

# The application of blended learning in higher vocational English teaching under the background of “Internet +”

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**Keywords:** Internet + ; blended learning; higher vocational English teaching

**Abstract.** The rapid development of Internet technology provides the means of education innovation. In the face of reduced teaching time of higher vocational English teaching and the present situation of the course does not decrease, hybrid English teaching model has get the teacher's hands. Hybrid English teaching mode under the environment of Internet +, micro fusion class, flip classroom, online classroom teaching effectively improve the efficiency of classroom teaching, and the effect. Under the background of "Internet +", how to realize the transition from the traditional teaching mode of higher vocational English teaching to hybrid teaching mode based on network platform, is an important subject in higher vocational colleges face. The subversion class based on micro flip class has changed the traditional teachers' classroom knowledge status, has changed the class teaching to the teachers and students interactive classroom discussions and answering questions; and it set up a convenient autonomous learning environment for students. Under the background of "Internet +", the implementation of blended learning has promoted the reform of teaching mode in higher vocational English hybrid propulsion.

## 1. Introduction

With the arrival of information age, people' access to information is available, the information technology is also deep into the various industries and fields.[1] Education innovation of Internet + mode and the education reform in full swing. So-called "hybrid teaching" is to the advantage of traditional ways of Learning and the advantage of e - Learning, teachers should not only play a guide leading role, inspired, monitoring the teaching process, to fully embody the students as the main body of Learning initiative, enthusiasm and creativity. Blending Learning is a kind of Learning concept, the promotion to make the students' cognitive style changes, teachers' teaching mode, teaching strategy, roles are changed.[3,4] This change not only the form change, but based on the analysis of students' needs, teaching contents, practical teaching environment, on the basis of making full use of the advantages of online teaching and classroom teaching complement each other to improve the students' cognitive effects.[5] Hybrid teaching emphasis is at the right time to apply the appropriate technology to achieve the best learning goals. Hybrid teaching today in the Internet age has been the majority of teachers and students, in real life has a great significance. Through the network to provide convenience for the students' learning form becomes rich and interesting, so as to realize in the limited time to achieve maximum value of the course.

First, we talk about Internet +. The core connotation represented by "Internet +" is the "national innovation and entrepreneurship" of the masses" based on the Internet and digital information technology. Internet + education" means that the school teaching activity based on digital information technology and network platform and implementation of the innovation of the teaching behavior patterns." A school, a teacher, a classroom, this is a traditional education. A net, a mobile terminal, millions of students, school term you choose, the teacher selected by you, this is the 'Internet + education.[6,7,8] Micro class, class, flip class, mobile phones, these are the result of the" Internet + education." The higher vocational English course to cultivate students' vocational positions required English basic skills and basic quality. Under the background of "Internet +", higher vocational public English teaching by introducing flip classroom, modern teaching methods and means such as micro

lesson, from the traditional teaching mode to the new teaching model based on information technology and network platform.

Next, we talk about blended teaching. Blended teaching is derived from "B - learning", namely "Blended learning" or "Blending learning".[9] From the learner's perspective, the term is usually translated into blended learning. Most scholars believe that the term refers to the tradition teaching method and medium of information network technology in the integration of the hybrid teaching mode. The advantages of traditional teaching lies in teachers' teaching and guidance, the application of information network technology provides convenient means for students' autonomous learning. Hybrid will be both the advantages of integrated teaching, is the "Internet +" in the context of a convenient and efficient teaching mode." So-called B-learn-ing to the traditional Learning method combines the advantages of E - Learning; that is to say, should not only play teachers' guide, inspire, monitoring the teaching process of leading role, and to fully embody the students as the main body of Learning initiative, enthusiasm and creativity."

The reform of teaching mode based on the "Internet +" model in higher vocational public English hybrid refers to in the reform of traditional classroom teaching mode on the basis of introducing flip classroom teaching mode, make full use of micro lessons, WeChat, mobile phone APP, such as the network teaching resources, make the classroom teaching and students' autonomous learning based on network platform integration each other, complement each other, realize the multiple interactive teaching and learning, the teachers' leading role and students' main body role effectively.[10]

## 2.The research object and methods

### 2.1 Flip the classroom teaching mode based on micro class

The author designed the following "flip classroom" teaching mode based on micro course of concept map on the basis of conceptual understanding, see figure 1.

