



A Study on the Application of Digitized Resources in English Language Teaching under a Blended Teaching Model —Exploration and Reflection on Online Teaching in the Context of the Pandemic

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Abstract: In the post-pandemic era, with the constant updating and development of information technology, both at home and abroad, the close connection between the modern education system and information technology has been demonstrated. Along with the continuous innovation of modern educational technology tools, the practical application about blended teaching has been developed significantly, and the value of this model, which integrates the advantages of lecture-based teaching and independent learning, for effective teaching of English education has received wide attention. Therefore, in the current educational environment, exploring the application of digital teaching resources in colleges and universities, based on the blended teaching mode, under the conditions of information technology has become a comprehensive need to adapt to the new educational environment, as well as improve the teaching effectiveness. The research background and content of this paper has been summarized by sorting out the current teaching situation in the context of the current pandemic and the background of the development of the blended teaching model, while combining the definition of the core concept, to discuss the strategies for developing and applying digitized teaching resources to teaching practice under this model, thereby to outline the teaching effects produced by the application of this model. Meanwhile, it is further argued that the teaching and practice process of foreign language education needs to continuously absorb advanced educational concepts, timely update and improve teaching methods and develop and utilize multimodal teaching resources, in order to provide a guarantee for the overall improvement of teaching quality, enhance students' fully comprehensive cognition and understanding of English language learning, and exert sustainable teaching effectiveness.

Keywords: blended learning, English language teaching, digitized teaching resources, application strategy, effectiveness and reflection

I. Introduction

In recent years, with the rapid development of information technology in the world, the continuous progress of Internet information technology has promoted the rapid development of the process of educational informatization. At the same time, it has provided multiple communication and interaction platforms for students to learn and teachers to teach, thus showing a diversified trend in the evaluation of students.

Nowadays, under the background of the high-speed development and operation of information technology and the comprehensive coverage and use of the network, the idea of integrating online learning and offline teaching is increasingly accepted and recognized, while the model is gradually and widely used in teaching practice. The implementation of online and offline blended teaching

performs a pivotal guiding role and has innovative significance for the development of English education and teaching. Especially during the pandemic, online teaching provides a guarantee for teachers and students to carry out normal teaching and learning activities. Actually, though, there also are some shortcomings of online studies, as student does not have social interaction, and many study do not focus more during online class, the real-time feedback of learning status is weak, and it is much difficult to grasp the assessment of learning effects, etc. Therefore, it is necessary to adopt a blended teaching model and make improvements by experimenting, developing and using digital resources. In view of this, the official opening of the network cloud platform makes the data analysis of education courses more accurate; the powerful function of live web teaching also makes the teaching effect present a good and steady state,

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which improves students' learning ability and opens up new channels for education at the same time.

Digitized learning resources are a key element in this process, both as a result of the development of the Internet and as an important part of modern information teaching [1]. With the deepening of the concept of lifelong learning, there is a great demand for learning resources from both students and ordinary learners. In the context of the Internet+, the creation and improvement of digitized learning resources have been promoted, effectively realizing the value of sharing learning resources, adapting to the current development trend of globalization of education, and cultivating the idea of sustainable development and lifelong learning ability of English. Therefore, in the years, since online education has been launched, from a macro perspective, it has had a boosting effect on the development of modern education, combining the network environment and the teaching environment perfectly; at the same time, it has also had a great impact on both sides of the teaching chain. On the one hand, it has made students' learning styles, habits and thoughts change to a certain extent, and secondly, it has also had a guiding effect on the change of teachers' role, as well as the choice and adjustment of teaching methods. In a word, since the outbreak of the novel coronavirus pneumonia, known as COVID-19, the whole country, under the call of the Ministry of Education as well as the guidance and arrangement of the Academic Affairs Departments of each school, has tried to change the traditional offline teaching mode to online teaching in order to ensure the overall course of teaching and learning. Such attempts, after experiencing the implementation process of online teaching, have made the author think a lot, and also start to explore new ways and new paths in teaching practice.

