The Construction and Implementation Strategy of "Hybrid + Duifen" Teaching Mode of College English Course in the Era of "Internet Plus"

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Abstract: Under the influence of the "Internet Plus" era, the education field has experienced profound changes, and at the same time, with the continuous development of educational needs, the traditional teaching mode has been unable to meet the increasingly diversified and personalized learning needs of contemporary students. Therefore, it is particularly urgent to explore and build a new teaching mode of that is in line with the times. In this context, the "Hybrid + Duifen" teaching mode has emerged, which integrates online and offline teaching, and strengthens the interaction between the traditional classroom and independent learning, which significantly enhances students' learning initiative and classroom participation. Under this teaching mode, students can deepen their understanding of knowledge in a free learning environment, while the guidance of teachers is also effectively strengthened. In this paper, we will focus on how to build and implement the "Hybrid + Duifen" teaching mode to optimize the teaching effect of the "College English" course in the context of the "Internet Plus" era, which is important for improving students' ability to use the English language and cultivating their stronger cross-cultural communication skills. It is of great significance to improve students' English language ability and cultivate their intercultural communication ability.

Keywords: "Internet Plus" era; College English; Hybrid + Duifen; Teaching mode; Implementation strategy

1. Introduction

With the rapid development of information technology, the Internet has become an important part of modern education, especially in English teaching, Internet empowerment can not only broaden the content and form of teaching, but also enrich the learning mode and provide a more flexible learning environment. As a general education course for a wide range of students, how to effectively combine the Internet technology to innovate the teaching mode and improve students' comprehensive English literacy has become a core issue in the current reform of English teaching in colleges and universities. In this context, blended teaching and pair-partitioning classroom have gradually become important solutions to teaching problems [1]. With its unique teaching design, the "Hybrid + Duifen" model integrates the interaction between online and offline and the combination of classroom lectures and students' independent learning, which can effectively enhance the interactivity of the classroom and the students' sense of participation. This thesis will focus on how to construct and implement the "Hybrid + Duifen" teaching mode in the "Internet Plus" era, and will strive to provide useful ideas and practical suggestions for the teaching reform of college English courses.

2. Connotation and Characteristics of the "Hybrid + Duifen" Teaching Model

The "Hybrid + Duifen" teaching model is an organic integration of traditional blended teaching and pairs of points

classroom model. The hybrid teaching mode emphasizes the organic combination of online and offline teaching, that is, students can learn independently through the Internet platform outside the classroom, while the classroom is dominated by the teacher's explanation and student interaction. On this basis, "Duifend classroom" puts forward the concept of splitting classroom time into two, with one part of the time being taught by the teacher, and the other part of the time being spent by students on group discussions, mutual communication, task completion and other activities. This model emphasizes students' participation and interaction in the classroom, gives the initiative of learning to students, and promotes students' independent learning and cooperative learning. For university English courses, this model has the following characteristics:

(1) Combination of online and offline: the online part utilizes network resources and platforms, such as Moclasses and online learning platforms, so that students can study anytime and anywhere, and broaden the content and depth of learning; the offline classroom reinforces the use of language skills through teachers' explanations and classroom interactions.

(2) Independent and interactive learning: Students are not only able to learn on their own outside the classroom, but also deepen their understanding and application of knowledge in the classroom through group discussions, role-playing and other activities to enhance their initiative and participation in learning.

(3) Task-driven and case study: Teachers set up tasks in the classroom to allow students to explore independently according to specific learning objectives, and to develop students' critical thinking and innovation skills through case studies and other forms.

(4) Classroom and extracurricular learning complement each other: the combination of the flexibility of online learning and the interactivity of offline teaching breaks the time and space constraints of the traditional classroom and forms a more diversified learning environment [2].

3. Application of "Hybrid + Duifen" Teaching Mode in College English Course

It is of great practical significance to construct and implement the "Hybrid + Duifen" teaching mode in the University English course. First of all, college English teaching should focus on the practical application of language, and pure grammar and vocabulary accumulation can no longer meet the needs of students. The ultimate goal of students' English learning is to be able to use English in real situations for effective communication and exchange. Therefore, the content of the course should take into account the actual needs of students and design task-driven learning activities to promote students' language use inside and outside the classroom. Secondly, students have different learning needs and interests, so how to get students to participate actively is an important issue for teachers. Through the "Hybrid + Duifen" model, we can stimulate students' learning motivation, increase their participation in learning, and motivate students to apply what they have learned in class to real-world situations, so as to better cultivate their comprehensive English proficiency. The specific application of the "Hybrid + Duifen" teaching mode is as follows:

