Research on the Integration of Online-offline Hybrid English Teaching in Information Structure

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Abstract. As a kind of teaching strategy based on information technology, hybrid teaching has the typical characteristics of customization and multi dimension, which helps students free from spactio-temporal limitations in English learning process and carry out English learning more freely and flexibly. Based on this, this paper first studies the feasibility of English online-offline hybrid teaching integration, then analyses the implementation of English online-offline hybrid teaching, and finally gives the optimization strategy of English online-offline hybrid teaching based on informatization.

Keywords: Online-offline, Hybrid English, Information Structure

1. Introduction

With the iterative progress and maturity of information tech represented by computer, it has been widely and deeply studied and popularized in many fields, especially in the field of English teaching, which greatly promotes the improvement of English teaching level [1]. The current info structure has a profound impact on English teaching, and has brought about the innovation of several teaching patterns as shown in Figure 1 below. Among them, hybrid teaching, as a teaching strategy based on info tech, has the typical characteristics of customization and multi dimension, which helps students free from spactio-temporal limitations in English learning process and carry out English learning more freely and flexibly. It can be seen that hybrid teaching helps to foster students' autonomous learning ability and quality, thus promoting the optimization and improvement of students' autonomous thinking and comprehensive language ability.

On the other hand, the improvement of students' English subject quality and the promotion of English teaching level and efficiency are increasingly inseparable from the protection of info tech [2]. The organic application of hybrid teaching pattern based on info structure in the process of English online-offline teaching is to realize the integration of diversified teaching ideas based on specific and specific learning theories. The improvement of English teaching quality and the cultivation of students' English core literacy also require the organic integration of offline learning plan and online structure of diversified teaching pattern.

In addition, through the info structure of online-offline hybrid teaching of English, it can effectively expand and extend the traditional English teaching pattern, and further stimulate students' learning autonomy, improve the main position of students in the teaching process [3]. Online-offline
hybrid English teaching pattern can effectively guarantee the organization and implementation of teachers' classroom teaching, and can significantly improve students' English practical ability and professional quality [4]. With the increasing demand for applied English talents from all walks of life, it has gradually become the trend and focus of current English teaching to improve students' English practical ability through hybrid teaching.

In a word, the info structure of online-offline hybrid English teaching can effectively make up for the shortcomings of traditional English classroom teaching, promote the info transformation of English teaching process, and further diversify English online teaching resources[5]. The organic integration of online teaching resources and offline practice teaching can further strengthen students' practical application ability of English, promote the maximization of teaching efficiency, realize the complementary advantages of online-offline teaching and further improve the quality of English teaching. Therefore, it is of great practical value to study the integration of online-offline hybrid English teaching under the info structure background.

![Figure 1. Aspects of English teaching reform brought by informatization.](image)

2. The feasibility of English online-offline hybrid teaching

2.1. The concept of hybrid teaching integration
Hybrid English teaching and learning process used to be used in the field of distance education. It describes a variety of practical activities by combining tech with traditional education or distance training. Such as teleconference, e-mail and multi-point television broadcasting in traditional English teaching classroom. With the deepening of info tech, the online-offline hybrid teaching integration is gradually applied to describe different learning ways in the process of English learning, such as collaborative software, Web based courses and EPSS [6]. It also describes activities that mix different events in English teaching process, such as real-time e-learning and simultaneous interpreting, face to face classroom learning and self-paced learning.

In addition, as the product of the organic integration of online learning and offline face-to-face teaching, English online-offline hybrid teaching can effectively improve the classroom teaching experience, and realize the expansion of English teaching and learning through the innovative application of info tech.

2.2. The function of English online-offline hybrid teaching
Hybrid English teaching can take targeted measures to solve different practical problems and requirements, especially the purpose of English teaching [7]. For example, in the light of the influence factors of English teaching content, teachers' and students' personalized characteristics and teaching environment, scientific and reasonable selection, organization and implementation of teaching resources and teaching media. In the hybrid teaching process based on online-offline integration, different ways of info transmission are adopted to achieve the maximum benefit at the minimum cost.
Secondly, English online-offline hybrid teaching pattern organically integrates the advantages of online electronic teaching and traditional offline teaching, which is more conducive to students' initiative and creativity in the process of English learning, and significantly promotes the realization of students' dominant position [8]. In addition, the teaching pattern further helps teachers to inspire, guide and monitor the whole process of students' English learning.

2.3. The feasibility of English online-offline hybrid teaching
From the positive function of English online-offline hybrid teaching, it could find that hybrid teaching can effectively guarantee the achievement and Realization of English teaching objectives and teaching performance [9]. In the light of the actual situation of English online-offline hybrid teaching, we need to comprehensively consider the practical factors such as teaching methods, environment and students' personalized characteristics, and further determine the info media of online teaching and the specific methods of offline teaching, as well as the transmission content of teaching info and resources. In addition, as a relatively new teaching concept, English hybrid teaching can effectively guarantee the feasibility of English online-offline integration through the organic integration of several aspects as shown in Figure 2 below.

