

## Research on the Application of Mixed Course Model in College English Follow-Up Courses Based on Students' Needs

Zhongqi Jia

English Department, Guangdong University of Science&Technology, Dongguan, Guangdong, 523083, China

54460917@qq.com

**Keywords:** Student Needs, College English Follow-Up Course, Mixed Courses

**Abstract:** College English Follow-Up Course is a Part of the Complete System of College English Reform, Which is Responsible for Cultivating Students' Higher Requirement of English Application Ability. Many Colleges and Universities Have Not Paid Enough Attention to the Teaching of Follow-Up Courses of College English. in View of the Teaching Goal of College English Course, the Mixed Teaching Mode of College English Follow-Up Course Based on the Needs of Students is Constructed, the Operation Process is Explained, and the Effect of the Teaching Mode is Verified through the Follow-Up Course Teaching Reform Practice. in the Choice of Course Type, More Emphasis is Placed on the Application of Language and Knowledge Related to Its Profession; Meeting Employment Needs is Their Most Direct Goal in Continuing Their English Study. According to the Results of the Survey, the Article Puts Forward Some Suggestions on the Construction of Follow-Up College English Courses from the Aspects of Strengthening Modular Curriculum, Exploring Mixed Teaching Methods, Scientifically Selecting Curriculum Resources and Strengthening the Construction of Teaching Staff.

### 1. Introduction

With the Systematization of English Teaching in Primary and Secondary Schools and the Implementation of the New Curriculum Standards in the First 12 Years of College, the Overall English Level of Freshmen Has Greatly Improved [1]. College English Course, as an Important Basic Course, Occupies an Important Position in the Whole College Curriculum System and Plays an Important Role in Cultivating College Students' English Ability. Judging from the Existing Literature Data, the Research on College English Courses by Chinese Researchers Involves Various Aspects. the Teaching Management of Mixed Courses in the Follow-Up Courses is Irregular, There is No Unified Planning and Requirements, Most of the Teaching Materials Used Are Not Standardized, and There is a Lack of Continuity and Systematicness of Knowledge [2]. the Research on the Mixed Course of College English Follow-Up Courses is Not Only a New Requirement for College English Teaching Requirements, But Also an Important Aspect of College English Curriculum Reform. Establishing and Perfecting the Mixed Curriculum of College English Follow-Up Courses in the New Era to Meet the Needs of Students for English Learning Has Become an Important Research Topic [3]. Applying the Theory of Demand Analysis to the Construction of the Mixed Course of College English Follow-Up Courses Helps to Meet the Learning Needs of Students, What They Hope to Get and What is Missing, So as to Improve Students' Enthusiasm for Learning and Improve the Teaching Effect of the Mixed Course of College English Follow-Up Courses.

### 2. Current Situation of Mixed Courses in College English Follow-Up Courses

In recent years, the Ministry of Education has initiated the construction of a number of colleges and universities for teaching reform of college English teaching. The highlight of the reform is that college English teaching implements the principle of classification and guidance, and the principle of teaching students in accordance with their aptitude, adapting to the actual needs of individualized

teaching. As the pressure of employment continues to grow, so does the demand for capacity of college students. However, the hybrid course teaching of the follow-up course in the college English improvement stage is a weakness in the entire university English teaching reform system. The follow-up course mixed course teaching management is not formal, there is no unified planning, unified requirements [4]. This kind of college English learning under the test-oriented thinking will make college students form a certain dependence on college English teachers. Most of the textbooks used are not standardized, lacking the continuity and systemicity of knowledge; The contradiction between the actual needs and the mixed courses of the subsequent courses has affected the job hunting or postgraduate entrance examination. The setting of subsequent English courses needs to be chosen independently according to students' personalities and interests [5]. Demand analysis is an important link in the process of curriculum design. It is the basis for teachers to organize teaching, use teaching materials, determine teaching methods and evaluate teaching results. It is also the primary link to adapt teaching to the development of society and the times so as to improve teaching quality. For example, passing CET-4 and CET-6, getting a scholarship with high scores at the end of the semester, taking postgraduate entrance examination, etc., are not conducive to the development of college students' comprehensive English quality, and are not conducive to the cultivation of college students' awareness and ability to continue learning.

Based on the current situation of college English teaching mode, many college students think college English courses are very useful, but they have relatively low recognition of college English teaching mode, because the current college English teaching mainly emphasizes the cultivation of college students' English grammar and reading and writing ability. The ideal foreign language teaching should discover students' various needs for foreign language learning, and make the curriculum help to meet the needs of self-realization at the highest level [6]. However, most colleges and universities currently offer college English courses for two academic years, and there is no corresponding mix of follow-up courses for students who pass the CET-4. However, the requirements for college students' oral English and listening ability are relatively weak. Many college students' English communication skills are at a low level, which is incompatible with the needs of social development for English talents. Through the needs analysis, students' learning objectives and needs, learning plans, learning strengths and weaknesses, etc. can be determined, and it is convenient to determine the teaching plan and the operation curriculum to meet the requirements of the students and improve the teaching.