(1) Pre-course preparation: In the implementation of the "blended + pairs" teaching mode, pre-course preparation is crucial to laying a solid foundation for students to enter the classroom. Teachers can first release learning tasks on the online learning platform, including videos, articles, vocabulary lists and other resources, which should be closely related to the theme of the classroom, so as to help students complete the basic language input before class [3]. Students engage in self-directed learning through the online platform, watching teaching videos, reading relevant materials and taking self-quizzes to gradually construct a preliminary understanding of the upcoming learning content. This process not only provides students with more time for independent learning, but also helps them to preview their knowledge according to their own learning pace. In addition, when designing pre-class tasks, teachers should take into account the individual differences of students and provide appropriate learning resources and practice content for students of different levels, so as to ensure that each student can achieve the basic learning

objectives within the same time period. The core of this session is to improve students' self-management ability, so that they can take the initiative to prepare and think, and make full preparation for the next classroom activities. The pre-class preparation session reinforces students' language input and stimulates their interest and thinking about the course content, contributing to the smooth flow of learning in the classroom.

(2) Classroom lectures: In the classroom, the teacher's lectures are particularly important, and the goal of this stage is to help students consolidate and expand what they have learned before the class, digest the knowledge and apply it. In order to avoid the distraction of students caused by too many lectures in the traditional classroom, teachers need to adhere to the principle of "fine-tuning", the key points and difficult points of the content to be refined and streamlined explanations. For example, teachers can help students better understand and apply what they have learned by combining case studies or situation simulations. Case studies can bring real language application situations into the classroom, so that students not only review the grammar and vocabulary they have learned when analyzing specific problems, but also apply this knowledge practically, which enhances the relevance of learning [4]. At the same time, contextual simulation can also help students combine their English knowledge with real-life situations, enabling them to produce effective language output inside and outside the classroom. In the process of classroom lecturing, teachers need to adjust their teaching methods in time according to students' feedback, and flexibly adjust the depth and rhythm of explanation in combination with students' participation, learning status and the realization of learning objectives. Classroom teaching is not only a process of knowledge transfer, but also a key link to stimulate students' thinking and promote classroom interaction. Teachers should pay attention to guiding students to think, ask questions, and encourage them to put forward their own insights into what they have learned, so as to further consolidate what they have learned.

(3) Group discussion and task-driven: after the classroom lecture, the design of group discussion and task-driven activities is one of the highlights of the "Hybrid + Duifen" model. Teachers can design multiple tasks for students to discuss in groups according to different teaching contents. Each group will focus on a hot topic or issue, and the discussion can cover a variety of aspects from language expression to cultural background. In this process, students not only need to apply the language knowledge they have learned in class, but also stimulate each other's thinking and collision of ideas through interaction with group members, so as to deepen their understanding of the knowledge. The purpose of group discussion is not to let students simply repeat the classroom content, but to let them discover potential problems in their knowledge through independent exploration and collaborative learning, and further consolidate their language skills by solving these problems. In addition, group tasks can also enhance students' teamwork and communication skills. At the end of the group discussion, teachers should organize a presentation of students' results and encourage them to report the results of the discussion to the class in English. During the presentation, students not only show their language skills, but also exercise their confidence and ability to deal with public speaking. Teachers play a guiding, organizing and evaluating role in this section, providing students with timely feedback and guidance according to the depth of the discussion and language use.

(4) Post-class feedback and assessment: The post-class feedback and assessment session provides a comprehensive check and summary of students' learning progress and classroom participation, a process that helps teachers better understand students' learning and provide personalized guidance based on students' performance. Teachers can use the online platform to collect data on students' completion of after-class tasks, participation in discussions, and the quality of homework submissions to provide timely feedback on students' learning achievements and shortcomings. For example, after students complete their after-class assignments, teachers can give targeted feedback to instruct students on how to improve their language expression and how to further deepen their understanding of classroom content [5]. In addition, teachers can assign review tasks and self-assessment questions through the online platform to help students carry out self-examination and knowledge consolidation. For the assessment of group discussion, teachers should not only examine the students' motivation to participate in the discussion, but also assess the students' language expression ability, teamwork ability and critical thinking demonstrated in the discussion. Through diversified assessment methods, teachers can have a

comprehensive understanding of students' learning outcomes and discover their strengths and weaknesses in learning. The feedback and assessment session is not only a summary of students' learning, but also an important basis for teachers to adjust their teaching strategies and improve their teaching content.

4. Strategies and Challenges in the Implementation of the "Hybrid + Duifen" Teaching Model

Although the "Hybrid + Duifen" teaching mode has great potential for application in the College English course, its implementation also faces some challenges. First of all, teachers need to have strong curriculum design and informatization teaching ability to effectively integrate online and offline resources and design learning activities that meet students' needs. Secondly, there are differences in students' learning habits and abilities, so how to stimulate students' learning initiative and ensure that they can actively participate in online learning and classroom discussions is a problem that teachers need to solve.

