



Thoughts on the Construction of “Golden Course” in Business English under the Mixed Online and Offline Teaching Mode

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How to cite this paper: Ning Lv. (2023). Thoughts on the Construction of “Golden Course” in Business English under the Mixed Online and Offline Teaching Mode. *The Educational Review, USA, 7(4)*, 483-486.
DOI: 10.26855/er.2023.04.016

Received: March 31, 2023

Accepted: April 30, 2023

Published: May 30, 2023

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Abstract

The rapid development of information technology and the widespread use of the Internet have accelerated the pace of reform in the field of education. Various teaching explorations and reforms about “Internet +” have emerged one after another, so colleges and universities are making great efforts to promote the deep integration of information technology, education and teaching, under the background of which the online and offline mixed education model arises at this unique moment. In order to realize the great strategic goal of “Rejuvenating the Country through Education”, education at all levels are required to be dedicated to create “Golden Course” and improve the quality of training on talents. This paper aims to analyze the advantages of online and offline mixed golden courses, specify the specific implementation process, and define the key elements about the construction of online and offline mixed golden courses from the following three aspects: teaching team, classroom teaching and teaching wisdom platform.

Keywords

Online and offline mixing, Business English, Golden course

1. Introduction

In November 2018, Wu Yan, director of the Higher Education Department of the Ministry of Education, proposed to build “Golden Course” in Chinese universities at the 11th China University Teaching Forum, specifically high-quality courses with high-level, innovative and challenging degrees. As one of the five kinds of golden courses, “Online and Offline Mixed Gold Course” has attracted wide attention because of its unique teaching methods and teaching effects produced by its combination with the Internet. As far as business English is concerned, it features strong interaction, high degree of integration, fast updating speed and wide range of knowledge, which coincides with the advantages of online and offline mixed teaching. The construction of business English “Golden course” is also the inevitable trend of the construction of high-level and first-class undergraduate majors in China’s higher education in the new era.

2. Advantages of Online and Offline Mixed “Golden Course”

By the rational use of modern information technology, the online and offline mixed golden course realizes the effective integration of online and offline teaching. The preliminary study of relevant conceptual knowledge is arranged in the online study before the class, while offline classes pay attention to guiding students to carry out cognitive practice of application, analysis, evaluation and innovation. This new teaching form has gradually become the normal teaching mode and talent training mode of higher education in China under the background of new culture (Du Yanhong & Yue Tingting, 2022). It has the following three major advantages:

(1) To cultivate students' autonomous learning ability

Mixed learning is to combine the advantages of traditional learning and web-based learning. On the one hand, it is helpful to give full play to the leading role of teachers in guiding, enlightening and supervising the teaching process. On the other hand, as the main body of the learning process, students' initiative, enthusiasm and creativity should be fully reflected. This can not only help students acquire skills and knowledge about language, but also promote the cultivation of students' comprehensive abilities such as independent thinking, teamwork and in-depth exploration (Wu Li, 2021).

(2) To enrich English teaching resources

In addition to the traditional teaching materials and PPT courseware, under the mixed online and offline teaching mode we can also make full use of the rich resources of high-quality online courses. Not only can it realize the vertical mining of a single grammar point but also convey rich and colorful cultural background knowledge to students, broadening their horizons and cultivating their comprehensive language ability and cultural literacy.

(3) To promote the connection between theoretical teaching and practical teaching

In the mixed teaching mode, students can use mobile terminals to refer to large amount of learning materials on the Internet anytime and anywhere so as to enrich their minds. Before class, students can have a good command of the background knowledge and language points related to the course with the help of resources such as micro-class, MOOC, short video and so on. During offline teaching, students can be organized to carry out various activities like group discussion to practise language output abilities, providing students with a platform for presentation and realizing the organic transition from theory to practice.

3. The Implementation of the Online and Offline Mixed “Golden Course” Teaching Model

Teaching mode is a structural framework and activity procedure designed by curriculum designers to complete teaching activities according to certain educational theories. The characteristic of online and offline teaching mode is to utilize online teaching resources and technical means, break the limitations of time and space, and realize the integration of teachers' offline classroom content and students' online autonomous tasks. In the whole teaching process, it is necessary to make clear the respective tasks of teachers and students in the three stages before class, during class and after class, always keeping student-centered, focusing on students' subjectivity, and arranging online and offline teaching reasonably.

(1) Autonomous learning before class

In order to achieve in-depth learning in the offline classroom, teachers must scientifically guide students to make full preparations for autonomous learning before class. Teachers should define the teaching objectives according to the syllabus, customize the learning tasks of each unit in advance, and provide students with specific resource packages of high-quality courses, guiding them to study independently and take advantage of modern information technology. It's of great significance to urge students to firmly master key words and sentence patterns related to business English so that a solid foundation can be laid for effective interaction between teachers and students in the follow-up classroom activities. What's more, after completing the online preview, students have mastered relatively stable basic theoretical knowledge so that teachers can carry out regular online tests to check the effects of students' autonomous learning, and encourage them to complete self-study feedback in time. There proves to be an effective way to improve and consolidate the basic skills of English words, listening, reading and writing.

(2) Combination of online and offline in class

Offline classroom teaching is a kind of more in-depth teaching activity based on previous online learning achievements (Huang Xuejin & Liao Dan, 2022). Classroom activities should test, enhance and transform online knowledge learning. Diversified and personalized classroom teaching methods are constructive to boost the innovative and high-level development of mixed golden classes, realizing the optimization of teaching. Teachers take on various roles as guides, organizers and coordinators in the classroom so as to highlight students' dominant position in teaching. Students are provided with a platform for knowledge exchange, skill display, exploration and development. Through the creation of business scenes and context, students are encouraged to deeply explore the theme of each unit by means of independent speech and group discussion, which concentrate on fostering students' language output ability and the ability of independent thinking and sustainable development.