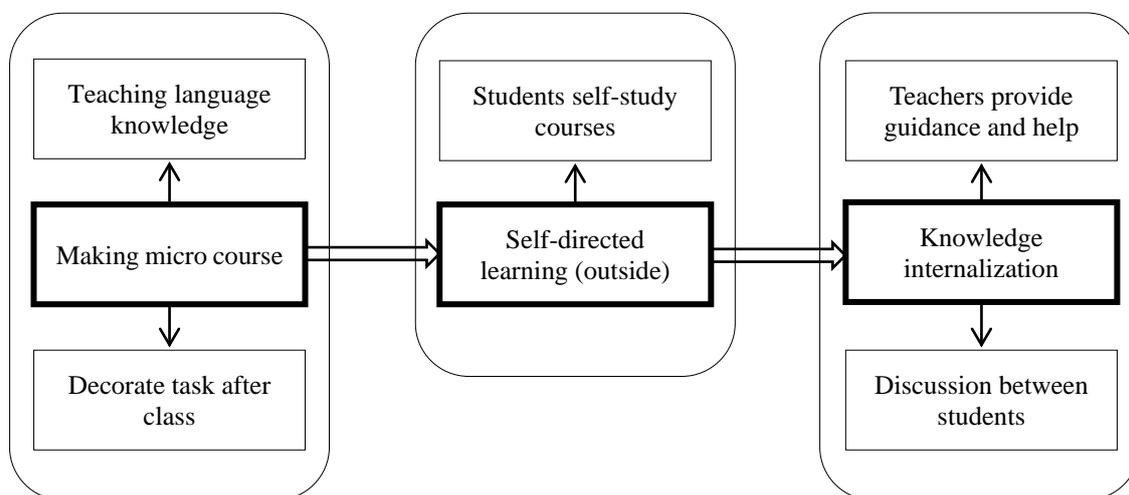


Figure. 1 "Flip classroom" teaching mode.

### 2.2 Blended learning mathematical model

Blended Learning new model consists of three teaching methods: the construction of open network teaching platform, support active based on E - Learning and interactive teaching; Set up diversified teaching links, and promote problem heuristic, collaborative teaching; Adopts full English teaching, promote the immersion, centralized teaching. The relationship between the three teaching methods available formula (1) description:

$$HLM = \alpha AI + \beta PC + \gamma IC \tag{1}$$

In which,

*HLM* : Hybrid Learning Mode;

*AI* : Active and Interactive learnin ;

*PC* : Problem and Collaborative learning;

*IC* : Immersion and Centralized learning.

And, there should be a relation as (2):

$$\alpha + \beta + \gamma = 1, \text{ and } 0 < \alpha, \beta, \gamma < 1 \quad (2)$$

### 2.3 The research object

Students to participate in this study, a total of 120 students from higher vocational colleges in Jiangxi non-English major classes, four classes are taught by the author. he end of the experiment began in January 2016, in January 2017, lasted a year.

### 2.4 The research process

Author made before experiment test with the four classes taught by author, the test used the 2015 national college students' oral English level 3 exams, and the random sampling survey subjects before the experiment suggested that students did not do this test before, which ensured that the test results can reflect the students' spoken English.

According to the test results we divided the students who took part in the experiment of the four classes into two groups, 2015 engineering grade 8 and 2015 tourism management class 3 as the first group, grade 2015 and 2013 engineering, class 2 grade 5 class tourism management are the second group. The results before the test show that (table 1), before the trial, the two groups is in a state of almost equal to the average, mean difference of 0.24, it shows that before the trial, the experimental group and control group of students oral English level. And  $p = 0.726 > 0.05$ , the experiment in the first two group of spoken English level difference is not statistically significant.

In the initial term, the author made the first group that took part in the experiment of two groups of as control group, what the group of students accept was still the traditional oral English teaching, and we made the second group as the experimental group, what the group accept was based on blended learning oral English teaching.

Two sets of textbooks were used was <The college English listening and speaking course 3>, the control of the student still use the traditional face-to-face teaching methods, teachers and teachers as the leading factor, the teaching activity, and the experimental teaching methods "teachers teaching and multimedia teaching, group discussion and autonomous learning after class" form of blended learning. In class, the teacher first according to the material content of each unit, to introduce students to unit content related background knowledge, then the use of multimedia projection to the student spoken language materials, so that the students in practice hearing at the same time to understand the spoken language material. Then divide the class into several groups, oral topic for group discussion link, require students to online autonomous learning after class, the teacher through QQ, Weibo, WeChat such as social networking platform for the students to answer questions, see figure 2.