### **3. Analysis of Foreign Language Curriculum Needs**

Demand analysis refers to techniques and methods for studying needs through introspection, interviews, observations, and questionnaires. The main purpose of demand analysis is to understand the requirements of foreign language teaching and analyze the weak links of students. A comprehensive survey and analysis of the subsequent settings and current status of English, and where to improve, will help to develop appropriate teaching objectives, curriculum systems and teaching models. Because college students may not work in English after graduation, or their existing college English knowledge level is sufficient, or college students can learn independently according to their English needs [7]. Identify the problems in the process of foreign language teaching so that it can attract the attention of teachers. In the field of foreign language teaching, needs analysis is an indispensable starting step for the design and implementation of language courses. On the basis of the research, the demand is divided into goal demand and learning demand; obligatory knowledge, lack of knowledge and want to learn knowledge belong to goal demand, while learning environment, learner knowledge, learner skills and strategies and learning motivation belong to learning demand. The questionnaire mainly investigates students' needs for mixed courses in the follow-up courses of College English. The purpose of the interview is to further understand the students' views and attitudes towards the curriculum design of College English follow-up courses.

Different researchers have different definitions and classifications of requirements based on different perspectives, objects and backgrounds. The analysis of foreign language needs in the

improvement stage can provide many useful references for the teaching and management of the whole follow-up courses, the setting of mixed courses and the teaching of courses. However, most college students think that it is very necessary to set up a mixed course for college English follow-up courses, which indicates that most college students have a strong desire to learn the mixed course for college English follow-up courses [8]. Analyzing the needs and aims of learners is the first step in the curriculum planning and the starting point of the following series of activities. In foreign language teaching, the main purpose of demand analysis is to understand students' requirements for foreign language teaching, to analyze students' weaknesses, and to identify the problems in the process of foreign language teaching, so as to attract teachers' attention. Through interviews with students, it can be found that students still want teachers to have certain professional knowledge, preferably relevant industry experience, to ensure the teaching quality of mixed courses of College English follow-up courses. In the setting of mixed courses for follow-up courses, ordinary colleges and universities can not blindly copy the practice of foreign or domestic first-class colleges and universities, but should set up special courses for students according to their specific needs [9].

## **4. Design of Mixed Course Teaching Model for College English Follow-Up Courses**

### **4.1 Hybrid Teaching Mode Construction**

According to the teaching objectives of English application ability, cross-cultural communication ability, autonomous learning ability and comprehensive cultural literacy as well as the teaching requirements of language knowledge and learning strategies put forward in the college English teaching guide, the research group has constructed a mixed teaching mode of college English follow-up courses based on micro-class and flip-over class. In the process of foreign language teaching, comprehensive observation, investigation, induction and analysis of students' foreign language learning needs from the perspective of "needs" are foreign language learning needs analysis, which is a diagnosis for the implementation and improvement of the next teaching plan, curriculum and teaching mode. Correctly handle the relationship between basic English and ESP, and effectively improve college students' English application ability and professional development ability, so as to promote college students' English learning to meet their future development needs in their own specialty and industry. The main content of the mixed course of College English follow-up course is divided into two aspects: language and culture knowledge learning and language and culture ability training, but the main goal is to cultivate language application ability. Among them, knowledge learning and ability training are mutually complementary dialectical relations. On the one hand, knowledge learning is the basis of ability development, on the other hand, the enhancement of ability is also conducive to the further acquisition of knowledge. Teachers can interact more with students in the classroom and increase their ability to apply what they have learned. In addition, the students hope that teachers can change the traditional teaching methods in the classroom, have more diversified and interesting forms of classes, and improve the learning effect of the mixed course of College English follow-up courses.

