Research on Online and Offline Hybrid Teaching Modes of Higher Vocational English in the Background of the Internet

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Abstract: In recent years development, China's education and teaching mode has gradually developed in the direction of informatization, while online teaching is a typical teaching mode in informatization teaching, which is increasingly accepted by the public in modern education and supplements the deficiencies of classroom teaching as a new education and teaching mode. Many higher vocational English classrooms have also gradually strengthened their research and exploration of the online + offline hybrid teaching mode. This teaching mode requires English teachers to make full use of the advantages of the hybrid teaching mode, fully grasp the three teaching links before as well as during and after class, and adjust teaching strategies according to students' different learning situations.

Keywords: Internet; higher vocational English; online+offline hybrid teaching; strategy

Education is the key to cultivating talents for society, and Internet technology can be said to be indispensable in actual education and teaching. In recent years, China's online education mode has made great progress and innovation in continuous development, especially in micro-lessons, which have been integrated into daily teaching, and various software education and teaching platforms, as well as information-sharing platforms, have developed very much, using them as a medium to share education and teaching resources effectively. Moreover, the use of mixed teaching mode in higher education institutions can better clarify the future learning direction for higher education students and enhance their learning ability and enthusiasm.

1. Shortcomings of traditional offline teaching

1.1 Indoctrination teaching leads to the lack of independent innovation in students' learning

Compared with the online + offline hybrid

teaching method, traditional indoctrination teaching mainly takes teachers as the core of teaching, with teachers leading the teaching and only explaining one-sided knowledge to students in actual teaching. Students can only passively accept knowledge indoctrination in learning, and the topic connection can only be completed under supervision, so they cannot maximize their initiative and enthusiasm in learning, which leads to the gradual influence and solidification of students' learning ability in all aspects (Weng, 2022).

1.2 Disconnect between teaching materials and the actual situation of society

The English teaching materials used in higher education institutions in China have a long update cycle, usually around four to five years. In today's rapid development of various technologies, various vocabularies are updated rapidly, but the speed of textbook updating cannot meet the social needs, and their language usage and actual teaching contents are relatively more standardized, and in the long updating time, they are generally disconnected from

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the social reality and cannot meet the social needs, and later they need to be trained again after work.

1.3 Differences in students' learning situation, resulting in unbalanced classroom time allocation

In long-term teaching, there are certain differences among different students, but when completing the same teaching tasks, students with better foundation and ability take much longer to complete than those with poorer foundation and ability, but teachers lack appropriate teaching measures. Therefore, in practice, teachers can only pay attention to the balance of teaching task completion time, to ensure that within the limited time, students who finish the task quickly can have something to do, so that the slow students can keep practising and improve their speed. But even so, there are still some students' learning time being wasted and some students' learning time not enough in classroom teaching.

2. Shortcomings of online teaching

2.1 Lack of emotional communication between teachers and students due to human-machine interaction

When the online teaching of English alone is carried out in higher education institutions, the communication between English teachers and students can only rely on the Internet, and there is a lack of in-depth communication, and even the teaching gradually becomes the unilateral output of teachers themselves, which is almost the same as the traditional teaching of indoctrination.

2.2 Teachers cannot fully grasp students' actual student level

When English teachers teach online, they cannot fully understand and grasp the actual situation of students and cannot make relevant adjustments to the teaching plan according to the real situation of students. Although there is a check-in system to help English classroom teaching, teachers cannot clearly understand whether students are paying attention to the lesson or not, and sometimes they do not even know whether students are attending the lesson or not. When asking classroom questions, English teachers

cannot guarantee that students' answers are what they think they are (Gu, 2022).

2.3 Teachers have a heavy teaching load and workload

There is no textbook in the online classroom, and all the learning materials used by students are teaching documents created by the teachers themselves. And because online teaching is very dependent on the Internet, students can only submit electronic assignments after teaching is completed, and English teachers need to spend a lot of time staring at the screen when correcting the assignments, which is time-consuming and labour-intensive and will impose a certain burden on teachers.

3. Implementation methods of online+offline English hybrid teaching in higher vocational institutions under the background of Internet

3.1 Open micro-classes to help teach integration

Micro-classes can promote the effective integration of education, and if we want to ensure the integration of teaching, we need to avoid the fragmentation between online and offline teaching, which has high requirements on the online media used for teaching. In addition to a fixed medium, teachers should also ensure that the teaching plan is corrected and modified in time to ensure a strong fit between the two. English teachers in higher education institutions can make videos or PPTs with distinctive features on the problems of learning in conjunction with the real learning situation of students, while the school authorities should ensure that the learning resources are included on the relevant learning platform in time so that students can find the relevant materials when they need them (Zhang, 2022). In addition, schools can also develop or introduce their own mobile education teaching terminals. The construction of such a teaching platform can not only strengthen the communication between teachers and students but also record students' usual learning behaviour in time to better help them summarize and review.

3.2 Strengthen teamwork and ensure diversified evaluation

English is a language course in higher education institutions, and the effectiveness of students' learning is very closely related to how active they are in classroom teaching. Under the online + offline hybrid teaching mode, English teachers can divide students into different groups according to their situation, and use the way of tasks to let the groups healthily compete with each other, and also motivate the group contents to cut up, and organize more competitions both in and out of class (Li, 2021). In practice, students can accumulate rich experience whether they win or lose, and can also maximize the quality and effectiveness of student learning so that English teachers can find students' learning strengths and weaknesses, help them develop their strengths and improve their weaknesses, and carry out a diversified evaluation from various aspects such as students' performance and attitude, as well as the actual speed of completing learning tasks so that students can find accurate positioning in their learning.

