Retraction

Retracted: Cloud-Based Collaborative English Online and Offline Hybrid Teaching

Wireless Communications and Mobile Computing

Received 10 November 2022; Accepted 10 November 2022; Published 20 January 2023

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Wireless Communications and Mobile Computing has retracted the article titled “Cloud-Based Collaborative English Online and Offline Hybrid Teaching” [1] due to concerns that the peer review process has been compromised.

Following an investigation conducted by the Hindawi Research Integrity team [2], significant concerns were identified with the peer reviewers assigned to this article; the investigation has concluded that the peer review process was compromised. We therefore can no longer trust the peer review process and the article is being retracted with the agreement of the Chief Editor.

References


Research Article

Cloud-Based Collaborative English Online and Offline Hybrid Teaching

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Received 10 March 2022; Revised 31 March 2022; Accepted 4 April 2022; Published 21 April 2022

Academic Editor: Rashid A Saeed

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In the information age, teachers are not the only source of information. The traditional teaching method brings problems such as passive learning and low interest in learning. This paper is aimed at studying how to analyze and study the hybrid teaching of English online and offline based on cloud collaboration and describing edge computing. This paper proposes the problem of mixed teaching of English online and offline. This question builds on the fundamentals of cloud collaboration. Therefore, the concept and related algorithms are expounded, and the case design and analysis of blended teaching are carried out. The experimental results show that in the follow-up questionnaire survey, online and offline blended teaching is applied to teaching practice. This brings the average academic performance of college English courses to 4.03. Compared with the previous academic performance, there has been obvious progress and improvement.

1. Introduction

With the rapid development of computer, multimedia, network, communication, and Internet of Things technologies, the 21st century has formed an era of knowledge economy characterized by computer science. Driven by “Internet +,” all strata of society are experiencing changes and growth [1–3]. Similarly, the domestic English teaching methods have also undergone revolutionary changes. Information technology has been continuously applied to the design and teaching process of English teaching, and various online learning platforms have emerged as the times require. Combined with the traditional offline learning mode, it has developed an online and offline hybrid learning mode.

The key point of college English teaching reform is to take the road of informatization teaching and develop a suitable and effective new model. This study explores how blended English teaching can play its advantages in universities, and teachers’ teaching behaviors, implementing blended teaching, can promote students’ effective learning. This study believes that online and offline mixed teaching refers to the integration of online and offline teaching. It mainly combines the teaching methods of online learning and offline face-to-face learning. In this teaching state, the computer based on the online platform presents a result that is not a simple addition of online learning and offline teaching, but a chemical fusion reaction. Online and offline mixed teaching has such a distinctive feature. Online and nononline learning methods which appear to be divided into time and space are different integrative. Online teaching is not traditional webcast teaching. Offline teaching is not to copy traditional classroom teaching activities; it is necessary and inseparable from each other.

The innovation of this paper is as follows. (1) This paper combines hybrid teaching with cloud collaboration and introduces the theory and related methods of edge computing in detail. (2) In the face of the problems brought by the traditional teaching mode, it uses the online and offline hybrid teaching method to carry out English teaching. It compares the performance of this teaching mode by evaluating the experimental results. This shows that after the online and offline blended teaching is applied to teaching practice, the students’ academic performance has obviously improved and improved.
2. Related Work