Under the guidance of the blended education model, multimodal digital resources suitable for online and offline blended teaching are constructed with the help of various intelligent mobile devices. In this model, the teaching design is carried out in three parts, which include that, before the class, to use online cloud resources preset content to conduct discussions and exchanges for self-regulated learning; in class, to explain and train the key contents and skills in the live lecture for the purpose of guiding students in real time, as well as modifying the design ideas; after class, to use the digitized resources to supplement and expand teaching content of online meeting in order to consolidate knowledge and improve communication. On the basis of this, the blended teaching style combining online teaching and offline instruction is launched and developed.

In the process of teaching practice, the author has been thinking about the teaching methods that can adapt to the present information-based society, and in the meantime, it has been found that online teaching can contribute to offline classroom teaching in terms of time and space, using different online elements to supplement offline face-to-face

classroom teaching. At the same time, offline can make up for the deficiencies of virtualized emotional communication or relatively weak interactive connection due to uncontrollable factors, such as instability of the online network, solve the problems that arise among students, and provide teaching and learning assistance for communication and discussion between teachers and students. It helps students to personalize their learning in a higher quality and more efficient way, solving their own learning dilemmas and developing intelligent thinking at the same time. By exploring the application of this model in English teaching, it is hoped that the feasibility of trying it with the help of rich and diverse modern digitized learning resources will be found, and the maximum advantages of blended classroom teaching can be brought into play with a view to promoting effective communication and interaction between teachers and students and achieving the optimization of teaching efficiency.

II. Literature Review

1. Current status of domestic and international teaching in the context of the pandemic

UNESCO's "Global Education Crisis 2022 Report" shows that the COVID-19 pandemic is causing unprecedented disruption to global education and its impact on learning is severe. The crisis has brought education systems around the world to a halt, with school closures, affecting more than 1.6 billion students [2]. Data released by UNESCO shows that as of early April 2020, COVID-19 has led to total school closures in 194 countries around the world, preventing 1.6 billion students from attending school regularly. The crisis has forced the global education community to learn some important lessons, but it has also highlighted the potential for transformation and innovation. Reopening schools is a top priority for countries [2].

During the pandemic, many countries were actively pursuing blended learning and teaching. In particular, the recent recurrence of the pandemic in some countries has led to schools adopting partial attendance and some students needing to learn remotely from home. As educational institutions around the world explore the best ways to ensure continuity of learning in the post-pandemic era, there is no doubt that blended learning has been a remarkable success and is destined to become the "new normal" of education in the future. Countries have taken different initiatives to open and promote online education, including the development and use of online course resources and the creation of resource integration platforms. For instance, the UK has launched a free MOOC and issued micro-certificates and expanded its digital resource center, Australia has launched a "Digital Technology Challenge" course and released a series of online learning digital resources, the Commonwealth of Learning (COL) has launched a MOOC

course and created an open education resource, UNESCO, and released a Facebook guide to online learning resources.

In China, this massive pandemic has affected the curriculum objectives and teaching plans of schools to varying degrees, but it has also brought enormous challenges to the curriculum and teaching. The pandemic has not only accelerated the widespread use of online teaching and learning models, but has also led to many changes in the way students learn and teachers teach. More than anything else, it also has improved the ability of teachers to use modern technology and to promote the development and use of digitized learning resources.

2. Overview of the blended learning model

Throughout history, for thousands of years, teaching and learning activities have typically taken place in classrooms, schools, and a variety of limited venues, often in a passive, teacher-centered learning mode. With the rise of digital transformation in education, this new “online and offline integration” model of teaching and learning is gaining attention from educators, which is known as blended learning [3].

Therefore, compared with blended learning and e-Learning, which have been widely used and accepted in the past decade or so, the current blended learning mode has a new development, which can be regarded as an evolving teaching and learning model that emphasizes the application of various digital teaching methods to daily classroom teaching, creating a digital and interactive classroom atmosphere for students, while greatly ensuring that students with remote access have a consistent learning experience as if they were in the classroom.