(3) Extension of learning after class

Classroom teaching design completes the testing, consolidation and transformation of students' online learning knowledge, and deep interaction stimulates students' autonomy and extension of learning motivation, further promoting students to carry out high-level knowledge innovative activities after class. According to the overall learning situation of students in classroom teaching, teachers organize and optimize the main language points, including grammar and culture involved in each unit. Students are encouraged to complete challenging tasks, boosting students' training in

high-level cognitive activities such as analysis, application and innovation of knowledge. Online teaching resources will continue to act as a role of consolidation and expansion, which is an important way for students to review after class. Teachers can also urge students to perform innovative characteristics in the after-class extended learning process, share their team works in the platform, and create a good learning atmosphere.

4. Key Elements on the Construction of Online and Offline Mixed “Golden Course”

The construction of the “Golden Course” of English education in applied college is a necessary mission in the process of connotative development of higher education in China under the background of new liberal arts, and its construction is a complex, arduous and systematic project. It involves people at all levels, ranging from educational administrative departments, school educational management departments, to front-line English teachers and so on. Therefore, its construction will face many difficulties and challenges. The following three aspects are the key factors in the construction of online and offline mixed “Golden Course”.

(1) To create a high-quality teaching team

Teachers are the important subjects of teaching and the most direct organizers and implementors of the classroom (Yu Huilan, 2019). In order to build a real golden course, we must first start with the construction of people. Only by creating a high-quality teaching team can the golden course achieve sustainable development. We should try our best to become Siyou teachers with ideals and beliefs, moral sentiments, solid knowledge and benevolence, making greater contributions to the development of modern education with Chinese characteristics and world level and being committed to the training of builders and successors of the socialist cause. Therefore, the construction of a high-quality teaching team can start from the following three aspects: first, it is necessary to strengthen the construction of teachers’ work ethics. Students should be guided to think critically in all directions and to be a Chinese with cultural confidence. Secondly, teachers ought to be equipped with professional skills and knowledge. It is important to seriously study the goals of the curriculum, the relationship between curriculum and talents training, improving the ability of scientific research and realizing the mutual growth of teaching and research. Finally, the training of modern educational technology should be strengthened. Give full play to the role of modern educational technology in improving teaching efficiency, and highlight the optimization of teaching resources, teaching effect and teaching process.

(2) To design efficient classroom teaching

Guided by the requirements of professional posts, we must focus on the development of students’ needs and be aimed at the cultivation of application ability and problem-solving ability of students to build high-quality golden courses. The reform of teaching content and teaching model should be continuously accelerated. First of all, the teaching content should be set up under the guidance of ability training. The key of the golden course lies in the conformity and applicability of teaching content. Teachers should pay attention to the cultivation of students’ autonomous learning ability, application ability, appropriate critical thinking ability, scientific and effective innovation ability. Secondly, the teaching mode should be targeted considering the independent research. The research-oriented teaching model plays an irreplaceable role in the process of education. Participating in research is the best way to receive education. Teachers should regard research as a process of enlightening learners, create an active student-centered learning environment, and on this basis guide students to comprehensively apply the knowledge and skills they have learned to practice. Students are stimulated to discover, analyze and solve problems in the process of research and learning, accumulating experience and promoting the cultivation of scientific thinking in the process of continuous reflection. Finally, the curriculum examination should be organized according to the application effect. The examination mode of online and offline mixed golden courses should be a dynamic, procedural and diversified appraisal mode, regarding the learning output as the center, and the application effect as the guidance. A more reasonable curriculum assessment mechanism should be set up with the characteristic of strengthening procedural appraisal.

(3) To establish a reasonable teaching platform

The construction of online and offline mixed golden courses must rely on a reasonable teaching platform to release the strong adaptability and practicability of the platform, achieving the comprehensive integration of online learning in front of class, the combination of online and offline in class and online supervision after class, according to the curriculum objectives and the requirements of personnel training (Guo Xin, 2020). Golden courses should maximize the campus intelligent teaching platform to make up for the shortcomings of the traditional teaching methods. Through a series of quizzes and tests before class, the teaching content is shared in the platform to urge students to study actively and to understand the teachers’ teaching content in advance so as to lay the foundation for the effective interaction between teachers and students in the offline classroom. Teachers should focus on the data presented in the platform in time, analyze and manage the classroom teaching effect, trying to understand the students’ learning situation in time and providing personalized guidance. At the same time, the resources stored in the platform also create favorable conditions for

students to further study and expand their abilities.

From the perspective of the development of new technology and the new trend of reform on teaching in colleges and universities, the construction and implementation of online and offline mixed golden courses with the integration of "Internet +" and "Intelligent +" technology will inevitably become the new normal direction of teaching and an important development stage of higher education reform in the future. The competition of talents lies in the competition of learning ability, application ability, innovative ability, critical thinking ability and problem-solving ability. The construction of golden courses plays an indispensable role in improving the teaching quality of undergraduate education and training high-level applied talents.

Project

2022 Qingdao City College First-class Undergraduate Course Project "Online and Offline Mixed First-class Course Construction on Cambridge Business English (Project No.: KC2022-0108W)".

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