Cloud collaboration refers to the mutual cooperation, penetration, and integration of cloud and terminal. The cloud here refers to “cloud computing” or “cloud data center,” and the terminal refers to the “edge computing” that acts as a terminal. Jinlong attempts to achieve good user-perceived performance for cross-cloud file collaboration. First, for each cloud, he is always able to deploy one or more nearby (client) proxies. These proxies can effectively access web APIs. Second, during the document collaboration process, there are significant similarities between different versions of the document. This can be used to significantly reduce interagent traffic, thereby reducing data synchronization time. Guided by his observations, he designed and implemented an open-source prototype system called CoCloud. Currently, it supports file collaboration between four popular cloud storage services in the US and China. Its performance is recognized by users under representative workloads and in many cases even approaches or exceeds in-cloud collaboration. However, it consumes a lot of energy [4]. Park proposed an IoT cloud collaboration system. His aim was to find a practical way to deploy DTLS in a constrained IoT environment. The DTLS handshake delegation is the main component. He also implements and evaluates the proposed system in his real IoT tested. The restricted devices are connected to each other in a multihop manner. The evaluation results show that this scheme significantly reduces the DTLS handshake delay, implementation code size, and energy consumption. However, his system stability is poor [5]. Li proposed Per-trust, which is a trust-aware and fast resource matching scheme for personalized assurance in collaborative cloud services. First, he proposes an integrated and trust-aware service proxy architecture across collaborative cloud computing environments. This architecture can provide trusted computing and personalized resource matching capabilities. Then, he proposed a resource clustering method based on multidimensional attributes of cloud resources. The method can accurately and quickly meet the individual needs of users. Finally, he proposes an innovative algorithm for service resource trust computing based on real-time dynamic monitoring of data, so as to provide trust-aware resource matching quickly and efficiently. However, his scheme cannot achieve synchronization [6]. Li models the collaborative relationship in regional enterprise clusters as a generalized social collaboration network. It also selects strategies for different facilities. This includes random selection with and without preference, as well as balanced selection with and without preference. He explores the dynamic growth process of facility collaboration networks. Combining performance indicators such as network scale, node degree, and behavior degree distribution, clustering coefficient, average shortest distance, and number of n clusters, he proposed and analyzed the characteristics of these cloud manufacturing strategies. Next, based on these characteristics, he proposed a self-optimization mechanism in the cooperation of two facilities. It includes dynamic weighting of the facility and centralized processing of successive subtasks in the process. He also analyzes the mechanism’s impact on facility collaboration network characteristics and manufacturing performance. However, his process is more complicated [7]. To investigate how college students understand and use cloud technologies for collaborative writing, Mehlenbacher studied two asynchronous online courses: Science Communication and Technology Communication. Students completed a group assignment (3-4 people per group) using Google Docs and individually reflected on their collaborative writing experiences. He explores leadership and how it interacts with teamwork knowledge creation and collaborative writing processes. This outlines guidelines for teachers interested in adopting cloud-based collaborative assignments. He also discusses the tension between providing clear instruction for student teams and allowing teams to embrace the ambiguity and chaos of virtual collaboration. However, the subjectivity in his text is strong [8]. Susilo positively answers the question about integrity protection in the process of extending access policy by introducing an extensible access control system with integrity protection (EAC-SIP). This system is suitable for enhancing collaboration in the cloud. His research provided EAC-SIP’s safety proofs and performance evaluations. However, his data is not rich enough [9]. Yang proposed an open evolutionary architecture for an intelligent cloud manufacturing system with edge and cloud coprocessing. He introduced hierarchical gateways that connect and manage shop floor transactions at the “edge” to support real-time response for latency-sensitive applications. He also proposed a new model—“AI-Mfg-Ops.” He also uses a software-defined framework for support. This can promote the rapid operation and upgrade of cloud manufacturing systems and the closed loop of intelligent monitoring-analysis-planning-execution. His research contributes to the rapid response and efficient operation of cloud manufacturing systems. However, he is not based on reality [10]. Touhafi describes the architecture of a collaborative and real-time environment for remote experiments. He also introduced the web-based Remote Lab Composer. It allows interconnection and data exchange between remote laboratories. He discusses how to use Google Coder to develop, change, or create user interfaces for remote experiments and how to share labs in the cloud. His latest additions to the research include a drag-and-drop lab composer. It allows lab developers to compose complex remote labs using standard widgets, data visualization tools, and data ports. He developed a laboratory composer engine to automatically couple physical instances and collect data to be visualized. However, its scope of application is limited [11].

