A study of Online and Offline Hybrid College English Classroom Teaching Reform based on MOOC Platform

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Abstract. In view of the defects of traditional teaching in teaching concept, teaching subject and teaching evaluation, this paper puts forward a design scheme of online and offline Hybrid Teaching Platform Based on "Internet +". The practice shows that the design and application of hybrid teaching platform can effectively improve the interaction between students and teachers by making full use of online and offline teaching resources.

Keywords: Online and Offline, College English Classroom, MOOC Platform

1. Introduction
With the gradual popularization of "Internet +" technology, education is facing new challenges. A hybrid teaching mode of online learning and offline learning has emerged. Many documents show that the application of Hybrid Teaching in the teaching design of the course, to a certain extent, stimulates the enthusiasm of students' learning, initiative and interaction between teachers and students[1]. The author aims to develop and integrate online and offline resources, build an online and offline Hybrid Teaching Platform Based on "Internet +", explore new methods of curriculum construction, not only give full play to the leading role of teachers, but also meet the needs of students' independent construction, so as to form a set of scalable, referential and operational hybrid teaching platform design and curriculum construction scheme[2].

With the progress of science and technology and society, the traditional teacher led teaching has long been unable to meet the students' growing desire for personalized development and subjective learning, and higher vocational education will face new challenges. The problems to be solved include the following two aspects:

(1) traditional online teaching refers to students' autonomous learning without the supervision of teachers, which requires students to have good autonomous learning ability. However, the survey found that most of the students' self-control ability is relatively weak, and they seldom complete the learning tasks on time and in accordance with the quality[3]. The online and offline hybrid teaching platform proposed by the subject is planned to adopt advanced technologies such as "Internet +", big data, etc., which will be able to supervise the whole process of students' learning in real time, such as learning time, learning situation, learning effect, etc.
although the traditional online teaching resources are relatively rich, such as online learning platform for excellent courses, the single video time in the course is usually 40-50 minutes for a class, however, the survey found that students' attention is far from so concentrated. Therefore, advanced teaching methods, such as MOOC, micro class and SPOC, are adopted in the project to fragment the knowledge system, so as to ensure students' understanding and digestion in the shortest time.

2. Research Route of Hybrid Teaching Platform

The platform takes the course of building intelligent technology as an example, and the research route is shown in Figure 1. The main practical contents include the following three aspects:

(1) In order to provide important theoretical support for the research of online and offline hybrid teaching platform, this paper deeply analyzes the hybrid teaching theories at home and abroad;

(2) This paper analyzes the advantages of the application of mooc, micro course and SPOC in hybrid teaching, and puts forward a hybrid teaching design process based on the three to build an innovative hybrid learning platform[5]

(3) Using "Internet +" technology, the online and offline hybrid learning mode is applied to daily teaching. Taking the course of "building intelligent technology" as an example, this paper designs a specific mixed learning activity scheme, and implements it conscientiously. Finally, it comes to the overall analysis and evaluation of the teaching effect.

Figure 1. Hybrid Learning Mode

3. Hybrid teaching platform practice

Using online and offline hybrid teaching, optimizing teaching design, Innovating Curriculum Construction, combining the advantages of network learning and traditional learning, while playing the leading role of teachers, cultivating students' enthusiasm, initiative and creativity in learning, so as to comprehensively improve students' comprehensive ability. In recent years, the author has made a lot of attempts in information-based teaching design, large-scale online open course (mooc) construction, hybrid learning platform environment construction and so on. At present, the hybrid teaching platform environment has been initially built, which provides a favorable guarantee for the smooth implementation of the project. As shown in Figure 2.
Taking the course "building intelligent technology" as an example, the implementation of hybrid teaching platform is divided into two parts: Theory and practice. The theory class releases learning tasks, carries out classroom activities and carries out theoretical assessment with the help of cloud class and other apps. Practice class is mainly used for offline guidance and evaluation of practical tasks completed by students[4].

The hybrid learning platform enables students and teachers to learn at any time, no matter in the classroom, electronic reading room, dormitory, home or on the mobile phone and tablet computer terminals that can connect to the network. The learning support of the platform for students includes online course selection, online Q & A, online class listening, online classmate communication, online teacher-student communication, online self-test and other functions. Students can also achieve integral ranking through the hybrid learning platform, or can carry out online strong knowledge competition. It increases the interaction and interest of the system.

4. Teaching achievements
In this experiment, there are 4 classes, all of which are sophomores, 120 students in total, 30 students in each class. All of the students have not participated in CET-4. According to the school practice, at the end of the second semester, students can choose to take CET-4.

There are two experimental classes with 60 students in total (Class 1 and Class 2). All the students are required to participate in the mixed learning. There are two reference classes with 60 students in total (Class 3 and Class 4). The students are willing to participate in the mixed learning. After two semesters of teaching practice, until the end of CET-4 examination.

Table 1. Student Performance Statistics

| Grouping | N  | Enrolment | Rate of Enrolment | Pass | Pass rate of Examination | Overall Pass Rate |
|----------|----|-----------|-------------------|------|-------------------------|------------------|
| Class 1 2 | 60 | 55        | 91.7%             | 48   | 87.3%                   | 80.0%            |
| Class 3 4 | 60 | 49        | 81.7%             | 32   | 65.3%                   | 53.3%            |
| t        | 14.537 | 16.284 | 16.331 | 14.289 | 13.912 |
| P        | 0.036    | 0.027    | 0.018     | 0.021     | 0.037     |

For the enthusiasm of CET-4 test, there are 60 class 1 and class 2 students who are required and guided to use the mixed learning method, 55 students who are enrolled in the test, the enrollment rate is 91.7%, while there are 60 class 3 and class 4 students who are not required to use the mixed learning method, 49 students who are enrolled in the test, the enrollment rate is 81.7%. The former's learning enthusiasm is significantly higher than the latter, which is closely related to the interest and self-confidence cultivated in blended learning. Although the latter is not opposed to the use of hybrid
learning platform, the number of students using hybrid learning platform is not as popular as the former. So the help of hybrid learning platform to their learning interest and self-confidence is not obvious.

In terms of examination results, the former passed 87.3% of the examination, the whole passed 80.0%, the latter 65.3%, and the whole passed 53.3%. It is proved that the students of class 1 and class 2 who use the mixed learning method are not empty confident, but they do master knowledge better than the latter. The main function of blended learning method is to fully stimulate students' initiative in learning, make students find goals and fun in learning, and further stimulate students' enthusiasm in learning.

Based on the above results, 60 students of class 1 and class 2 who are required to use the hybrid learning method are better than 60 students of class 3 and class 4 who are not. After checking the T-means of SPSS, the data of the two groups were statistically different (T > 10.000, P < 0.05).

5. Summary
The maturity of "Internet +" technology, whether in study, work or life, has brought people a quantitative breakthrough and a qualitative leap. How to effectively use this technology, change traditional concepts and improve existing technologies is a problem worth pondering. Due to the limited practical conditions, the author only thinks about Hybrid Teaching from the perspective of the construction of teaching platform, which provides a reference for the implementation of the theory.

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