Exploration of the Deep Integration of Online Teaching and Traditional Classroom in College English Reading and Writing Courses

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ABSTRACT

Against the backdrop of intelligent technology profoundly reshaping the form of education, the teaching reform of college English reading and writing courses explores an effective path to unify technological innovation and educational principles. The integration of online teaching and traditional classrooms faces a series of challenges such as cognitive bias in teaching modes, difficulties in teaching implementation, and a simple evaluation system, which constrain the improvement of teaching quality and talent cultivation. This article proposes reform strategies such as restructuring the curriculum system with clear blended learning objectives, optimizing teaching activity design, improving diversified evaluation mechanisms, and strengthening teacher training and technical support through in-depth analysis of the current situation. It emphasizes the promotion of the application and practice of technologies such as virtual reality and learning analysis in English teaching. The aim is to build a teaching method that combines intelligence, efficiency, and humanistic care, break down barriers between online and offline teaching, achieving complementary advantages, and effectively improve students' English reading and writing abilities, independent learning abilities, and classroom participation, thereby better serving the growth and development of innovative high-quality talents, and promoting the modernization and individualization of university English teaching.

Keywords: *College English reading and writing courses, Traditional classroom, Artificial intelligence, Educational forms.*

1. INTRODUCTION

Affected by the new wave of information technology represented by cloud computing, big data, and artificial intelligence, global education is undergoing the most profound transformation since the invention of printing technology. According to the UNESCO Global Education Monitoring Report 2023, nearly 85% of higher education institutions have incorporated it into their daily teaching systems, and the effectiveness of online education in the field of language education is also very impressive. College English reading and writing courses are one of the most widely offered public basic courses in Chinese colleges and universities, and also a main platform for integrating students' cross-cultural communication skills and academic English application abilities. Online teaching fully utilizes the characteristics of massive resources, free learning, and flexible time and space to make classroom teaching more charming, while offline teaching relies on traditional face-to-face real-time interaction, complete knowledge construction, and a teaching atmosphere that easily generates emotional resonance to inherit its irreplaceable values. This article will explore and analyze how to achieve mutual promotion and integration of online and offline teaching, and promote the improvement and modernization transformation of college English teaching quality.

In the practice of English teaching reform in Chinese colleges and universities, technological enabled teaching innovation has achieved phased results. According to the 2024 Education Informatization Development Report by the Ministry of Education, 92% of undergraduate institutions in China have established school level

online teaching platforms. In the context of rapid development of intelligent technology, the "online + offline" hybrid teaching model has practical necessity and value logic. The blended teaching model is theoretically compatible with digital transformation, future learning space transformation, and changes in international education trends, and is an effective path for cultivating innovative talents.

2. TEACHING STATUS OF COLLEGE ENGLISH READING AND WRITING COURSES

2.1 Cognitive Bias in Teaching Model

The root of misunderstandings lies in a biased understanding of the essence of blended learning. Through research and statistics, it can be seen that among the 1809 teachers surveyed from 127 universities (including secondary departments) across the country, 41% of teachers believe that online teaching is a "digital replication of offline classrooms", turning blackboard writing into electronic courseware and blindly copying the content of blackboard lectures; Another tendency is to view online teaching as a supplementary and complementary form. As some English teachers from "double first-class" universities say, "It's just putting the content of the lecture notes online, and students only need to click to learn, they can't see what the online courses do." Therefore, online teaching has become a procedural behavior of online "digital check-in". According to the big data analysis statistics of a certain online learning platform, the average completion rate of its courses is 34.88%, and the effective learning time is 42%, which is still among the schools that actively engage in online teaching.

The misconception among students that online learning is seen as a passive process of receiving knowledge, lacking the spirit of active exploration, makes it difficult to promote a good cycle of "online autonomous construction - offline deep internalization" in blended learning, thus hindering the progress of innovative teaching models.