3. Basic Principles and Methods of Edge Computing

3.1. Edge Computing. Since the emergence of the Internet, cloud computing has been in a stage of rapid development for a long time. Over the network, on-demand scaling is used to sample specific services using virtualization techniques. It creates usage models, completes the provision of services, and provides users with access to services at any
time. It is used on demand and scaled at any time, and valid payment services are used each time [12–14].

As shown in Figure 1, data producers send the collected data to a remote data center [15, 16]. The cloud data center uses its own large-scale virtualization technology for large scale, high reliability, flexibility, and easy expansion. It acquires the storage and processing of data. When a data consumer makes a request to the cloud for a specific service, the cloud will return the corresponding result to provide the user with a satisfactory service. By scaling data volumes and adding users, the complexity of linearly growing cloud hardware installations cannot be matched by the complexity of exponentially growing massive amounts of data. As human needs increased, state-of-the-art computers appeared.

It can be seen from Figure 2 that, compared with the cloud data structure, it introduces an edge layer between the cloud and data consumers, and the data first passes through the edge layer and then is transmitted to the cloud center [17]. From a cloud-centric perspective, this is the decentralization of cloud computing operations. The central infrastructure develops in a star shape around the network, extending the overall computing power of the cloud fabric. Although a single edge node is not as powerful as a cloud center. These edge nodes develop at close points at the edge of the network and have the ability to process edge data over short distances and for long periods of time. It is preprocessed and then transmitted to the cloud center, which greatly reduces the weight of network transmission. From the data consumer’s point of view, the development of the user’s near-end data processing equipment enables it to conduct business and provide services. It takes into account high real-time requirements to ensure service reliability. This has been done well with cloud computing capabilities.

In this distributed edge computer architecture, the network is divided into three levels from the center to the edge: the cloud center computer layer, the distributed edge computer plane, and the terminal node layer. In Figure 3, each level is divided according to computing and storage capacity. It includes wired communications such as Ethernet, twisted pair, fiber optic, and wireless communications. It rises from the terminal to the cloud and is connected to each other through multilevel communication, such as Bluetooth, Wi-Fi, LTE, Zigbee, Lora, NFC, and satellite connection. The hybrid functions of the two are organically combined into a complete set [18].

Among them, cloud computing is a key element of traditional computing capabilities and is at the core of the entire network. It has always been strong, with high performance, multiple services, and fast delivery. It is a unified platform for multiservice processing and storage of big data. In the process of distributed transformation from the center to the terminal, it can provide more complete and better quality services for specific service requirements. The processing results of special service groups and special service scenarios and most services can also be backed up and comprehensive data analysis can be obtained in the cloud data processing center.

As shown in Figure 4, clouds and edges form a distributed network structure, where the basic structure of graph $G$ defines an ordered pair $(V,E,C)$ and $V$ represents the set of vertices. It is all the connections in the figure, and it is the network topology of data transmission. That is, for all the stars in the graph, $E$ is the set of edges and $C$ is the capacity at each end. Each coupling is used for a specific capacity. The central cloud node is like the root node of all other edge nodes, and the central cloud node is like the root node of all other edge nodes. Unlike the endpoints handled by the central node, data always starts and ends with child nodes in the graph.

In the future cloud structure, the distribution should consist of multiple layers. The edge layer will be divided into multiple planes based on different locations. As shown in Figure 5, edge nodes will also be divided into multiple levels of child nodes. These child nodes will expand in turn, eventually reaching each end user. Each cloud computing center will form a complete tree structure [19].

3.2. Transmission Network of Cloud Structure. In the network structure of cloud computing, it is mainly data transmission. Its downlink data cloud services represented by cloud nodes or edge nodes and checks for IoT services that represent uplink data chains. It covers all cases of arbitrary computer and network resources between the paths from the data source to the cloud computing center. It falls into the category of edge computers. This full connectivity means a further evolution of the distributed edge.
In order to express more vividly, a three-layer network structure is adopted, as shown in Figure 6.

