Research on the Reform of Blended Teaching in College English

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Abstract

The acquisition of various information resources in the social environment of the information age has undergone qualitative changes, and higher education is not immune to its influence。 And the teaching mode, teaching content and form are constantly innovating. How to organically integrate information technology with education and teaching, promote the development of education mode, and promote the innovation and training of talents, so as to adapt to the development situation of the current era, is an important issue。 The majority of educators need to pay attention to. At present, most of the research on network information technology and education and teaching only stays in the stage of superficial integration, and the two are still in a state of separation in essence, which belongs to one-way and static teaching, and the teaching mode has not achieved a fundamental change in structure. This paper takes the College English course as the object, focuses on the organic integration of online teaching resources and offline course teaching, and discusses the reform of blended teaching, hoping to promote the innovation and reconstruction of English teaching in the information age.

Key words: College English; Blended teaching; Reform

Compared with traditional teaching, online teaching based on network information technology has the advantages of flexible resources and diverse means, and the development of online teaching can better meet the development needs of students in different situations, and play a positive role in improving teaching efficiency (Wang, 2023). How to organically integrate online teaching with traditional offline teaching, make the two scientific and innovative reconstruction, and realize the reform of blended teaching is a problem that needs to be focused on in the development of higher education. This paper briefly analyzes the college English course in an application-oriented university in western China from five aspects: teaching characteristics, basic principles, constituent elements, teaching implementation and teaching evaluation.

1. TEACHING CHARACTERISTICS

The traditional teaching mode takes the classroom as the main teaching place, and the teacher occupies a dominant position, which is affected by objective factors。 It has great limitations in time, space, teaching methods and content. Blended teaching is an organic integration of online and offline teaching organization forms, which introduces network information technology into traditional classroom teaching, breaks many limitations of traditional teaching mode, and realizes complementary advantages. The main features of blended teaching in colleges and universities are as follows:

1.1 Theoretical Mixing

On the one hand, the realization of blended teaching is guided and supported by a variety of different theories such as constructivism, humanism and cognitivism, each of which has different advantages and disadvantages, and its value in the teaching process is also different. (Zhang Yuting; Hu Yike, 2023), and in order to realize

the reform of blended teaching, college teachers must correctly grasp the accurate meaning of different theories, be able to classify them from the perspectives of teaching and learning, and appropriately use each theory in the process of teaching practice to make scientific guidance for teaching activities according to the teaching process and actual needs, and guide students to establish self-awareness while ensuring the leading role of teachers, so that students can exert subjective initiative in the learning process. On the other hand, the different guiding theories of blended teaching are not independent, but closely related and mutually reinforcing, and their values and roles in teaching also overlap. Therefore, the blended teaching reform must start from the actual teaching situation, and must take into account the physical and mental development needs and characteristics of college students, the requirements and characteristics of the college English course, the ability level of front-line teachers, the teaching conditions of the affiliated colleges and universities, and other factors, so as to ensure that the value of the blended teaching reform can be realized to the greatest extent.

1.2 Mix of Resources

In the reform of blended teaching, two aspects should be paid attention to in the mixing of teaching resources. The first is the mix in terms of content. With the development of the times, the society's demand for skilled applied talents is gradually increasing, which requires colleges and universities to pay attention to the diversity of talent training. The second is the mix of expressions. In traditional university teaching activities, the transfer and presentation of knowledge are mostly limited to the scope of the classroom, and are presented in a fixed and static way such as books and blackboards. Blended teaching has the advantage of breaking the constraints of time and space, and the reform of blended teaching needs to give full play to this advantage. We should combine the old and new knowledge, transfer methods, meet students' needs for resources in an all-round way, and create conditions for the sustainability of students' development. In addition, there are three levels of light, medium and high levels in the integration of teaching resources, and the reform of blended teaching needs to pay special attention to resource optimization to avoid problems such as duplication, waste and disorder.

2. BASIC PRINCIPLES

Starting from the talent training goals and student development needs of application-oriented universities, the main principles to be followed in the reform of blended teaching are subjectivity, pertinence and development.

2.1 Subjectivity

From the perspective of the current teaching form, most application-oriented colleges and universities still adopt the old traditional teacher-led teaching mode, and the main position of students in teaching activities is not obvious, and the subjective initiative has not been effectively stimulated, and some colleges and universities have actively introduced online teaching modes such as MOOCs and micro-courses, but there are problems such as over-highlighting the main position of students and ignoring the leading role of teachers, and the teaching effect is very limited (Zhang, et al., 2021). In this view, the reform of blended teaching needs to strictly follow the principle of dual subjects, and organically integrate the leading role of teachers and the subjective role of students, so as to ensure that teachers can play the value of organization and guidance in all aspects of teaching activities, and at the same time, students can achieve self-growth with a positive and enthusiastic learning attitude under the condition of being affirmed and respected.