In recent years, the growing importance of blended learning and teaching has led scholars at home and abroad to think differently about this teaching model. At this stage, especially in the context of the pandemic, the concept of teaching and learning has changed from the early 21st century as a result of the global impact of the pandemic on various aspects [4]. The “Internet + education” has brought new connotations and changes to blended teaching. In this regard, domestic and foreign researchers have explored and practiced this model with different perspectives and dimensions, and put forward their different theoretical understandings to promote the organic development of this teaching model. Due to the application and integration of mobile information technology, the concept of blended learning has evolved into a teaching context based on mobile information technology, Internet learning environment, and classroom discussion. In terms of teaching characteristics, the blended concept emphasizes the concept of “student-centered” teaching and focuses on the learning experience of students in a blended teaching environment [5].

In early 2015, the concept of O2O classroom teaching model was first introduced, with the meaning of online to offline or offline to online, which is based on the teaching of

problems and contextual cognitive theory in constructivist theory, but O2O reflects the shortcomings of lack of systematic design, relatively independent teaching contents between online and offline, and obvious boundaries; then OAO (Online and Offline) emerged, which is a combination of online and offline, but the two belong to a parallel relationship and still have the disadvantage of obvious boundaries; OMO (Online Merge Offline) is a new concept based on the complementary advantages of O2O and OAO, focusing on the integration relationship between online and offline [6].

OMO is designed to facilitate the transformation of teaching and service to individuality, accuracy and intelligence by means of the integration of all scenes, which is of great practical significance to the development of education and learning as well as innovation [7]. With the development of big data, “Internet+” and artificial intelligence, the O2O teaching mode, OAO teaching mode and OMO teaching mode have been developed progressively, perfecting the “online and offline” hybrid education mode. The OMO model will also become a new trend, boosting teaching efficiency through the deep integration of online and offline [6].

The models of blended learning that follow the hybrid pattern are on a sustaining trajectory relative to the traditional classroom. When this happens, the fundamental role of brick-and-mortar schools will pivot. Schools will focus more on other aspects and leverage the Internet for instruction. In many schools, blended learning is emerging as a hybrid innovation that is a sustaining innovation relative to the traditional classroom. This hybrid form is an attempt to deliver “the best of both worlds” — that is, the advantages of online learning combined with all the benefits of the traditional classroom [8]. Hybrid learning involves the use of the Internet to provide each student with a more personalized learning experience, including increasing the students’ control of the time, place, path and/or speed of learning. The definition of blended learning is a formal education program in which a student learns, which profoundly provides a comprehensive explanation of the educational model. More specifically, as Christensen, Horn and Staker mentioned that it includes at least in part through online learning, with some element of student control over time, place, path, and/or pace; at least in part in a supervised brick-and-mortar location away from home; and the modalities along each student’s learning path within a course or subject are connected to provide an integrated learning experience [8].

The strategic layout of education information technology has also shown the various characteristics of different stages with the development of the times. The construction of online education resources is also increasingly presenting a prosperous development situation, with the creation of online course platforms, such as MOOC, while indicating that the demand for open class education

teaching resources is also becoming stronger. 2015 Rethinking Education in UNESCO put forward the initiative that the way of learning needs to be changed and makes a redefining on learning to emphasize that the creation, control, mastery, and acquisition of knowledge is open to all. Additionally, the concept of “education as a common interest in the world” was introduced. In the digital and Internet era, it has changed the way people access information and get knowledge, as well as the way of communication. Learning is the acquisition of information, knowledge, skills, values and attitudes that take a collective effort [9]. In conclusion, the journey of the development and use of digital resources based on blended learning and teaching is in dynamic development.

