epidemic period, information technology represented by the Internet and higher education continued to be deeply integrated and became the "new normal" of daily teaching. Since February 2017, the Ministry of Education has actively promoted the construction of new engineering, and issued the Notice on Developing Research and Practice of New Engineering and the Notice on Recommending Research and Practice Projects of New Engineering, making every effort to explore the formation of Chinese model and Chinese experience leading global engineering education, and helping to build a powerful country in higher education. Curriculum is the core element and important carrier of personnel training. By the end of 2020, the Ministry of Education launched the first batch of national first-class undergraduate courses, including 1875 online first-class courses, 728 virtual simulation experiment teaching first-class courses, 1463 offline first-class courses, 868 online and offline mixed first-class courses and 184 social practice first-class courses. These courses have made important contributions in promoting the deep integration of information technology, artificial intelligence technology and education and teaching, especially in the large-scale online teaching implemented during the prevention and control period in COVID-19 pandemic, and played a leading role in deepening the reform of education and teaching.

College English Teaching Guide (2020 Edition) (hereinafter referred to as the Guide) points out that in the era of informationization and intelligence, modern information technologies such as multimedia technology and big data virtual reality artificial intelligence technology have become important means of foreign language education and teaching. Advocate colleges and universities

to make full use of information technology to implement blended teaching, so that students can develop in the direction of active learning, autonomous learning and personalized learning (Steering Committee of College Foreign Language Teaching of Ministry of Education, 2020). In March, 2021, in the Fifth National High-end Forum on Foreign Language Education Reform and Development in Colleges and Universities, Wu Yan, Director of the Department of Higher Education of the Ministry of Education, pointed out that it is necessary to "grasp the technical level", realize the transformation from "teacher teaching" to "student learning", and "further promote online teaching practice". Blended teaching has become one of the directions of college English teaching reform because of its characteristics of "technology empowerment and student-oriented". Mixed teaching mode involves innovative thinking and practice in education and teaching, which cannot be separated from the joint exploration of teachers and students. Taking college English course in new engineering universities as an example, this paper focuses on the "online + offline" mixed college English course teaching on the basis of fully investigating students' learning needs and building a syllabus, and constructs a college English course teaching mode and curriculum construction strategy with school-based characteristics, student-oriented, highlighting autonomous and cooperative learning.

## **2.MIXED TEACHING CONCEPT**

Blended learning and blended teaching refers to combining the advantages of traditional classroom teaching and online learning, giving full play to teachers' leading role and students' initiative, so as to obtain deeper teaching effect (He Kekang, 2004). The 2019 Horizon Report (Higher Education Edition) predicts that blended learning will be the main development trend of higher education in the world in recent years. It is found that mixed teaching can not only make full use of high-quality online teaching resources, but also improve students' learning effectiveness and satisfaction, as well as their sense of group cooperation. Mixed teaching has been paid full attention to and widely used in the field of higher education in Europe and America, and is called the "new normal" of teaching methods by many scholars.

In April, 2019, the Ministry of Education officially launched the "6 Excellence and 1 Top-notch" project, which clearly put forward the requirement of setting up "online and offline mixed golden courses" in the construction of first-class courses, emphasizing the application and promotion of high-quality online resources. The online and offline mixed first-class courses should be localized by using online high-quality resources, and the mixed teaching mode of flipping classroom but not limited to flipping classroom should be adopted to create a mixed course suitable for the needs of students in our school, which will be the key step to realize the "changing track and overtaking" of undergraduate education in China. Therefore, how to give full play to the advantages of Internet information technology and build a batch of high-quality foreign language online and offline mixed courses will become an important measure for foreign language personnel training and discipline construction to a higher level.

## **3.GENERAL THOUGHTS ON THE CONSTRUCTION OF FOREIGN LANGUAGE BLENDED CURRICULUM**

### **3.1 Reform and Innovation of Curriculum**

On the basis of curriculum system construction, starting from reflecting the knowledge system of related disciplines and specialties, the principles, methods, applications and cases in the curriculum

are organically integrated, and the project-based teaching curriculum system with local characteristics based on OBE is explored. At the same time, with the help of online course platform and other information means, students' participation in courses can be improved, teachers can be liberated, and teachers can be liberated from repetitive work such as correcting homework, attendance and statistics. With the help of educational information technology, the project-based and discussion-based teaching reform based on OBE is promoted.

**Idea innovation.** The curriculum integrates the development concepts of new engineering and new liberal arts, and organically combines the "form" of language with the "core" of specialty. From subject teaching to interdisciplinary teaching, we can find a new orientation of public English course in application-oriented undergraduate colleges, and realize new changes in teaching content and new breakthroughs in teaching mode.

**Goal innovation.** The curriculum integrates the goals of educating people and cultivating talents, realizes the goals of knowledge, ability and affection in stages and gradually, gives full play to the role of language education in cultivating outstanding professionals with humanistic feelings and international vision, and realizes all-round education.