2.2 Pertinence

In the reform of blended teaching in application-oriented universities, the principle of pertinence has the following three implications. Firstly, the curriculum should be set and arranged according to the characteristics and development of students. Therefore, the setting of blended teaching courses should take into account this situation, combine teaching needs, appropriately enrich the teaching form and increase the interest of the classroom. Second, we must ensure that the times are pertinent. In the context of rapid change and development, the reform of blended teaching must follow the principles of the times, comprehensively consider the theme of the times and the actual situation of each institution, and continue to enrich and update teaching resources to ensure that it keeps pace with the times. Finally, it is necessary to consider the development of students in different echelons to carry out targeted teaching. Affected by factors such as growth environment, cognitive ability, and teaching background, students' knowledge reserve and ability literacy development levels are very different. And the traditional "one-size-fits-all" approach cannot truly meet the needs of students. The blended teaching reform integrates the divergence of the network with the intuitive characteristics of traditional teaching, and follows the principle of pertinence, which can effectively ensure that students of different echelons can gain and develop in teaching activities.

2.3 Expansibility

Adhere to the principle of development, that is, the reform of blended teaching should promote the long-term and sustainable growth of students in terms of comprehensive quality. In order to truly meet the needs of the country and the market, college graduates should have excellent professional knowledge and ability, but also have the insight to focus on the world, modern information literacy, positive subjective initiative and critical innovation

spirit. This means that in the process of implementing the blended teaching reform, it is necessary to pay attention to the development of students' knowledge and ability. We should take into account the comprehensive and sustainable development of students, and guide students to master the ability of active exploration in the specific teaching practice process, so that students can learn how to think independently, and learn how to use modern technology to collect, identify and screen effective information, We need to give students good learning habits and learning methods that benefit for life, and transform college education from "knowledge acquisition" to "quality training".

3. CONSTITUENT ELEMENTS

The main purpose of blended teaching reform is to mobilize students' subjective motivation, improve the interaction between teachers and students in the teaching process, and effectively improve teaching effectiveness on this basis (Li, 2022). Therefore, it is necessary to focus on the following elements in the practice of blended teaching reform:

3.1 Analysis of the Learning Situation

In the process of teaching practice, teachers need to have an in-depth understanding of students' characteristics and needs, and clarify the key points of teaching difficulties on the premise of ensuring the efficiency and pertinence of teaching behavior. The analysis of learning situation is divided into three aspects: students' own development status, learning characteristics, and learning styles, among which, the relevant information of students' own development status can be collected by means of questionnaires, the general learning characteristics of students can be grasped by discussion and observation, and the students' respective learning styles can be understood by observation and questionnaires.

3.2 Instructional Design

A large part of the courses in applied colleges and universities emphasize vocational and practical skills, so the reform of blended teaching in colleges and universities needs to focus on the arrangement of teaching design to ensure that students' knowledge and ability development needs can be met. Front-line teachers should make clear plans and arrangements for various elements such as teaching content, progress, time, major, and number of students, and determine whether the course content is suitable for blended teaching and whether it has the practical conditions for blended teaching.

It should be emphasized that the teaching resources in the traditional teaching mode are mainly concentrated in textbooks, reference books and real-life cases, which are relatively limited, while the blended teaching integrates a variety of massive resources with the help of network

media, which requires teachers to screen and plan reasonably in advance in the teaching design process.

3.3 Teaching Ability

Compared with traditional classroom teaching, teachers in blended teaching undoubtedly need to take on more responsibilities, and at the same time the teachers need to have the ability to formulate teaching plans, supervise students' online learning, homework guidance, task release, organize and communicate in and out of class, teaching summary and evaluation, etc. on the basis of providing students with sufficient and high-quality teaching resources. The teachers should guide students to learn how to play a subjective and active role in independent inquiry learning, and help students internalize knowledge, master skills, Constructing a sound cognitive system [Zheng Chen; Cai Xiaochun; Gui Xiaoyan, 2023]. It can be seen that the realization of blended teaching reform needs to be guaranteed by teachers' ability, and it is necessary for front-line teachers to continuously improve their teaching ability and actively reflect on their earnest learning according to the needs of blended teaching reform.

