

Research on Teaching Theory of O2O Teaching Mode of "Three Linkages" in College English

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Abstract: Based on constructivist learning theory, humanistic learning theory and social culture theory, relying on the three platforms of "Chaoxing Learning, Tencent Meeting and U Campus", which carrying out in the way of "watching recorded video + live interactive Q&A + online test supervision", it constitutes a "three linkages" O2O teaching mode on College English. This not only creates an in-depth, challenging and comprehensive English course, but also a new and exciting teaching way to students. This not only creates a hybrid "golden course" with depth, difficulty and challenge, but also provides theoretical support and practical guidance for the teaching reform of similar courses in other institutions, which has certain significance and influence on promotion.

Keywords: Three Linkages; College English; O2O Teaching Mode.

1. Research Background

As a public foundation course for non-English majors in our college, College English has gradually explored the combination of microcourse and flipped classroom from the traditional "2+1" mode, laying the foundation of SPOC online course. In recent years, the group has actively carried out blended teaching reform, declared special topics for online teaching reform, online and offline blended first-class courses, set up a sense of excellence and improvement day by day. However, although some results have been achieved, there are still a lot of problems in the process. Firstly, teachers' information quality is still insufficient, the application of information technology teaching ability needs to be improved. Secondly, teaching design and content lack of novelty is still a gap, which result in online teaching effect and offline "substantial equivalence". Thirdly, the students' awareness of independent learning, self-planning, and self-management abilities are still insufficient. These are the key problems that need to be solved in the reform of online teaching.

Through carefully reading and sorting of related literature, the research group found that after 2006, the number of research and literature on blended learning has been increasing rapidly. A review of the research over the past decade shows that there are more articles exploring the applicability and effectiveness of blended teaching in China, and the research on the application of blended teaching mode to College English is increasing year by year (Meng Xianying 2017; Jiang Dongyan 2018; Zhang Yonggang 2019), but the number of research on the O2O mood based on multilevel platforms is still on the low side. In particular, it is rare and precious things to build a multilevel interactive smart classroom by taking advantage of "three linkages".

To sum up, how to effectively use multiple teaching platforms to carry out online-offline blended teaching reform of college English is an issue that the author has been thinking about. Based on this, this project proposes the research and practice of "O2O Teaching Mode of College English Based on Three Linkages".

2. Theoretical Basis

(1) Constructivism Theory: Learners gain knowledge not

only through the input teaching, but also through the meaning construction by using the necessary learning exchanges. Students are the main body of information processing and the active constructor of knowledge meaning. The teacher is the facilitator and guide of meaning construction, stimulating the learning motivation, guiding and helping the meaning construction. In the three linkages on O2O mode, these sections on watching video, live Q&A and online test are interacted in multiple ways, and the quality teaching resources and test questions of Chaoxing Learning app and U Campus platform are effectively integrated with the blended teaching of college English to complete the internalisation of knowledge and the construction of meaning.

(2) Humanism Theory: The theory explains the growth process of learners from the perspective of whole-person education to develop human nature. It focuses on inspiring learners' experiences and creative potentials, and guides them to combine their cognition and experiences to affirm themselves and achieve self-realization. Humanistic learning theory places more emphasis on the subjective position of human beings in learning activities and advocates the idea of how to adapt to change and how to learn. Specifically, the advantages of the "three linkages" are used to stimulate students' desire to challenge themselves and to generate greater enthusiasm and motivation for learning, so as to advance to higher-order goals.

(3) Sociocultural Theory: It enables us to look at the social environment of second language acquisition from a new perspective. In the process of completing the task, the teacher shifts from a knowledge transmitter to a facilitator in the process of the knowledge construction, and from a facilitator at the edge to a scaffolding to help students construct knowledge; the learner shifts from external intervention to self-regulation, so as to acquire new knowledge and skills, then greatly improving the efficiency of learning.

3. The Intrinsic Meaning and Value

1. The Intrinsic Meaning of the O2O Teaching Mode

The O2O teaching practice of College English is a multi-level interactive hybrid teaching mode based on "Chaoxing Learning app + Tencent Meeting + U Campus Test", which is carried out in the way of "watching recorded video + live

interactive Q&A + online test inspector".