Taking data uploading as an example, for such a link pattern, there is only one sending point with zero degree and one receiving point with zero degree. Each edge has a nonnegative right-hand side, which is just a transport network [20, 21]. Given a directed graph $B = (V, E, C)$, specify two points in V; $v_1$ is called the starting point, $v_2$ is called the ending point, and $v_2$, $v_3$, and $v_4$ are called the intermediate points. For every $(v_a, v_b) \in E$ and for every $c_{ab} (c_{ab} \geq 0)$, it represents the capacity in each network. The edge set $E$ also has a function $f = \{(v_a, v_b)\}$, called network traffic, and its representative is $f_{ab}$. It is subject to capacity constraints and each network should satisfy

$$0 \leq f_{ab} \leq c_{ab}. \quad (1)$$

For the middle point of the network, its outflow and inflow are guaranteed to be equal, satisfying

$$\sum f_{ad} - \sum f_{ba} = 0. \quad (2)$$

For the originating point, it is equal to the total network traffic satisfying

$$\sum f_{1c} - \sum f_{b1} = v(f). \quad (3)$$

For receiving points, it is equal to the negative value of network traffic, satisfying

$$\sum f_{sc} - \sum f_{b5} = -v(f). \quad (4)$$

For a flow $v(f)$ on the network, it uses $M(t)$ to denote the number of services arriving at the system from 0 to $t$, satisfying the stability of arrival probability $\beta \Delta t$ from $t$ to time $t + \Delta t$. This document assumes that it is a Poisson flow. The cases in the discontinuous space are independent, and the probability that the next service $z(\Delta t)$ arrives within time $t$ to $t + \Delta t$ is universal, as shown in

$$P(M(t + s) - M(s) = m) = \left(\frac{\beta t^m}{m!}\right) e^{-\beta t}. \quad (5)$$

For cloud computing service providers, their service time is random [22]. It is a single service providing service. Without affecting the negative exponential distribution characteristics, its distribution satisfies

$$F = \begin{cases} 1 - e^{-\beta u}, & u > 0, \\ 0, & u \leq 0. \end{cases} \quad (6)$$

For traffic queueing rules, it only satisfies one queue, and the queue length is not limited [23]. This is a first-pass feature, which belongs to a Markov finite state process. Each state is only related to its previous state and is related to the previous state, as shown in Figure 7.

In a cloud computing system, only one cloud server provides services. It serves MM1 mode with limited maximum system capacity. Assuming that the maximum capacity of the system is $M$, the queue of the cloud server is at most $M - 1$. In a steady state, Equations (7)–(9) can be obtained:

$$\beta P_0 = \eta P_1, \quad (7)$$

$$P_{m-1} + \eta P_{m+1} = (\beta + \eta) P_m, \quad m \leq M - 1, \quad (8)$$

$$\beta P_{M-1} = \eta P_M. \quad (9)$$

where $\beta$ is the traffic arrival rate and $\eta$ is the traffic service rate. For the above equilibrium equations, Equations (10) and (11) can be solved:

$$P_0 = \frac{1 - \nu}{1 - \nu M + 1}, \quad (10)$$

$$P_m = (\nu)^m \frac{1 - \nu}{1 - \nu M + 1}, \quad m \leq M. \quad (11)$$

$v = \beta/\eta$ stands for service capability. The system is a finite queue. In the case of default $\nu < 1$, $P_m$ represents the probability that the system state is $m$. The average number of services in the system satisfies

$$J_s = \sum_{m=0}^{M} mP_m = \frac{\nu}{1 - \nu} - \frac{(M + 1) \nu^{M+1}}{1 - \nu^{M+1}}. \quad (12)$$