**Mode innovation.** The course makes full use of intelligent teaching tools, Driven by online data, Create a multi-modal hybrid learning that combines classroom face-to-face guidance with online guidance, traditional learning resources with online learning resources, traditional teaching methods with teaching methods supported by technology, and evaluation methods of mutual evaluation between teachers and students and students, and build a harmonious and efficient learning community between teachers and students.

**Resource innovation.** The course integrates paper teaching resources with digital teaching resources, and constructs a three-dimensional teaching material resource chain supported by the integration of paper teaching materials, massive open online course micro-course resources and electronic resources. Relying on FLTRP's "New Horizon College English" and Superstar network teaching platform, we will build a college English course group (3 courses have been launched) and a college English digital resource library.

### 3.2 Curriculum design and conception

In November, 2018, the Ministry of Education put forward the construction standards of "once for both sexes", that is, "high-level", "innovation" and "challenge" around the "golden course" in colleges and universities. This basic idea should also be followed in the mixed curriculum of foreign languages in colleges and universities, which is mainly reflected in two aspects: curriculum content and teaching mode. From the perspective of curriculum content, it is necessary to combine knowledge, ability and accomplishment organically from the perspective of foreign language talent training objectives and curriculum orientation, provide students with cutting-edge achievements in disciplines, and improve the challenge of curriculum content; In the teaching mode, we should take students as the center, realize the deep integration of online and offline, make full use of national and provincial foreign language high-quality online curriculum resources, skillfully design online and offline teaching activities, encourage students to increase foreign language output and improve the quality of foreign language courses.

**Preview before class (problem situation, project-driven).** Introduce curriculum resources before class, guide students to perceive problem situations, and establish group projects. Project selection is mainly combined with the theme of unit text, based on realistic hot topics, aiming at stimulating students' feelings of home and country and responsibility through in-depth exploration of topics.

**Interaction in class (around the project, design tasks).** After the project is determined, interdisciplinary intra-group cooperation and communication are carried out, and personalized tasks and implementation approaches are designed in detail. In the process of data search in each group, teachers guide students to pay attention to the cultural background of language and encourage students to innovate and think.

**Consolidate after class (focus on projects and improve programs).** In the process of implementing the project, constantly improve the project implementation plan. Many rounds of evaluation discussion and revision aim to make students perceive the spirit of innovation, seeking truth and being aggressive in the process of language organization and expression and scientific research. At the same time, the outstanding project works are displayed through the "English Workshop" WeChat official account.

**Extracurricular development (project display, summary and reflection).** Every year, college students' English speech, reading, vocabulary, writing, debate, thesis competition and innovation and entrepreneurship competition are held. Each group displays projects and issues certificates, which can enable students to experience language practice and academic atmosphere, and guide students to think deeply about the importance of China's position in the international discourse system in the questioning session.

#### **4. CONSTRUCTION OF ONLINE AND OFFLINE MIXED COURSES OF COLLEGE ENGLISH**

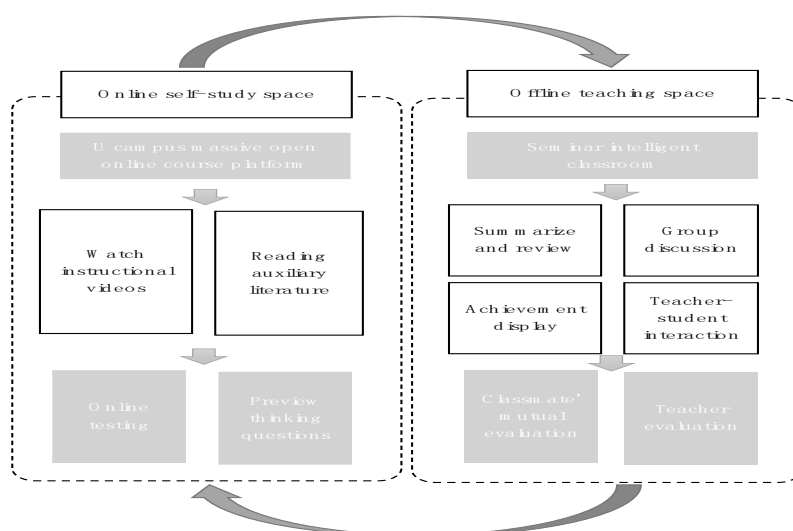
##### **4.1 Online and offline mixed teaching mode of college English**

Most of the learners of College English are post-00 college students. As Internet aborigines, they are fully adapted to the learning environment of "Internet plus" and have strong curiosity and thirst for knowledge. They are curious about English language and western culture, but their existing knowledge is weak, and they lack a deep understanding of English and American language history, cultural heritage, customs and etiquette, artistic origin and so on. Sun Youzhong's research found that online and offline mixed teaching is helpful to promote learners' interest in English humanities and general education, and improve teaching effectiveness. The ultimate goal of mixed teaching is to achieve a perfect balance between online and offline teaching (Osguthorpe et al., 2003: 228). Qiu Xiaochun and others believe that foreign language mixed teaching represented by flip classroom pays more attention to the teaching implementation process and neglects the development and verification of teaching mode, and puts forward the flip classroom teaching mode of English culture course.