2.2 Difficulties in Teaching Implementation

The implementation challenge of blended teaching presents a dual pressure of "technology teaching" for teachers. To create a high-quality online course, it is necessary to go through 12 processes including topic selection, planning, scripting, course recording, launch, and feedback, with an average time of 150 hours. The statistical results of an English teacher team from a provincial university show that a 10 minute micro lesson video requires repeated screening, careful production, and editing of resources such as materials, images, and related animations from beginning to end, which takes 3-5 hours; In addition to technical equipment issues related to recording teaching activities, it is also necessary to solve work problems such as platform operation training, online Q&A, and analysis of learning data. The proportion of individuals experiencing severe energy depletion while participating in both traditional classroom teaching and online teaching is as high as 78%. From this, it can be seen that student differences increase the difficulty of teaching implementation. For example, from the perspective of learning ability assessment, the online learning completion rate of students in 211 universities reached 89%, which is 27 percentage points higher than the 62% of ordinary undergraduate universities; However, in terms of independent learning planning, vocational college students have only 61% of the ability to learn independent learning planning in key universities. This ability gap results in some students being able to smoothly imitate and learn based on good literature and works, but at the same time, lower-level students can only fall into a vicious cycle of "plagiarism coping ineffective feedback" and "plagiarism coping ineffective feedback". Therefore, some colleges and universities have found that after implementing blended learning, the standard deviation of class grades has increased from 12.3 to 16.7, and the degree of polarization in academic performance has become more severe.

2.3 The Singularity of the Evaluation System

The lag of the current evaluation system seriously affects the development of blended learning. According to a survey on the evaluation of English teaching in universities organized by the Ministry of Education, about 83% of courses still adopt the method of "final written test (60-70%) + regular grades (30-40%)", and the online learning process only accounts for 15% of regular grades. This "result oriented, process oriented" evaluation method has led students to develop a utilitarian mindset of "skipping courses and maintaining scores". According to statistics from MOOC platforms, 72% of students watched the learning

progress of all online course videos in the last week near the end of the course. The lack of evaluation dimensions hinders the cultivation of pragmatic competence. Traditional written exams focus on static knowledge tests such as grammar and vocabulary, neglecting the assessment of dynamic abilities such as information retrieval, critical reading, and academic writing. This can lead to a disconnect in understanding the complexity and diversity exhibited by the same subject.

3. REFORM AND PRACTICE STRATEGIES FOR DEEP INTEGRATION

3.1 Clarifying the Objectives of Blended Teaching and Reconstructing the Curriculum System

The reconstruction of the blended curriculum system should be based on the design concept of "online foundation and offline sublimation". In reading teaching, the online platform should be used as the operating carrier of the "three-dimensional preview system", reflecting the relevant historical, cultural or academic controversies involved in the article through the "background knowledge graph", recommending personalized word lists and strengthening memory curves through the "vocabulary intelligent learning system", and forming a simultaneous feeling of speech and text through students' own listening and reading abilities through "audio text comparative reading". Based on the teaching practice of the course "Academic English Reading and Writing", the online preview module mentioned above is used as part of a certain school's online platform, which includes 30 micro videos, 12 interactive tests, and 5 academic database links. After students independently complete their preview work online and enter the classroom, the absorption rate of classroom knowledge is 40%. In offline classrooms, emphasis should be placed on the cultivation of advanced abilities. The teaching model of "problem chain - task group" and the progressive tasks of "debate topic - case - solution" can be designed by teachers during the discussion stage, allowing students to apply the knowledge learned on the front line to solve practical problems. For the environmental reading section, students are assigned to independently read the United Nations Climate Change Report before class. During class, there is a debate on the topic of "whether developing countries have an obligation to reduce emissions" and policy recommendations are formed in groups. Experimental data shows that students using this teaching model have an average critical thinking score 23 points higher than those using traditional classroom teaching.

3.2 Optimizing Teaching Activity Design to Enhance Student Engagement

The design of online teaching activities should be adept at using active technological means to create an "immersive learning ecosystem". For example, using VR technology to simulate real academic conferences, business negotiations, and other scenarios allows students to immerse themselves in a virtual world, complete role-playing in the above environment, and practice their oral expression skills. For example, a university has launched an "Academic Writing VR Workshop", which uses the form of a simulated international conference submission process to design stages including topic defense, argumentation defense, abstract defense, etc., to generate writing evaluation scores for students in real time; And the writing anxiety index has decreased by 38% compared to before joining the workshop. At the same time, using AI recommendation systems to push personalized learning paths to students, such as recommending a learning package of "sentence structure rewriting - model essay disassembly - imitation creation" to students with more pragmatic errors or shorter sections.