III. Development and Application Strategy

1. Design principles

The blended teaching model requires learners to have a certain degree of independent learning ability and self-learning control. The role of a teacher is not only to impart knowledge, but also as a planner, designer, instructor, and supervisor of teaching. Teachers are required to have strong instructional design and organizational skills, and to be able to develop and improve reasonable teaching plans and teaching strategies based on the results of online data analysis, as well as to provide timely feedback and response to students’ individualized learning needs. Thus, the objectives were shown to influence teachers’ design and pedagogy in both face-to-face and online settings [10].

In traditional teaching, the purpose of schooling is to impart declarative and procedural knowledge to students, and teachers are the holders of this knowledge and their job is to impart it [11]. With the development of the times and the change of learning mode, on the basis of the correct understanding of declarative knowledge and procedural knowledge learning, contemporary English teaching needs more new thinking to achieve the understanding and innovation of the new knowledge [12]. constructivist theory emphasizes “student-centeredness” and allows students to construct the meaning of knowledge independently. With the increasing development of multimedia as well as network communication technology, the development and utilization of digitized resources, based on information technology environment, provides strong support for English teaching. In the teaching design, a good environment that can help students construct knowledge independently is designed to provide rich information resources through the design of the environment and the implementation of independent learning strategies. The construction and design of learning resources are mainly centered on ‘themes’, with divergent expansion, taking task arrangement and activity organization as the guiding direction of teaching and learning, to provide suggestions for independent and collaborative learning, and share resources to enrich learning content and thinking.

Concerning the integration of networking and knowledge management, it is believed that there are at least two main aspects to be crucial. First, knowledge management should comprise a holistic view of knowledge, that is to say, the integration of explicit and tacit knowledge. Furthermore, knowledge management should take a holistic view on where or rather how knowledge is being created and transferred [13].

1.1. Diversified forms of learning resources

In the process of English teaching, the use of blended teaching model can make full use of multimedia technology to play the advantages of various teaching resources. This teaching model is not limited to books and literature in offline libraries, but also makes it easier to comprehensively use the information and content of online media platforms. Through teacher’s recommendation, students can access various kinds of learning resources according to their personal learning interests and habits. In different forms of learning resources, teachers should have the ability to use materials creatively and develop multi-modal teaching resources to provide students with opportunities for in-depth learning [14]. It is knowledgeably known that the multimodality has rich variety of formats. For example, videos, pictures, texts, and audio actually have corresponding relevance. For human beings, in particular, the picture corresponds to eyes, the audio is in accordance with ears, and the natural language is related to mouth or records and so forth. The advantage of multi-modal is that data naturally exists in multiple modalities. If multiple modalities can be integrated together, what can be acquired will be more comprehensive and multi-dimensional. In the case of online English teaching, with the organic combination of textual content, thematic photos, audio, and videos, making full use of these resources can attract students’ attention, which is easy to facilitate students’ understanding and mastery of the language. Such scenarios setting from emotional and psychological levels will have potential help for learning. In addition, it can also bring more personal online learning experience.

1.2 Collaborative style of learning mechanism

The humanistic nature of language requires English teachers to conduct teaching activities in a particular set of circumstances. The “Internet+” era has given rise to new information media such as WeChat, Microblog, Tik Tok, Little Red Book, something like audio readers, etc., which have greatly enriched the scope of information transmission media, and this can also narrow the time boundary between online and offline courses and break through the spatial limitations of teaching activities, thus to create an ideal dynamic language learning environment for language learning. According to McLuhan, who believed that the medium is the message. The nature of the communication tools used in this era is to deliver valuable and meaningful information that can change the thinking, the communication

patterns and the environment [15]. Therefore, it is possible to enhance mutual cooperation by releasing shared information on learning platforms, opening platform learning discussion forums, organizing practical activities for students, and providing support and assistance for students' independent learning with the help of forum comments, message reminders, and email feedback, and so forth. Teachers, in their role as supervisors and instructors, continuously monitor students' learning progress and provide timely feedback when needed. Students use the platform to study and discuss with each other in study groups and to vote on resolutions. As with school students, teachers give them individual guidance and advice [16].