The average number of services waiting in the queue satisfies

$$J_q = \sum_{m=0}^{M} (m - 1)P_m = J_s - (1 - P_0). \quad (13)$$
The business service time in the system satisfies

\[ W_s = \frac{f_s}{\eta(1 - P_b)} = \frac{f_q}{\beta(1 - P_m)} + \frac{1}{\eta}. \] (14)

The service waiting time in the queue satisfies

\[ W_q = W_s - \frac{1}{\eta}. \] (15)

In the edge and cloud collaboration mode, there is one cloud server by default, which is equivalent to the MMC mode. The business processing of the system is carried out through multiple servers. The average system service rate satisfies

\[ \eta = \begin{cases} \eta \eta, m \geq c, \\ m\eta, m < c. \end{cases} \] (16)

In the above equation, the number of servers is \( c \), which is the sum of edge servers plus cloud, and \( p (p < 1) \) satisfies

\[ \nu = \frac{\beta}{\eta}. \] (17)

The system as a whole satisfies

\[ \beta P_b = \eta P_1, \] (18)

\[ \beta P_{m-1} + (m + 1)\eta_1 P_{m+1} = (\beta + m\eta_1)P_m, \quad 1 \leq m \leq c. \] (19)
4. Online and Offline Blended Teaching Experiment and Analysis

Mixing refers to a situation where two or more are mixed or cooperated with each other. There may also be mixed situations in teaching, but there may be many mixed teaching situations. Different scholars have different views on blended teaching, which can be roughly divided into two categories: broad and narrow.

Broadly speaking, blended teaching refers to the mixing of specific types of teaching elements into various forms in the teaching of a specific course. For example, multiple teaching methods, such as lecture, work-based, and project-based methods, are used in the same specific course, rather than just one course. In this study, blended teaching refers to a narrow concept of blended teaching. This is a teaching method that combines traditional face-to-face teaching with online teaching to achieve the optimal teaching method. This can not only play the leading role of teachers but also reflect that students are the main body of learning. Blended teaching includes not only the three elements of teachers, students, and teaching materials but also the fourth element of teaching methods. They form an organic whole [24, 25].

The blended teaching referred to in this article refers to the combination of online and offline teaching methods and means. The online teaching mentioned here is a way to combine the existing science and technology, computer software, network teaching platform, etc. Offline teaching is based on traditional physical space in classrooms and on-site teaching between teachers and students using face-to-face real-time teaching methods to communicate and discuss. Blended teaching is different from all-online distance teaching, and it is also different from pure face-to-face teaching. It is a mutual cooperation between online distance learning and offline teaching.

4.1. Questionnaire Survey of College English Courses. Based on the research of other scholars and related questionnaires, the author designed the “College English Course Online and Offline Blended Teaching Questionnaire (pretest paper).” It distributed questionnaires through the online platform Questionnaire Star and obtained 146 valid questionnaires. This questionnaire was conducted anonymously to protect personal privacy. The research object of this research is the 2020-level English majors of a university, who have practical opinions and experiences on college English teaching. Therefore, this survey is credible and effective.

4.1.1. Students’ Interest in Learning. Students are the main body of learning, and interest is the first driving force for students to learn knowledge. If students are not interested in a certain course knowledge, they will not be able to mobilize the enthusiasm for learning. In the question “do you like college English class” in Table 1, only 6 students like it very much, accounting for 4.1%. There are 44 people who like it, accounting for 30.1%. There are 69 people in general, accounting for 47.3%. There are 27 people who expressly dislike it, accounting for 18.5%. From this, we found that students are not very interested in learning English in college. In the question “the main reason you do not like college English class (multiple choices)” in Table 2, 63 and 81 people chose boring course content and single teaching method, respectively. It accounted for 43.2% and 55.5%, respectively. There are 13 and 44 people who think that they are not helpful to work and life and they are not interested in English, accounting for 8.9% and 30.1%, respectively.