4. Advantages of online + offline English hybrid teaching in the background of the Internet
4.1 Breakthrough in location limitation

Compared with the traditional single offline teaching mode, online + offline hybrid teaching not only breaks the limitation of teaching in time and place and space but also contains many learning resources as a high-quality information resource dissemination medium, so that students can study at any time no matter where they are. English teachers can also break the dependence on paper-based textbooks and materials in the actual teaching, can carry out diversified construction for the classroom through the Internet, and can also carry out deep learning through the Internet at any time. If students and teachers can master more learning resources in this way, it proves that online + offline hybrid teaching has strong flexibility, which means better quality and effect of learning practice (Fan, 2021).
4.2 Integration of teaching resources

In the context of the new teaching mode, many online information resources are interspersed into teaching, and these resources are not only very large in quantity but also very diverse in scope. Among them are many summarized English knowledge combing and targeted knowledge mining, which provide teachers and also students with many options for effective English learning in actual teaching (Wang, 2021). It allows teachers to use teaching resources more flexibly based on improving their teaching level. Students can also allocate their time for English learning more scientifically and rationally, and carry out targeted learning according to the problems they have in learning. In this learning mode, the motivation of students in higher education institutions has been greatly improved.

5. Exploration of the integration of online + offline teaching mode
5.1 The teaching content can be arranged more flexibly in terms of time and space

Before starting English classroom teaching, teachers need to inform students of what they need to study and pre-study in advance through online software platforms, such as StudyTalk and Cloud Class, to ensure that students can submit their homework in time and check their pre-study status effectively. When conducting classroom teaching, English teachers can also use feedback to design targeted tasks for learning to ensure that teaching time is maximized (Shao, 2021).

For example, putting the read-aloud content online and using the software platform to check students' read-aloud assignments puts classroom time into more important learning. In addition, English teachers can also use the online platform to understand students' English-speaking situation and improve the quality of English teaching based on enhancing students' participation in classroom learning. Teachers can also design some targeted thinking collision tasks for students, and the assignments can be done in small groups so that students can fully develop their thinking even after class time, discuss freely, learn together, and then submit the assignments as a group. When the assignment is completed, the teacher allows students

to observe the completion of others' assignments and to engage in a collision of ideas with their knowledge. In traditional teaching, these tasks are simple but time-consuming and can only be completed in the classroom. In the present day, with the help of online learning platforms, teachers can effectively improve the efficiency of English classroom teaching.

5.2 Integrating online materials with traditional textbooks to improve teaching interest

As far as current English teaching is concerned, many fresh learning contents appear every day due to the continuous changes of world hotspots, providing English teachers with a very wide space for lesson preparation. Because of the establishment of an online learning platform, English teachers can post learning content related to social hotspots on the online platform at any time to supplement students' knowledge about the deficiencies and enhance students' interest in learning with interesting learning content. For example, English teachers can first ask students questions about recent social hotspots, and then let them answer freely according to the teacher's questions, and then discuss them in depth in small groups.

For example, if the English teacher asks students to know how to say the word "work again" in English, see if any students answer "work again", how many correct ways to say this word? In addition, students at this stage are curious and enthusiastic about all kinds of knowledge and things, and they are also very curious about related gossip news, so English teachers can ask students questions about this characteristic, for example, how to say the word "married to a rich family" which is common in entertainment news. Then incorporate slang words and stories about it into the options so that students can learn more about it when they think about it. This is a great way to enhance the fun of teaching English and also to motivate students to learn English. However, it is important to note that traditional teaching materials should still be the core when conducting English classroom teaching.

5.3 Mobilize students' subjective initiative through software and let them actively participate in relevant teaching activities

In addition to the modern advocate of happy teaching, many learning software also rewards experience values based on learning. Whenever students complete relevant assignments set by the teacher, as well as when they sign in and answer questions, they can raise their experience values. In this way, students' sense of competition is enhanced, and students are motivated to learn through healthy competition among themselves. To get a good ranking, students will be more active in learning and participate fully in classroom teaching. In addition, teachers apply the online platform scientifically and reasonably to teach, which also allows students to maximize their initiative, thus forming a better teaching atmosphere (Li, 2020).

5.4 Using big data to assist classroom teaching and accurately grasp students' learning trends

Under the conventional teaching method, English teachers usually record students' learning status by manual records, and teachers often need to record students' attendance records, problem tips and homework and teaching feedback in the register at the same time. This makes it impossible to effectively understand students' real learning status. By using online education software, teachers do not need to enter students' information manually, and the software platform can record students' learning status in real detail every moment so that teachers can check it at any time when they need to, and fully understand the teaching effect and students' actual learning situation so that they can have a clear picture.

6. Conclusion

In the context of the continuous development of modern education, various new teaching modes are emerging, which brings not only pressure but also opportunities for English teachers in higher education institutions. Students in higher education institutions will be exposed to a lot of information at that stage and will be greatly influenced by the Internet. The

use of online + offline hybrid teaching, for both students and teachers, not only makes full use of the convenience brought by the development of information-based education but also improves the comprehensive English ability of students in higher education institutions. For the school, promoting the implementation of online + offline hybrid teaching can effectively transform and innovate the educational concept and improve the educational capacity of the school.

Conflict of Interest

The authors declare that they have no conflicts of interest to this work.

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