1.3 Varied ways of learning feedback

Based on the development of blended teaching mode in online and offline teaching, teachers not only need to pay attention to the implementation of online teaching, but also need to work with students to build a positive evaluation feedback system to fully control teachers' teaching effects and examine students' learning outcome. In order to promote effective teaching by teachers and deeper learning by students, learning feedback and evaluation need to be synchronized, and a multiple evaluation system needs to be built, combining performance-based evaluation, process evaluation and outcome evaluation to objectively understand students' learning [17]. Professor Fox, who proposed the SPOC teaching model, has pointed out that important qualities of MOOC courses can be used, including high-quality online resources and the function to give students timely feedback through an automated grading system to ensure maximum planning and high use of what is called limited class time [18].

2. Design strategies

2.1 Focus on the analysis and understanding of course content in teacher's pre-class preparation session

When developing and designing the course content, there are three dimensions should be paid focus on, namely, clarifying the lecture topic, determining the scope of knowledge, and integrating the knowledge content. After analyzing and understanding the teaching materials taught, it indicates that the reasonable choices should be made, their contents need to be repeatedly considered, and the practicality and accuracy of the teaching contents can get strictly controlled. First of all, there is a need to clarify the subject matter and determine the scope of knowledge strictly according to the requirements of the teaching materials, and to develop as well as design the course content based on the principle of educational syllabus. In addition, there is a direction and goal to find effective knowledge information in the digitized learning resources, effectively avoiding the waste of time and energy. Second, it is needed to integrate knowledge points and make reasonable choices. Although there is an endless ocean of knowledge, because of the

limitations of the length of lectures and the comprehension of different students at different stages, teachers need to clarify the thread of logic of lectures to avoid long deviations from the topic during interactive communication. The purpose is to lead students to truly acquire new knowledge, so the selection of knowledge points and organization of the teaching process are particularly important. Lastly, it is necessary to repeatedly deliberate and strictly control the quality. When the course content design is completed, it should keep patience and do combing again, repeatedly pushing the key points, repeatedly checking the results, that is, whether there are knowledge points missing, whether there lacks logic, whether there fails to appear main logical line of thinking. Thus, it can help get the foot in the door when doing a good course content design. A good course content design may not be suitable for all students and may not necessarily bring satisfactory teaching results, but if you are able to keep strict control over the teaching content and have the spirit of research and inquiry, you will eventually get valuable experience and results.

2.2 Flexible use of teaching resources in the process of teaching classroom practice

In the blended classroom teaching mode, the development and design of digital teaching resources is very necessary to meet the individual needs of students, and to provide students with a variety of learning resources, which will be used throughout the learning process and can be accessed by students at any time when they need them.

2.2.1 To build a mobile learning platform

It is a feasible way to build a platform combining Internet and English, based on which teachers transmit English learning resources and issue learning tasks, and teachers share English-related resources in the platform. Students download resources and view assignments and learning tasks assigned by teachers through the platform independently. It is convenient for teachers to teach and students to learn English anytime and anywhere. In the mobile platform, teachers and students can communicate with each other in a timely manner. At the same time, students can consult English teachers at any time if they have questions they do not understand. When teachers are busy with work and have no time to answer, the platform will be reserved for a period of time, and teachers will look at it and give response to students' questions. It can be said that the function of mobile platform to save information and transmit information greatly facilitates college English teaching, promotes the innovation of teaching methods and concepts, changes the traditional static teaching methods, and promotes the development of English education with dynamic English teaching.

Through Internet technology, based on modern Internet technology as well as the idea of ubiquitous learning, an efficient English learning platform has been built up to change the previous English teaching style and innovate the

teaching mode. For example, as soon as teachers upload learning resources, review materials, teaching courseware and other contents in the platform, logging in their own accounts, students can read relevant resources, language information and learn independently. Based on the modern concept of ubiquitous teaching and Internet technology, it promotes the accomplishment of tasks and goals in English teaching, and more efficiently improves students' English ability.