In addition to the lack of interest in English, the reasons for students’ low interest in learning are that the content of the course is boring and the teaching method is single. From this, we can see that the traditional teaching methods can no longer meet the students’ learning needs. It does not arouse students’ interest. Therefore, when online and offline mixed teaching is used, teachers should pay more attention to
teaching design to make it more suitable for students' needs [26].

4.1.2. Students' Learning Ability. In the question of "which teaching method do you like," the proportion of choosing self-directed learning is low. In Figure 8(a), "how is your ability to learn independently," only 9 people and 19 people are very strong and strong, respectively. There are 72 people and 46 people who are average and very poor, accounting for 49.3% and 31.5%, respectively. It can be seen from this that most students think their autonomous learning ability is average or even poor. Because online and offline mixed teaching requires students to have strong self-learning ability, they should achieve better results in preclass preview and after-class review. College students are less stressed than high school students. If the free time can be used for independent study, the effect of students' mastering knowledge will be much better.

In Figure 8(b), in the question "how do you pay attention in your usual study," 8 students choose to be very focused, accounting for 5.5%. There are 29 students who choose to concentrate, accounting for 19.9%. There are 52 people who choose the most general, accounting for 35.6%. There are 38 people who are not concentrated and 19 people who are not very concentrated, accounting for 26.0% and 13.0%, respectively. Its large area shows that students' attention is poor and the level of concentration is very low. This shows that students' self-control ability is generally poor, they cannot concentrate on their studies, and they are easily disturbed by the outside world. Students with better self-control skills are also more disciplined. When they study, they are attentive, firm in will, and not disturbed by the outside world, and their learning effect is better. Conversely, if the study is not focused enough, the learning effect is naturally not ideal. In the blended teaching of college English classes, students use mobile phones to learn in the online learning process. At this time, we must increase the monitoring of students. Teachers should limit the time period for students to complete learning tasks in the teaching platform; otherwise, students will easily be disrupted by the entertainment function of mobile phones [27].

4.2. Design of Blended Teaching Process. In the teaching situation of traditional classroom, teachers are accustomed to active teaching and students are accustomed to passively accepting. In the context of blended teaching, it can reduce the influence of subjective factors such as teachers and students in the teaching process and is more conducive to the realization of constructive learning. The design of the teaching process includes before, during, and after class, as shown in Figure 9.

The preclass online learning stage is mainly for students to learn independently. The preview of teaching content requires students to actively learn and construct information and knowledge. Teachers should not think that it is not face-to-face teaching and ignore the guiding role of teachers. Teachers cannot think that uploading resources is enough,
and they need to use technical means to help supervise students. This is also a concrete embodiment guided by the constructivist learning theory.

In the offline teaching classroom, the teacher is the guide and the students are the main body. Teachers and students should actively communicate with each other and seize face-to-face opportunities. The offline class is not like the online class; no matter how many times it is repeated, the content will not change. The real sense of personal experience and communication in offline classrooms is impossible to experience in online learning. Since the on-site atmosphere and feeling of offline classes cannot be replicated, students who miss the offline classes and study after class will not have the on-site feeling anymore. Both teachers and students should seize the short and precious time in offline classrooms [28].

4.3. Summary of Teaching Practice. After the teaching, the author distributed the “College English Course Online and Offline Mixed Teaching Questionnaire (Posttest Paper)” to the students. 146 questionnaires were recovered, and the questionnaire data was complete and the effective rate was 100%.

It counts the number of each option according to the degree of basis. It is scored 5 points, 4 points, 3 points, 2 points, 1 point in turn, and the average value is calculated, as shown in Table 3. It carried out mean analysis on the first part of the questionnaire “course learning attitude,” and the scores were 3.79 and 3.40, respectively. This shows that most students have a positive attitude towards the mixed teaching of online and offline college English courses. In addition, it can be seen from all the mean rankings that the last item is “learning resources that like online teaching platforms.” This shows that students are still quite picky about the teaching resources of online platforms. Teachers should consider students’ interests when selecting and making teaching resource uploads.