Returning to offline classrooms, it is necessary to put more effort into the development of students' subjectivity, create a "collision field of thinking", and fully utilize their role in driving physical strength through mental energy. Using the "flipped workshop" model to transform traditional classrooms into project-based learning spaces, this approach is used to promote the construction of Chinese language subject projects in the classroom. In the literary reading unit, students are grouped to complete the task of "text deconstruction cultural interpretation creative adaptation", which is completed and presented through classroom performance and cross media creation. For example, some universities have tried this method and achieved good results. Reports show that this method can increase classroom participation from 65% to 92%, and improve the originality of works by 51%. By organizing students to form a 'learning community', there is a must to encourage them to strengthen internal cooperation and mutual

assistance through group points, peer evaluation, and other means.

3.3 Improving the Multi-dimensional Evaluation Mechanism

The "three-dimensional dynamic evaluation system" is an important guarantee for ensuring the normal operation of blended learning. From the perspective of process evaluation, online behavior big data is obtained through learning analysis technology, and based on this, evaluation models for learning duration (20%), interaction quality (30%), and resource utilization rate (15%) are developed. Natural language processing technology is used to automatically analyze the speech in the discussion area, and different dimensions such as viewpoint novelty and logical coherence are automatically identified; Eye tracking technology is used to obtain students' reading concentration; The results based evaluation adopts a "dual track assessment" system, in addition to the traditional written test, a "academic writing portfolio" is set up, which takes all the process materials from the topic proposal to the final writing as the clues for the development of students' writing ability, striving to use high reliability and validity results based evaluation to test teaching effectiveness and learning level.

3.4 Strengthening Teacher Training and Technical Support

It is necessary to build a three in one teacher capacity building and training system around "theory - practice - research", carry out "blended learning workshops", conduct workshops such as learning design, technology application, data interpretation, etc., and also organize specialized skills training and training. After the implementation of course design topics such as "practical application of learning analysis tools" and "micro-course teaching design" in the curriculum of a provincial teacher development center, the average course design ability of participating teachers has improved by about 34%; The development center establishes a “teaching-innovation community” and encourages teachers to conduct action research on topics such as “precise teaching strategies based on learning data”. The technical support system should achieve the coordinated development of "platform resource service", develop an intelligent teaching platform, and integrate a series of functions such as learning analysis, adaptive recommendation, and virtual teaching assistants.

The blended teaching reform of college English reading and writing courses is a major change that covers educational concepts, teaching modes, and evaluation systems. It is a deep integration of fully utilizing the advantages of online teaching technology and the humanistic characteristics of offline teaching. It is not only a basic means to break down time and space barriers, meet students' individual learning needs, and build a "student-centered" teaching ecology; It is also a key way to empower teachers to comprehensively guide students' autonomous learning abilities. The rapid development of artificial intelligence, as an important force in educational technology innovation, has become a breakthrough point for teaching reform in the new form. The new education reform boldly adopts new technologies to further improve the talent training system.

4. THE DEVELOPMENT DIRECTION OF THE INTEGRATION TEACHING OF COLLEGE ENGLISH READING AND WRITING COURSES IN THE FUTURE

4.1 Technology Energization: Building an Intelligent and Immersive Learning Ecosystem

The deep integration of AI and VR technology is used to create a new context for teaching. The AI intelligent teaching system can not only provide personalized learning paths, but also adjust the difficulty level of articles according to students' different language levels; NLP technology can be used to analyze students' compositions in a timely manner, detect grammar errors and logical loopholes, and generate targeted feedback reports; Some colleges and universities have developed software such as "academic writing intelligent assistants" that can detect problems in papers on their own, improve writing speed by about 30%, and enhance article quality. At the same time, utilizing VR technology to create a realistic virtual environment, “learning by doing”, enables students to quickly improve their language proficiency and better grasp conversational language and expression methods. For example, the immersive virtual reality English practice platform under VR technology, the Beijing University of Post & Telecommunication Experimental Platform, has achieved functions of

English voice scoring and semi-intelligent dialogue interaction. The accuracy of dialogue speech output in virtual scenes can be improved by 27% compared to before.

