Research on Online and Offline Hybrid Teaching of Higher Vocational Professional English Based on Network Environment

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Abstract. With the rapid development of modern information technology, the teaching mode of professional English in China has also been transformed. Many higher vocational colleges have introduced information technology into classroom teaching, hence achieving online and offline mixed teaching and saving time and teacher resources while improving the overall quality of English teaching. Professional English is a practical discipline. Therefore, when studying after class, students need to use network resources to search and learn vocabulary to better expand the English learning resource pool and improve their knowledge. Higher vocational English teachers should clarify the teaching objectives when conducting online and offline English-language teaching to improve the English ability of students by teaching knowledge to students more efficiently. This paper mainly discusses the optimization strategy based on the characteristics of online and offline hybrid teaching in English, hence providing important guarantee for improving the ability of subsequent English teaching¹.

Keywords: Network Environment, Vocational English, Online and Offline, Mixed Teaching

1. Introduction
With the advent of the Internet age, more and more educational resources can be searched and learned through the Internet. In the course of vocational English courses, students need to master the ability to use network resources reasonably. The teaching method improves the efficiency of English learning. Higher vocational English teachers should do a good job of connecting the corresponding educational content when using the online and offline mixed teaching methods, so as to improve the learning and guidance of students and improve their ability to learn English. Secondly, the online English teaching resources are abundant². Therefore, when conducting online courses, teachers should focus on the important parts to better educate students and improve their English learning ability, hence better conforming to the development trend of society³.

2. Online and offline professional teaching process for professional english based on network environment
2.1. Preparation of online and offline mixed-course
In order to better improve the effect of online and offline hybrid teaching, the curriculum resources need to be screened and prepared generally and teachers should also focus on the integration of resources according to the key points of teaching, so as to improve the overall quality of teaching. In the process of video recording of online micro-courses, teachers should properly control the recording duration to improve students’ attention. Secondly, when preparing for offline work, it is necessary to control the difficulty of the homework and the test in the classroom to a certain extent, hence preventing from discouraging students from learning English because of the uncontrolled difficulties and, as shown in figure 1 below.

![Figure 1. uncontrolled difficulties.](image-url)

In addition, teachers should also pay attention to the production of course PPT and content integration, so as to improve the overall teaching effect. For example, when preparing materials to introduce the surrounding environment of the United States, relevant introductory language and explanation steps should be included to introduce the geographical features and cultural features of the United States, and then representative locations or buildings should be selected to illustrate, hence enhancing students’ learning enthusiasm and optimizing the teaching structure. Finally, after the offline explanation, students are allowed to watch the micro-lesson video on their own, and then complete the corresponding exercises and submit them online to prepare the whole process of English teaching in advance and improve the teaching quality of teachers.

2.2. Implementation of online and offline blended teaching
In the implementation of mixed online and offline teaching, teachers can mobilize students’ learning enthusiasm by assigning tasks, complete the tasks assigned by teachers online through offline cooperation, and submit them systematically, so as to improve the efficiency and quality of teaching. For example, in the teaching of “the wonderful world around US”, teachers often assign corresponding tasks online, including a brief introduction of some American landscapes or customs to better deepen students’ impression on the learning content. After students submit answers through cooperation, teachers can make use of multimedia to supplement video and give students more in-depth analysis, hence optimizing the overall effect of teaching, as shown in figure 2 below:
After completing the classroom teaching, teachers can also arrange assignments at deeper levels through the micro-courses, so that students can be divided into small groups. For example, after completing the search for the famous American landscape, the group should explore its origins, history and culture, hence improving students’ independent thinking ability and enabling online and offline mixed teaching to proceed smoothly.

2.3. Consolidation and expansion of knowledge
In the online and offline teaching mode of higher vocational English, we not only need to study the theoretical knowledge in the teaching materials, but also need to consolidate and expand the knowledge of the students through the online micro-classroom, thereby opening up the students’ horizons, for example, when Shakespeare’s textbooks are studied, teachers can publish their plays through micro-courses to enhance their cultural literacy. Secondly, it is the online teachers who should do a good job in testing the basic knowledge of students in order to better quantify the learning effect of students. Teachers can test the students’ learning outcomes by writing pass test and skill test questions, including subjective questions and objective questions. Subjective questions should be based on the ability of cultivating students’ logical thinking ability and problem analysis, and can use open-ended questions to embody the uniqueness of students’ ideas. When you face the question “when you are about to take an exam, but your friends who haven’t seen you for years invite you to play with them for the weekend, what do you choose to do?”, we should give students more space for independent thinking, so that online and offline mixed teaching can achieve better results. In addition, in the process of offline teaching, teachers should selectively appreciate the unique thinking of students. For excellent student works, resources can be shared through the network, so that students can learn and learn better to improve your English learning. In the process of consolidating and expanding knowledge, teachers should teach students according to their individual characteristics, make full use of the combination of online and offline forms to optimize students’ knowledge structure, thus improving the level of English learning.

3. Conclusion
All in all, with the continuous development of modern information technology, more and more classrooms have combined online and offline teaching. Therefore, in the process of vocational English teaching, it is more necessary to use the convenience of the network to find out more teaching resources to better optimize the structure of English teaching. Secondly, the submission and correction of homework assignments are carried out through the network system. Higher vocational English teaching is not only important for the development of students’ abilities and interests, but also the primary work of teachers. In the current situation, many network resources are conducive to offline education. Micro-courses and flipping classrooms are actually a form of online teaching. Through video recording, the reuse of teaching resources can be improved to better improve the teaching
efficiency of English teachers. Therefore, in the current era, teachers should actively change the
cell of teaching and use the “micro-course” to conduct online teaching, so that offline teaching
can be consolidated and the overall quality of learning can be improved.

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