### **4.2 Mixed Teaching Operation Process**

Considering the integrity of online teaching and classroom teaching and the continuity of in-class and out-of-class teaching, the research group organically integrates the in-class and out-of-class teaching of the follow-up course and the teacher-student interaction from the three dimensions of teaching time, teacher-student tasks and learning style. As one. As the organizer, instructor and collaborator of classroom learning activities, teachers are responsible for organizing students to demonstrate and train language practice, feedback and evaluation of students' performance, organize classroom impromptu language activities and feedback on the immediate questions raised by students. Respond. The most popular way for students to teach is the hybrid teaching model, which is a combination of "e-learning and teacher classroom face-to-face". 45% of the students hope that teachers can record relevant teaching videos through the online teaching platform, for

students to learn under the class and to interact with teachers and students through the online teaching platform and answer questions. For front-line College English teachers, due to their heavy teaching tasks and heavy workload, they can reduce their teaching burden appropriately and leave room for their mixed curriculum construction and teaching of follow-up courses of College English. Supervisors and instructors of students' autonomous learning are responsible for organizing teachers and students to communicate with students about the problems they encounter in learning, providing more learning resources for students with better level, and providing targeted guidance and answering questions and puzzles for students with unsatisfactory level. Based on this, the combination of English and specialty will enable students to learn English professionally, practice English professionally, improve students' professional English ability, and cultivate compound talents with an international perspective.

## 5. Application Effect of Mixed Teaching Model

### 5.1 Students' Recognition of Teaching Mode

Students' feedback on the mixed teaching mode is mainly collected through questionnaires and group interviews. The questionnaire is mainly developed from the overall teaching mode, online teaching, classroom teaching, teacher guidance, autonomous learning and other aspects. The statistical results are shown in Table 1.

Table 1 the Students' Approval of the Mixed Teaching Mode

Problem	Like it very much(%)	like(%)	Feeling normal(%)	Dislike(%)
Attitude towards mixed teaching mode	24	66	8	2.3
Expectation of classroom teaching method	1.3	45	0	47
Attitude towards autonomous learning through video	19	39	41	1.7

Based on the survey of the learning needs of College Students' mixed curriculum of College English follow-up courses, colleges and universities can design a modular and hierarchical mixed curriculum construction scheme of College English follow-up courses, which may make the mixed curriculum teaching of College English follow-up courses truly geared to all learning. Under the mixed teaching mode, students learn knowledge through micro-lessons and practice what they learn through classroom activities. Teachers' role in classroom is more changed to instructors and evaluators. Reasonable allocation of teaching resources can meet the requirements of the society for English teaching, and truly meet the needs of society and students. The researchers found that most of the respondents were dissatisfied with the current situation of the mixed course of college English follow-up courses. Most of them thought that the introduction of the college English follow-up course was important and necessary. In the interview, the students interviewed said that the front of the class was very helpful for the high-quality display of the learning results in their class, and they also gained the most from the targeted guidance of the teachers. In interviews with students, it was found that students wishing to offer follow-up English courses are more practical, can be related to the professional knowledge they have learned, and will be helpful for future postgraduate studies, going abroad and employment.

### 5.2 Suggestions for Implementing a Mixed Teaching Model

The setting of the College English Follow-up Course Mixing Course should include at least the following four modules: Language Skills, Language and Culture, Special Purposes, and Professional English. The main purpose of the language skills course is to improve students' basic skills in listening, speaking, reading, writing and translating. It can help students prepare for future postgraduate study, going abroad and employment. The mixed curriculum of college English follow-up courses should fully respect the needs of students. It should focus on cultivating college

students' English proficiency, especially the practical use of English, and provide courses that meet the actual needs of students, helping students to have more advantages in future career choices. On the basis of comprehensive investigation and accurate analysis, colleges and universities need to set up a modular mix of English follow-up courses to meet the learning needs of college students in English culture, language communication skills, application of English skills, specialized English, etc. Practice shows that students' attitude and quality of autonomous learning are obviously improved under the condition of clear objectives. In addition, actively encouraging and guiding students to carry out mutual evaluation activities with substantial contents is also a good way to maintain students' attention in class. The study of such courses will help students acquire the professional English knowledge and skills necessary for future professional study and research. The courses of these four modules complement and permeate each other, which can meet the diversified and personalized learning needs of students.

## 6. Conclusion

The teaching object of the mixed course of college English follow-up courses is senior students with certain basic language knowledge. The learning effect and teaching quality of the mixed course of student follow-up courses are closely related to the professional level of teachers. Based on the practical research on the mixed teaching of the follow-up courses of college English, this paper puts forward a teaching mode and process with strong operability. At present, non-English major college students have a general English learning situation and have great opinions on the current situation of college English teaching. Through questionnaires and interviews, it is not difficult to find that at present non-English major college students no longer take completing credit tasks and passing CET-4 and CET-6 as their sole purpose of learning English. This is mainly in the curriculum, teaching management, teacher training and other aspects of long-term planning, in order to ensure the smooth opening of mixed College English follow-up courses, and further promote the reform of College English teaching. We believe that the teaching model and research findings proposed in this paper can provide reference and reference for teaching decision-making departments to scientifically and rationally formulate teaching reform plans, teachers' training departments to develop teacher development projects and front-line teachers to actively carry out teaching reform practice.

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