College English makes use of online foreign language massive open online course resources, combines virtual and real teaching space, and launches "mode reversal" for traditional teaching. The original classroom teaching time is reconstructed into a combination of online self-study time and offline teaching time, and the virtual and real learning spaces perform their respective duties,

which expands the traditional foreign language learning field and deepens the foreign language teaching effect. In the second decade of the 21st century, new learning spaces supported by various new technologies came into being. The mixed teaching of College English combines two types of learning spaces, one is virtual learning space, which corresponds to the stage of online autonomous foreign language learning in massive open online course, and the other is intelligent classroom space, which corresponds to the stage of offline classroom teaching. The details are shown in Table 1.

**Table 1. Online and offline mixed teaching mode of college English**



The offline teaching of College English takes place in the seminar-based intelligent classroom, which integrates new intelligent technology into the classroom learning space. The whole class is taught in discussion groups, with 5-6 students in each group, and they form a group learning community. According to the advanced ideas of summary review, group discussion, teacher-student interaction and achievement display, classroom teaching systematically reviews and refines the teaching content of massive open online course, gives full play to students' cooperative learning, strengthens in-depth understanding and thinking on British and American cultural topics, and promotes students to form divergent thinking and critical thinking of "foreign language + culture". Smart classroom is a physical teaching space, and various smart teaching tools also integrate virtual online community into physical classroom, creating a new smart teaching space combining virtual and real. For example, teachers can carry out various functions such as on-site sign-in, answer submission, public voting, on-site evaluation, etc. through class management intelligent interactive tools such as U Campus and Superstar Learning Pass, which can provide multi-intelligence teaching services such as real-time interaction, discussion and communication, and mobile evaluation for physical classroom teaching.

The characteristics of online self-study and offline teaching in the mixed teaching of College English mainly reflect the organic combination of online virtual time and space and offline virtual

reality time and space, creating a reconstructed foreign language teaching time and space. Curriculum teaching is based on the requirements of foreign language disciplines and the characteristics of cross-cultural communication courses, paying special attention to language interaction and opinion expression in foreign language classroom, ultimately promoting language output and improving students' comprehensive foreign language quality and cross-cultural communication ability. The final evaluation of the course combines online evaluation (including mutual evaluation of classmates and teachers) with offline evaluation methods (classroom test and classroom performance, etc.). Generally speaking, the virtual reality teaching space of College English course is organically integrated and complements each other, and the created virtual and real teaching time and space of foreign language provides the realization conditions for the smooth implementation of mixed teaching.

#### **4.2 Characteristics of Online and Offline Mixed Teaching of College English**

This course has formed a "two levels and three stages" college English curriculum system. Gradually achieve knowledge goals, skill goals and affection goals, integrate professional content into college English courses, and realize all-round education for all employees. The two levels are divided into general skills and professional academic skills. The three stages are divided into general education, transitional courses and professional English. For students' language learning, on the one hand, it is necessary to improve their speaking, writing, translation and output skills and thinking ability of general English; On the other hand, it is necessary to stimulate students' interest and enthusiasm in learning professional related topics and professional English, enhance students' initiative in language learning, and cultivate students' autonomous learning ability. The two levels are closely connected, and the three stages are progressive.

Based on school-based characteristics, it emphasizes taking professional English as the core and direction, and strives to integrate professional knowledge into language learning, build a bridge between language learning and professional learning, and serve students' further study of professional English in practical stage. At the same time, keeping up with the characteristics of the times, relying on the network platform and abundant online learning resources of professional English, we will organically combine language learning with majors, and turn the public course of teaching general English into a difficult, in-depth, challenging and more attractive professional English classroom.

Relying on the teaching team and a series of online learning resources, Integrate online resources with classroom teaching organically, To realize the mixing of online and offline teaching methods, online learning resources and classroom teaching resources, teachers' multiple teaching methods, students' multiple learning methods, teaching evaluation methods and evaluation process, and create an online and offline hybrid college English teaching mode with distinctive professional English characteristics.

#### **5. CONCLUSION**

Under the background of the construction of new engineering and new liberal arts, it will become an important proposition of teaching reform in colleges and universities to build high-quality online and offline mixed courses by following the principles of upholding integrity and innovation and cultivating people by virtue. College English, an online and offline mixed undergraduate course, aims to enhance students' international vision and cross-cultural communication ability.

Combining with foreign language massive open online course resources, it broadens students' learning vision, integrates virtual space with physical space to carry out teaching, and creates a foreign language mixed teaching mode. Combining the characteristics of foreign languages and the rules of mixed teaching, College English embodies innovation, high-order and challenge in teaching contents and methods. In the future, China's undergraduate education should strive to forge online and offline mixed first-class courses with Chinese characteristics and meet students' needs, so as to promote the quality of foreign language talents training in Chinese universities to achieve a qualitative leap.

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