![Diagram](image)

**Figure 2.** The elements of English hybrid teaching

3. The implementation of English online-offline hybrid teaching

3.1. English online-offline hybrid teaching design
English online-offline hybrid teaching design mainly includes course introduction, activity organization, learning support and teaching evaluation [10]. First of all, at the level of English curriculum introduction, it is mainly based on the nature of the course, learning objectives, content scope, schedule and English examination arrangement, etc. to build the overall and phased plan of English online teaching. In addition, the structure and teaching methods of English courses are determined organically, so as to design teaching tools, such as resource tags, web pages and text links. Secondly, in the organization level of English teaching activities, it mainly focuses on offline teaching activities, such as data, on-site investigation, role scenario simulation, etc., while in the discussion level of teaching activities, it mainly carries out online discussion with the help of English teaching platform, and uses the online platform for real-time feedback and adjustment.

| Elements                  | Learning support contents                           |
|---------------------------|----------------------------------------------------|
| Network resource          | Making use of network teaching resources to facilitate students to expand their study |
| Online Q & A              | Communication between teachers and students on English problems |
| Online discussion         | Stimulate the enthusiasm of learning and construct a new relationship between teachers and students |
| Collaborative learning    | Foster students' ability of cooperation and problem solving |

Table 1. Design of learning support in English hybrid teaching
In addition, English learning support includes online-offline links. Online use a variety of info tools for communication and learning; offline use traditional class, or use network resources for teaching. With the help of online network resources, it could carry out online Q & A and online teaching discussion and exchange, so as to create a collaborative online learning environment, as shown in Table 1 above. Finally, at the level of hybrid teaching evaluation, it mainly includes the evaluation of students' English learning effect, teachers' teaching effect and the combination of online-offline evaluation. Among them, the evaluation of students' learning effect is mainly carried out by mediums of electronic files and offline tests; the evaluation of teachers' teaching effect is mainly carried out by mediums of online platform, such as online scoring, questionnaire survey and voting.

3.2. The implementation of English online-offline hybrid teaching
The implementation of English online-offline hybrid teaching needs to determine the teaching media first, and the selection of teaching media needs to be carried out with the help of several aspects as shown in Figure 3 below. Among them, at the level of teaching media selection objectives and methods, it mainly includes students' personalized characteristics, English teaching objectives and contents, teachers' info literacy, media characteristics, info media production cost and info management level. Secondly, in the level of implementation motivation evaluation of info media, it starts from the application level, learning content and scale of students to ensure the effectiveness of motivation evaluation. In addition, at the level of the relationship between students' English learning activities and info media, in the light of different learning activities, determine and select the appropriate English knowledge and ability, as well as the info media in the hybrid teaching process.

![Figure 3. The selection basis of hybrid teaching media](image)

4. Optimization strategy of online-offline hybrid English teaching based on Informatization

4.1. Establish a scientific condition for hybrid English teaching
To carry out the online-offline hybrid teaching of English based on info tech, students are required to carry out a considerable part of the content of English learning online, and they should be able to control the time, site and progress independently when carrying out online learning, without being limited by time and space conditions. Secondly, in order to ensure that students can effectively carry out autonomous online learning, it should be able to effectively monitor students' learning behavior in the process of implementing online teaching. In addition, in order to ensure the learning effect of hybrid English teaching, online platform is needed to display the syllabus, teaching objectives and teaching plans, so that teachers and students can understand the info and requirements of English curriculum.

4.2. Improving teachers' Info literacy
In this context, teachers should be able to actively change their roles, improve their info literacy and the ability to design and use info media. Secondly, the online-offline hybrid teaching pattern requires teachers not only to carry out the traditional lesson preparation, but also to design and organize diversified English teaching activities, reasonably determine the interaction types of different teaching
links and the frequency of media use, so as to broaden students' learning thinking and further improve their English practical application ability.

5. Conclusion
In summary, the combination of online-offline hybrid English teaching based on info tech can further strengthen students' English practical ability, promote the maximization of teaching efficiency, and realize the complementary advantages of online-offline teaching. This paper analyzes the function and feasibility of online-offline hybrid English teaching through the research of online-offline hybrid English teaching based on info tech. Through the analysis of the implementation of English online-offline hybrid teaching, the design of English online-offline hybrid teaching is studied. Through the research on the optimization strategy of online-offline hybrid English teaching based on info tech, the specific measures to improve teachers' info literacy and construct the conditions of scientific hybrid learning is analyzed.

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