4.2 Teaching Model: From Blended to Full Scene Fusion

The combination of online and offline teaching breaks through the limitations of traditional classroom teaching, forming the entire process of "pre-class intelligent preview, in-class deep interaction, and post-class extension". Before class, students can rely on AI recommendation systems for autonomous learning of vocabulary and background knowledge; During class, group discussions and writing peer evaluations are conducted using intelligent whiteboards and real-time collaboration tools. Padlet is imported into cloud brainstorming to generate mind maps, which are then shared for editing in the cloud; After class, students can use the VR virtual library to view the latest international cutting-edge information or cross-border discussions, and engage in debates with foreign students on a certain topic. Such activities can effectively enhance the critical thinking ability and critical thinking level of Chinese students. The course of "Business English Reading and Writing" at China University of Political Science and Law has introduced a large language model and a neural machine translation platform, which enables students to correct errors in business English writing and simulate cross-cultural communication more accurately, thereby enhancing their ability to apply business English to a certain extent.

4.3 Evaluation System: Dynamic and Stereoscopic Evaluation

Breaking away from the traditional approach of "final written test + regular grades", it is necessary to implement a "three-dimensional dynamic evaluation system" as the main evaluation method. The process evaluation will use learning analysis methods to collect online learning data (such as students' innovative analysis of discussion forum viewpoints and eye tracking analysis of reading), while the result evaluation will include the addition of an "academic writing portfolio" to collect and save all materials related to the writing process. At the same time, the result evaluation will also reflect the diversity of students' thinking. In addition, value-added evaluation is also a major component. For this evaluation, the authors mainly form personalized growth reports by comparing language descriptions at different stages. For example, some universities' "English ability growth radar charts" present personal growth through pictures, such as vocabulary and grammar accuracy. In this process, students' academic motivation level can be improved to 29%.

4.4 Transformation of Teacher's Role

From knowledge transmitters to learning designers, AI will encourage some teachers to become new teacher roles such as "AI tool guides" or "cross-cultural learning consultants" in the future; School teachers need to master the functions of intelligent teaching platforms, apply data evaluation software and learning warning systems well, and pay attention to the progress and development of each class of students; In addition, students can also participate in teacher organized student themed learning or design cross-cultural subject learning activities. This includes using VR and other technologies to allow students to experience foreign culture and customs, with student activities as the main focus, teachers actively participating in activities and guiding students, and using online cross-cultural forums for reflection and discussion after the activities; The Teaching and Research Association of Xi'an Peihua University believes that in the future, teachers should transform from "curriculum designers" to "learning experience architects", integrating traditional teaching methods with modern AI technology to create a more interesting and challenging learning environment for students.

4.5 Balanced Development of Ethics and Technology

The application of technology goes deeper than education and teaching, and the protection of data privacy and academic integrity management behind the application of technology are issues worth paying attention to. For example, when using AI writing assistants, it is necessary to establish a mechanism to prevent plagiarism; When collecting students' learning data, anonymity and minimization should also be ensured as much as possible. In terms of utilization, teachers should consciously cultivate students' critical technology usage habits. Sometimes it is difficult to enhance creativity solely through AI tools. An expert from Beijing Foreign Studies University suggests that foreign language education still needs to maintain its "Eastern characteristics". Of course, while

empowering technology, there is a must not neglect the cultivation of students' cultural identity and critical thinking abilities.

5. CONCLUSION

College English reading and writing courses are no longer just a pure language skills training process, but a comprehensive ideological and political education system that integrates technological empowerment, cultural dissemination, and lifelong development. It will transform towards a combination of reality and virtuality, and face the world. Educators should integrate technological innovation with the essence of education, continuously promote the exploration and practice of technologies such as virtual reality and learning analysis, and build more intelligent, efficient, and warm teaching methods, so as to better serve the development of high-level, top-notch innovative and high-quality talents.

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