The author conducts a questionnaire survey on students through the online and offline mixed teaching practice of college English courses. The analysis shows that students are more satisfied with the online and offline mixed teaching of college English. They are more satisfied with the course design, have a higher degree of participation, and have better learning effects.

With the development of information technology, various online teaching platforms have emerged, and teaching functions have become increasingly enriched. Students have a different learning experience than traditional, which can improve students’ interest in learning. In teaching evaluation, students’ online learning achievements are added to the overall evaluation results, which can promote students’ online learning and positively strengthen their interest in learning [29].

5. Discussion

First of all, through the study of the relevant knowledge points of the literature works, this paper has initially mastered the relevant basic knowledge. It analyzes how to conduct research on the mixed teaching of English online and offline based on cloud collaboration. It expounds the concept of cloud collaboration and related technical algorithms, explores edge computing, and analyzes the application effect of blended teaching through experiments.

This paper provides a theoretical introduction to edge computing and develops an application that integrates network, computer, and storage space. It then provides intelligent services through data sources to meet digital demands for flexible linking, real-time business, data optimization, and application intelligence [30].

Through the experimental analysis in this paper, it can be seen that before the blended teaching model, the number of students who believed that the teaching method was single accounted for 55.5%, more than half of the students. It
can be seen that it is urgent to change the teaching mode research. After the online and offline blended teaching is applied to teaching practice, students can effectively use the online platform to learn in extracurricular time. Compared with the previous academic performance, it has obviously improved and improved.
6. Conclusions

At present, the country and people at all stages have attached great importance to higher education. It will lead to great changes in the content, system, structure, culture, and other aspects of traditional disciplines. The overall goal of cloud-based collaborative teaching is to build a new model of collaborative innovation through the optimization and coordination of various elements in the online and offline hybrid teaching system. The theoretical system of online and offline blended teaching is more profound. The author’s ability is limited, so many of the content and conclusions in the paper are not mature enough. Therefore, we must first continue to strengthen the learning of online and offline blended teaching theory and continue to innovate. Secondly, it is necessary to deeply study and apply various functions of the online teaching platform. It is necessary to present and organize the teaching content and knowledge points in the teaching design. On the basis of ensuring the systematicness of teaching content, it is necessary to design an online and offline mixed teaching mode that is more suitable for college students’ English and apply it to practical teaching.

Data Availability

The data that support the findings of this study are available from the corresponding author upon reasonable request.

Conflicts of Interest

The author declared no potential conflicts of interest with respect to the research, authorship, and/or publication of this article.

Acknowledgments

This work was supported by Planning Subject for the 13th Five-Year Plan of Education Science, Fujian Province, entitled Research on College English of Flipped Classroom Teaching Model based on SPOC.

References


Table 3: Questionnaire analysis.

<table>
<thead>
<tr>
<th>Question</th>
<th>Mean value</th>
</tr>
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<tbody>
<tr>
<td>Learning attitude: Like the online and offline blended teaching of college English courses</td>
<td>3.79</td>
</tr>
<tr>
<td>Learning resources that like online teaching platforms</td>
<td>3.40</td>
</tr>
<tr>
<td>Design evaluation: The design of the online and offline blended teaching process of college English courses is reasonable</td>
<td>3.88</td>
</tr>
<tr>
<td>Teachers guide and manage the whole teaching activities effectively</td>
<td>3.74</td>
</tr>
<tr>
<td>Learning resources of serious offline teaching platform</td>
<td>3.62</td>
</tr>
<tr>
<td>Participation: Focus while studying online</td>
<td>3.41</td>
</tr>
<tr>
<td>Learning result: Improved academic performance in college English courses</td>
<td>4.03</td>
</tr>
<tr>
<td>Improve the learning efficiency of college English courses</td>
<td>3.91</td>
</tr>
</tbody>
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