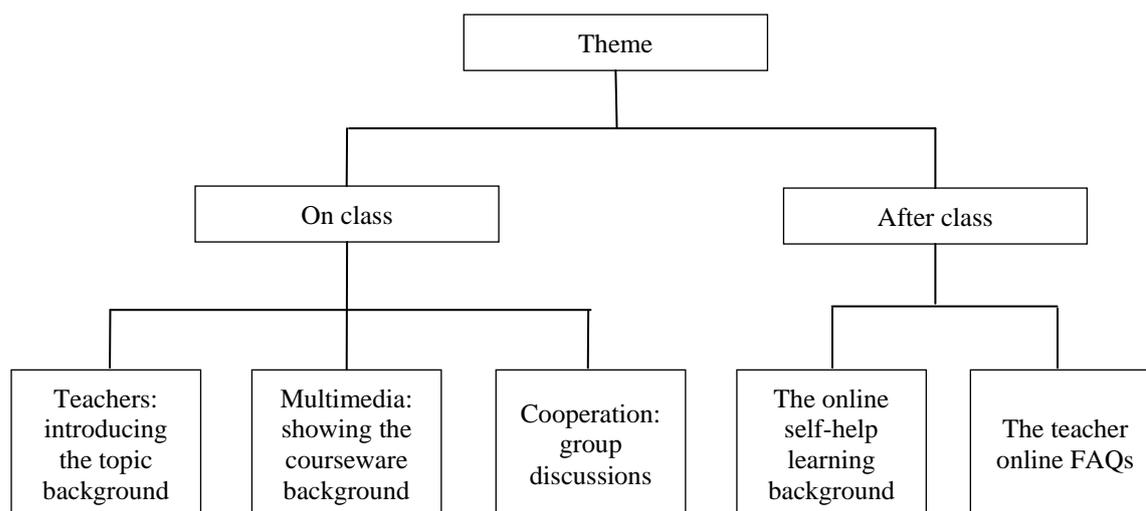


Figure. 2 The teaching proces.

After the year of teaching practice, we made an oral test to students of two classes after the test, with reference to relevant Yang speaking ability test questions let subjects randomly selected topic, for impromptu oral speech, finally, the subjects of pronunciation and intonation, logic, fluency, etc score, the score with a point value between 0 and 100.

### 3. The results of the study

#### 3.1 A new mode of agricultural management main body, P2P network financing in our country

After a year of hybrid teaching carried out on the experimental teaching, the author made data test of two groups of students oral English with the SPSS16.0 software and also made the independent sample t test. It can be seen in table 2,  $p = 0.005 < 0.05$ , shows that the difference has significant statistical significance. And the two groups were difference from 15.82 after experiment, obvious gap, the experimental group spoken English result was better than control group, showed the blended learning to played a significant role in oral English learning.

Table 1 Descriptive indicator of each variable

group	Number of students	Standard deviation	Mean	Mean deviation	t	p
First group	60	9.23	62.58	0.24	0.125	0.726
Second group	60	8.52	62.39			

Table 2 Oral contrast test result of the control group and experimental group after the experiment

group	Number of students	Standard deviation	Mean	Mean deviation	t	p
First group	60	10.26	63.06	15.82	11.26	0.005
Second group	60	16.52	78.94			

At the end of the experiment, the author conducted in-depth interviews to students who participated in the experiment, the results showed that almost 80% of the students think, blended learning is helpful to improve their interest in learning spoken English in class, after a year of blended learning, their network technology have greater degree of improve. They believe that the previous teaching mode is very boring, the teacher on the podium speaking, students in his seat, some students even turn a blind eye to the teacher, speak little words in class, like no one's watching sleep, play with mobile phones. And carried out after the blended learning, teachers often use the network and

multimedia video, music, through the network multimedia guide students to speak English, and often conduct group discussions, role playing activities such as the active classroom atmosphere, some never open students are willing to speak English.

Second, most of the students think that English resource is very rich in Internet, the knowledge they want to learn can be detected on the network, and can freely for autonomous learning under the lesson, don't understand the problems in time through QQ online, WeChat, weibo to ask the teacher questions such as all kinds of social software, which greatly improve the efficiency of their learning oral English. And, more importantly, the students said that blended learning greatly dig their creativity and potential, to learn spoken English in class between group discussion and group and group games against enable every student to learn how to think independently, and through their own efforts to make their team to victory in the race. Therefore, through the above empirical research, based on blended learning pattern of oral English teaching is better than traditional face-to-face teaching can improve the level of higher vocational students' oral English and communication skills, so they can use English fluently and confidently this language.

#### **4. Summary**

According to the characteristics of the hybrid English teaching mode, teaching evaluation should not be still adopts the traditional teaching evaluation method, evaluation methods should be diversified. Focus on formative assessment, this method, not only can provide learners with their own learning, can also feedback teaching situation, in order to further improve teaching or learning to provide guidance and help. In addition, the teaching mode, the part of students' autonomous learning should also be included in the scope of evaluation, it should establish the corresponding records of students' autonomous learning, network learning platform and into the teaching evaluation. In addition, the student's evaluation form can be written test paper, also can be the student individual or team to complete forms of micro video, etc.

Hybrid English teaching in higher vocational college English teaching reform under the wave of just adapt to the development of The Times, will receive the love of teachers and students, and can make a good first. Hybrid is not a kind of brand-new teaching method or theory, but with the development of education informationization, gradually got the attention. In the student under the background of personalized learning, diversification of teaching methods, the hybrid teaching will become Internet + background the most appropriate teaching mode, our research has a long way.

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