2.2.2 To construct micro-learning video resource

In the current context of Internet+, the use of Internet technology, live-streaming techniques helps English teaching record into the campus network. Micro-lessons include difficult points, key points in the English course, especially including some important content. In the form of video clips, it has been put into the campus network. Therefore, for example, some students need to study and review outside of class, due to the limited ability to learn and to comprehend, so it is necessary to have professional courseware guidance to improve their English knowledge and oral English proficiency. Breaking the traditional mechanical mode of learning, micro-lessons and online courseware can provide students with more opportunities to learn and create an all-round English learning environment for students through the Internet, promoting the improvement of university students' English proficiency.

With the online and offline blended classroom teaching model, the traditional classroom education format has begun to change from a single face-to-face teacher-student teaching style to a teaching format of "out-of-class online learning + face-to-face classroom teaching". The pre-class learning video is the first channel for students to get in touch with knowledge, so the design of pre-class learning video is very necessary to meet the needs of knowledge transfer and meet the psychological characteristics of students' learning. Micro-course online videos should be short and concise, maybe about 10 minutes in length; the learning content should be small and not too many knowledge points should be placed; the teacher's explanation should be precise and accurate. Based on this, well-produced micro-video resources can meet students' learning needs and stimulate their interest in learning.

2.2.3 To design teaching courseware

As is known to all, online education using Internet technology and information technology is a form of distance learning. Distance learning, that is, providing education to students who are separated by distance and in which the pedagogical material, such as courseware, is planned and prepared in a special need [19].

The design of courseware is an art. A good courseware design can not only provide students with a friendly interface, attracting their attention, but also help them quickly grasp the important and difficult points of teaching, so it is crucial to design good courseware in the process of online classroom

teaching. The design of the courseware should follow the principles of unity of theme, clarity of thought, simplicity and reasonableness. Therefore, the use of advanced digitized learning resources and advanced information technology, the production of graphics and text, sound and emotion of the teaching courseware, need to have outstanding theme, flexible resources, interactive, dynamic generation, and simple application and other advantages [20].

2.3 Focus on the expansion of knowledge and skills in the offline task arrangement

During the after-school period of online teaching, teachers can jointly use social media platforms or online teaching support platforms to create learning tasks as a way to consolidate students' mastery of learning content, while providing students with appropriate practice opportunities to expand their horizons and increase their understanding. Through the organic integration of online and offline learning resources, learning activities and learning situations, plenty of online teaching platforms, such as Super Star Platform and Rain Classroom, can be applied to design diversified and differentiated training tasks, assign review tasks and measure learning outcomes, based on which can comprehensively evaluate students' learning effects and expand their learning skills. Therefore, the blended teaching mode can maximize the teacher's dominant role as well as student's subjective roles, broaden the space for the whole teaching process, and provide students with more flexible study and revision time. Thus, the educational philosophy of teaching students in accordance with their aptitude can be effectively realized, and at the meantime, students' personalized and diversified learning experiences can be practically met.

IV. Reflection and Analysis of Teaching Effect

In the use of blended teaching mode, with the development and utilization of digitized resources, there is a subtle impact on both teachers and students in the teaching process.

On the one hand, the interactivity of learning has been enhanced. Students gradually develop a deeper understanding of English language knowledge by participating in diversified teaching activities both online and offline. In addition, the teacher's all-round control over the sharing of offline auxiliary teaching resources, which makes students' practical application ability get a positive opportunity to improve; the diversified forms of organizing activities in the classroom greatly mobilize students' learning enthusiasm, and the open teaching environment makes the participation of students significantly enhanced; a variety of the application of digitized resources expands teachers' teaching ideas, enriches the teaching content richer, makes it easier to compensate for the lack of equivalent learning objectives due to the different degrees and levels of teaching subjects. Through curriculum design, it brings

students a language learning environment that approximates real-life situations, and strengthens the linkage of knowledge. In the long run, it will provide strong learning support for in-depth learning in the future.