To this end, the implementation strategy should include:

(1) Strengthening teacher training: In the process of implementing the "Hybrid + Duifen" teaching model, the capacity building of teachers is crucial. Colleges and universities should organize systematic training in information technology teaching to help teachers improve their technology application level, especially in how to operate online platforms and design blended courses that meet teaching objectives. Teachers not only need to master traditional language teaching skills, but should also be familiar with the operation and use of online learning platforms, and be able to utilize these tools to create attractive learning content and activities. Informational training should focus on guiding teachers on how to effectively integrate offline classrooms with online resources, how to design learning paths that are suitable for different groups of students, and how to adjust their teaching strategies according to students' online learning. Such training should not only focus on the skills of using the tools, but also help teachers realize the far-reaching significance and potential of IT in education. The training should cover the use of online teaching platforms, the production of teaching videos and materials, and the design of interactive learning activities, aiming to enhance teachers' comprehensive teaching abilities in the digital era. By providing teachers with continuous technical support and training, their ability to apply blended learning can be effectively enhanced, enabling them to respond flexibly to different needs in teaching and learning, thus better serving students' learning and growth.

(2) Optimizing the allocation of resources: In order to achieve an effective "Hybrid + Duifen" teaching mode, the rational allocation of online learning resources is one of the keys to success. Teachers and schools should carefully design and select appropriate online resources according to the course content, student needs and teaching objectives to ensure that students can fully enjoy the advantages of the learning platform outside of class. These resources should cover a wide range of formats, including both video lectures and courseware materials, as well as more interactive tasks and assessment tools. For example, quizzes, online exercises and academic resources can be set up for each unit to help students consolidate what they have learned at different levels. In addition, classroom activities should focus on the combination of independent learning and interactive learning, allowing sufficient time for students to learn independently, but also strengthening interaction through group discussions, case studies and other forms of classroom activities to help students improve their depth of thinking and language skills through cooperation. Designing challenging tasks is an effective way to stimulate students' interest in learning and enhance classroom participation. Teachers can design tasks at different levels according to different learning objectives to ensure that every student can get challenges and a sense of achievement in the tasks, so as to improve their English language proficiency through continuous practice.

(3) Refinement of the student assessment system: Under the "Hybrid + Duifen" model, traditional assessment methods often fail to fully reflect the learning process and results of students, so it is particularly important to establish a set of diversified assessment systems. The new assessment system should focus on the performance of

students in the whole learning process, rather than relying solely on the final examination results. The assessment content should contain multiple dimensions, including students' participation in online learning, the activity of class discussion, the quality of homework completion, etc. Each assessment should focus on students' comprehensive abilities, examining their language expression skills, critical thinking skills, teamwork skills, and practical problem solving abilities. For example, teachers can assess students' language use and cooperation ability through group discussions within the classroom, and assess students' mastery of knowledge through tests and questionnaires on the online platform. Through the assessment of the whole process of students, teachers can timely understand the learning dynamics of students, adjust teaching strategies and provide targeted guidance for students. A detailed assessment system not only allows students to clarify their learning progress, but also encourages them to participate more actively in learning activities, thus improving the overall effectiveness of classroom teaching.

(4) Promoting teacher-student interaction and feedback: In the implementation of the "Hybrid + Duifen" teaching model, the interaction and feedback between teachers and students is particularly important, which directly affects the students' learning experience and results. Teachers should utilize the online platform to interact with students in a timely manner and answer their questions in the learning process. Online interaction is not only a supplement to classroom content, but also a real-time grasp of student learning. Teachers can set up online Q&A sessions, forum discussions and other forms to encourage students to ask questions and give timely and detailed feedback. This kind of interaction can help students eliminate confusion in learning and improve their understanding and interest in learning content. In addition, teachers should focus on students' individual needs and provide targeted advice and support according to their different situations. For example, for students with low scores in online tests, teachers can provide additional learning materials or individual counseling to help them overcome their weaknesses. Timely feedback allows students to continuously adjust their learning strategies and improve their learning results in the learning process, and also enhances their sense of participation and responsibility. By establishing a good teacher-student interaction mechanism, the effect of teaching is not only limited to the transfer of knowledge, but also prompts students to grow in personalized learning.

5. Conclusion

The construction and implementation of the "Hybrid + Duifen" teaching mode in the College English course can effectively break through the limitations of the traditional teaching mode, improve students' learning initiative and sense of participation, and at the same time enhance their language use ability. Although it faces certain challenges in the actual operation, it can provide students with more flexible and diversified learning modes through reasonable allocation of resources, teacher training and optimization of the assessment system. In the future, colleges and universities should continue to promote the application of this model, constantly improve and perfect it, and contribute to the cultivation of English talents with an international outlook and innovative ability.

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