4. THE IMPLEMENTATION OF TEACHING

Focusing on the College English course of an application-oriented university in western China, the author puts forward the basic concept of the blended teaching mode according to the basic characteristics, teaching principles and construction elements of blended teaching, combined with the practical experience of previous teaching, which can be divided into three different stages: pre-class preview, in-class teaching and after-class review.

4.1 Pre-class Preview

In the pre-class preview stage, teachers should flexibly use online means to summarize and collect information such as pre-class tests, discussions, interviews, etc., to understand the development of students' English language knowledge and ability, as well as their English learning preferences, and then clarify the teaching objectives. After having a clear goal, teachers should collect, analyze, and organize the teaching materials required for the course such as videos and courseware, and publish them on the online teaching platform in the form of tasks. Students refer to teaching resources and learning tasks to collaborate with each other to carry out online preview.

Taking into account the characteristics of students and the results of the relevant questionnaires, the learning time in the preview stage should be controlled within one hour, and students are allowed to freely choose different ways to complete the task according to their own characteristics. Teachers should guide students to solve difficult problems in the preview stage in different ways, such as independent exploration with the help of Internet search,

mutual assistance and cooperation with the help of QQ, WeChat, and peer discussions, or record difficult problems for the teacher to ask for help and answers in class. In the preview stage, teachers should give full play to the role of auxiliary, supervising and promoting to ensure the main and core position of students.

4.2 In-class Teaching

In-class teaching is face-to-face, and the actual teaching process can be adjusted differently according to the type of course and teaching needs. The in-class teaching of College English can be divided into teacher guidance, mutual discussion, teacher teaching, student exploration, preview report, teacher and student comments, etc., because it belongs to the category of language, the teaching of College English course needs to appropriately increase the frequency of interaction in class to create more language output opportunities for students. In the classroom teaching stage, teachers should give full play to the role of guidance and organization to ensure the smooth development of the teaching process, highlight the main position of students, and create more opportunities for students to express themselves and communicate with each other.

4.3 After-class Review

In the after-class review stage, teachers can use online assessment to help them complete, set the key and difficult points in classroom teaching as assessment centers, assign them to students in the form of assignments, and provide timely evaluation feedback for students. Students should actively summarize the knowledge and skills learned in the first two stages, carry out learning reflection based on the feedback results of online assessment, review the learning performance in the first two stages, summarize and internalize the knowledge and skills learned in combination with their own experience, and use online means to carry out exchanges and discussions with teachers and other students, express their learning impressions, and achieve cognitive development.

5. TEACHING EVALUATION

Based on the teaching practice and previous theoretical research, this paper proposes a process-based evaluation system that is more compatible with blended teaching, and according to the needs of the College English course, this evaluation should highlight the following characteristics:

First of all, it is necessary to ensure the diversity of evaluation subjects. In the traditional teaching evaluation, the teacher is the main body, and the students, as the passive recipient, are prone to resistance, and the evaluation results based only on the teacher's opinion are subjective and one-sided, which is not conducive to the realization of evaluation value. Blended teaching emphasizes the diversity of evaluation subjects, that is,

student self-evaluation, student mutual evaluation, and teaching platform evaluation are added to the system, so as to improve the objectivity and fairness of teaching evaluation and ensure students' sense of learning participation. Secondly, it is necessary to ensure that the assessment content is comprehensive, and make a comprehensive and coherent evaluation and inspection of students' knowledge internalization, skill mastery, literacy improvement and other aspects through the completion of pre-class preview tasks, classroom participation, and post-class assessment results. Finally, it is necessary to ensure the diversification of evaluation methods, combine the process with summary evaluation, grasp the latest learning dynamics of students with the help of process evaluation and adjust teaching strategies in a timely manner, grasp the learning status of students' courses and understand the completion of teaching tasks with the help of summary evaluation, make up for the shortcomings of evaluation that only focuses on results in the past, add value orientation to teaching evaluation, and ensure that it plays a more efficient role in blended teaching.

6. CONCLUSION

Blended teaching integrates traditional classroom teaching with network information technology, which is another development of teaching theory in the new era, and at the same time, as a new teaching method, it can well meet the learning needs of students. The blended teaching reform of College English fully reflects the subjective position of students and the leading role of teachers, and the practice shows that the teaching reform has a significant effect on the development of students' knowledge and ability and the improvement of comprehensive literacy, and has great advantages from the perspective of teaching and learning. This paper takes the course of College English in an applied university in western China as the object to discuss the problems related to the reform of blended teaching, which is limited by objective conditions, and it is hoped that more outstanding educators will pay attention to this topic and carry out in-depth research, so as to contribute more to the development of English teaching.

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