Secondly, the real sense of situation for learning has been enhanced. For the entire course, the principles of realizing an online experience were followed in all aspects of the course design. The need for students to learn and master the language is reflected in the selection of video materials and in the examples of training required in class and in off-site tasks. Through the processing of various digitized learning resources, students' learning is linked to real life to the greatest extent as much as possible, creating real-life situations and meaningful learning scenarios to make learning contextualized, multidimensional and task-oriented. The use of multimedia displays, simulations demonstrations and role plays, combined with guided questions, project training as well as reflection and inquiry, activates the picture of knowledge in real-life situations. As a result, students' awareness and experience of knowledge have been strengthened and it has promoted the transfer and creation of knowledge.

In addition, the autonomy of learning has been enhanced. In the implementation of the online and offline blended teaching mode, teachers use online teaching to create a learning culture. In the lesson preparation stage, teachers use pre-study reports and self-assessment forms to stimulate students' learning interest and motivation through lesson design and pre-designed learning environment, so that students' learning autonomy can be cultivated and students are gradually guided to establish a sense of reflection. Therefore, students are gradually guided to establish a reflective consciousness, so as to develop the habit of reflection in their studies for self-learning management. Through reflection and summary, students have a clear understanding of their own learning experiences and learning abilities, which guides the direction for setting long-term learning goals and study plans. Thus, reflection, as an important higher-order thinking skill, runs through the whole process of learning and also is one of the important strategies to promote deep learning.

V. Conclusion

In the context of the information age and the rapid development of Internet technology, traditional English education is undergoing subversive changes and innovations. The modern dynamic education concept has facilitated the process of improving the efficiency and quality of English teaching and promotes its diversified development, which not only adapts to the new pattern of the times and the new needs of talent development strategy, but also provides a guarantee for improving the quality of English teaching. With the wide popularity of information technology, combining traditional teaching with online teaching will

make English classroom teaching more efficient. Based on such a preconception, the author has discovered a new teaching model — blended teaching mode — from own personal experience in teaching practice, and by reviewing literature on the subject, the development and utilization of digitized resources on this mode in the context of the objective reality of the current pandemic has been explored and researched.

By reviewing and sorting out the current situation of teaching and learning affected by the epidemic in various countries and the background of education informatization development, this paper proposes a comprehensive discussion and practice in terms of teaching design principles and strategies through the integration of online and offline approaches and the use of blended teaching model thinking. Meanwhile, a comprehensive discussion of the use of digital resource platforms in the teaching preparation stage, online teaching period and offline session after class aims to deeply explore teaching resources in depth and to expand new ideas for the purpose of the design and implementation of English language teaching in order to promote the effectiveness of blended English language teaching. In this way, students can get an efficient, convenient and immersive online learning experience and effectively improve their English learning ability and English literacy effectively.

Based on the above research, the author concludes that the application of blended teaching mode in English teaching and the reasonable development and utilization of digitized learning resources can improve students' autonomous learning ability and, at the same time, enhance the information technology literacy of both teachers and students to a certain extent. It is expected that this study can provide some reference to the development of blended teaching in the field of foreign language education in China, in order to continuously promote the improvement of teaching quality. Unlike the characteristics and structure of traditional teaching, the blended teaching mode with the help of modern Internet technology and multimedia platform resources allow learners, namely students, to be placed in the real online environment, and provide a platform for them to communicate, collaborate, establish connections, and build learning networks spontaneously, so as to engage in self-directed learning. At the same time, teachers, the course organizer, undertakes a lot of behind-the-scenes and front-stage support work by setting learning topics, arranging interactive discussions, recommending learning resources, and facilitating sharing and collaboration, which is the all-round organization and construction of learning. Therefore, on the premise of following learners' own development rules and learning habit, learning efficiency should be improved to achieve a dynamic balance between online and offline teaching.

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