Students watch the recorded video on Chaoxing Learning app and complete the pre-testing of the task points independently. In the discussion area, the teacher preset the theme of the discussion, students express their views in the message area for answer, discussion and assessment for each other. In the Tencent live classroom, teachers can sort out the difficult knowledge points and answer questions for the students, then carry out the lecture and evaluation of the theme discussion, and teachers should make a timely evaluation of the students' posting back in the discussion forum. This interactive process is beneficial to cultivate the ability of cooperative learning; About the evaluation of post-course work, teachers can be re-played back if students don't do well; more errors in the problem focused on explaining; interspersed with questions using "raise your hand", "answer card" and "grouping" to regulate the atmosphere; video conferencing can also be used to carry out remote face-to-face oral communication activities, such as Role play and act out, etc. U Campus releases test tasks, such as listening practice, reading training and word test. Students have said that they are more willing to punch in novel and interesting questions on their own, which is much better than picking up a textbook and rote memorisation. Teachers can also use the background data to see the scores of the test and check out the learning effects, gains and losses.

2. Features, innovations and applied values

The O2O teaching mode of "three linkages" not only inherits the effective part of traditional classroom teaching, but also keeps pace with the development of modern science and technology, realizes the mobility, interactivity and multi-directionality of teaching and learning through the implementation of spatial and temporal extension in the teaching practice, shares the network resources, complements each other's strengths, and constitutes a mixed mobile learning environment of teachers, students and platforms. By hybrid mobile learning environment, the O2O teaching mode can give full play to teachers' supervising and guiding roles and realise students' subjective status through online and offline interactions, so as to realise the O2O Mode of college English teaching and cultivate talents with the ability of applying foreign languages, autonomy ability and critical thinking.

(1) Features:

a. In the interactive session, students can put heads together, actively discuss and quickly answer, which not only enhances their sense of participation, but also exercises their dialectical ability of thinking, and jointly builds a diversified intelligent classroom.

b. Teaching objectives are more targeted. We can grasp the students' concerns, sort out the difficult points, solve the primary problems, and improve the effect on classroom teaching.

c. The communication between students and teachers is more equal, more open and more revealing. Teachers are willing to listen to students' ideas and focus on their feedback through online interaction, and gradually the distance between them is unconsciously drawn closer.

(2) Innovative points:

a. The teaching process is multi-level and multi-interactive, which can extend the classroom teaching and break through the limitations of time and space to learn. Dynamic monitoring of the learning process is conducive to teachers' detailed assessment, which plays the role of supervising

students and realises the process evaluation of college English teaching.

b. Create a student-oriented interactive learning environment with teachers, students and platforms at multiple levels, which is conducive to students' personalised learning development and creative thinking. Students can shift from passive learning to active thinking, experience the joy of learning and enhance the sense of independent learning.

c. Mobility and continuity. In the online teaching hybrid mode, students can study on the mobile platform anytime, anywhere, share network resources, and complement each other's strengths, so as to foster lifelong education and achieve the teaching purpose of cultivating innovative and applied talents.

(3) Application value:

The O2O hybrid mode of College English based on "Three Linkages" can help to achieve mutual promotion between online and offline teaching, so as to optimise the quality and effect of college English teaching. Effective use of the mobile teaching platform can meet the needs of students' requirements, and cultivate students' independent learning and innovation ability, and thus improves the teaching quality of college English courses. This is both a useful supplement to traditional teaching and a reform to carry out online teaching.

4. Conclusion

In the O2O Teaching Mode of "Three Linkages", students are actively involved in personalized learning. In this process, they have shown themselves, which helps students to transition from independent learning to active learning and to develop the habit of lifelong learning. Under the new model, students' English learning strategies are more oriented towards the use of "language practice and language application skills", independent learning strategies are effectively trained, and students' comprehensive English language proficiency is significantly improved compared with the traditional model. This shows that the use of this model is beneficial to the development of students' knowledge and skills, and effectively improves students' comprehensive English language skills.

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