

## Analysis of the Application of Mixed Learning in College English Practice Teaching

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**Abstract.** In the context of globalization, the role of English has become increasingly prominent, and it has been incorporated into the education system in most countries. Since the end of the last century, educational reforms in developed countries such as Europe, the United States, and China have continued to promote innovation in curriculum teaching methods as an important task in teaching reform. The goal is to improve teaching quality and efficiency through more scientific teaching methods. Blended teaching is a new teaching model developed in recent years. It is based on traditional teaching and incorporates network technology. This model has a positive effect on improving teaching results when applied to teaching. This article first explains the theoretical basis of blended learning, and uses our school as an example to analyze the application of blended learning in college English practical teaching and its effect.

### Introduction

Thanks to the rapid development of network technology, more and more people are paying attention to the network teaching developed by modern information technology. A lot of researches on network teaching models have emerged. These studies have confirmed the superiority of network learning models. Learning makes up for the shortcomings of the traditional teaching model, and enables learners to have more autonomy and choice, which has a positive impact on training students to develop good learning habits. At the same time, under the blended learning mode, the teaching resources provided by the network are diverse and open, making course learning more efficient. The effective application of blended learning in college English teaching will be an effective way to improve teaching quality.

### The theoretical basis of hybrid learning

The reform of higher education advocates life-oriented, and it is necessary to promote the comprehensive development of contemporary college students, which coincides with Rogers's humanistic education thought. College English teaching under the humanistic education idea is mainly manifested as follows: the goal of English course teaching is to train students to become a person with physical, emotional, and spiritual qualities; students learn only on the basis of full interest and enthusiasm. Only by actively discovering problems, actively exploring, and fully investing in knowledge and emotions can we achieve comprehensive development of knowledge, personality, and behavior<sup>[1-3]</sup>. Teachers should respect the student's subjective status when teaching, and mobilize students' subjective initiative through multiple means to stimulate students' motivation to learn. Blended learning mode is a combination of teaching methods, teaching modes, teaching resources, teaching environment, teaching objectives, teaching media and other elements, that is, a mixture of educational theory and educational philosophy. Blended learning mode is shown in Figure 1.

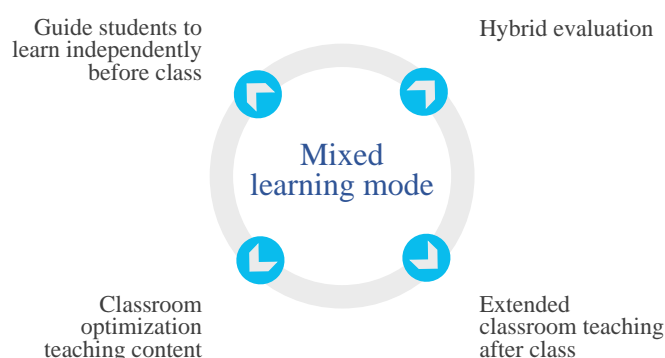


Figure 1 Mixed learning mode

### The Specific Application of Mixed Learning in College English Practice Teaching

Taking into account that the English level of art students is generally not high, coupled with the more active thinking of art students, and a strong interest in English learning in a real language environment, the author applies the blended learning mode to the English teaching of this specialty, and The teaching effect was observed and analyzed. In addition, the reasons for carrying out this research include: On the one hand, contemporary students are pursuing individuality. This feature is especially obvious for art students, and traditional teaching models are difficult to meet this demand. On the other hand, under the traditional teaching mode, students' autonomy is difficult to exert and teaching efficiency is not high; while the simple online learning mode lacks supervision and guidance, it is difficult for students to learn consciously, and the English level of students is not significantly improved.

Before the research, the author conducted an online questionnaire survey on some art students, which mainly includes three aspects: learning habits, computer operation skills, and acceptance of mixed learning models<sup>[4]</sup>. The survey results show that most students are willing to accept the cooperative learning model and have experience in cooperative learning; most students tend to communicate with teachers and classmates via the Internet, and most students have experience of learning and communication via the Internet; Of students are willing to try a blended learning model.

Before teaching, the author truthfully informed each student of the teaching objectives and evaluation standards of the course. Some of the cases in the lesson plan of the course try to choose things or hotspots that are close to the students. The purpose is to mobilize the students' learning interest so that students can live in real life. In the application of English knowledge, apply what you have learned. This article uses Legal and Moral Implications of Cloning as examples for instructional design.

The design of the learning environment is of vital importance in the blended learning of college English, including the web-based autonomous learning environment, the collaborative learning environment, and the classroom face-to-face teaching environment. The three organically combine to promote students' English learning. Based on the learning content, the researchers conducted a preliminary design of the learning environment, as shown in Figure 2, while building a "college English hybrid learning network platform, to lay the foundation for learners to carry out blended learning.

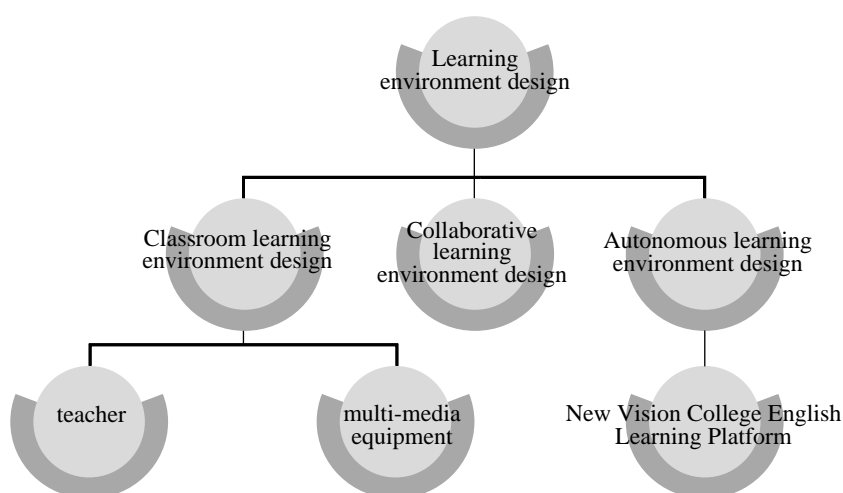


Figure 2 Mixed learning environment design

This unit focuses on the theme of "the moral and legal significance of cloning technology". The teaching design is divided into three links.

Step 1: Before the lesson, the teacher uploads the teaching resources of this unit to the network platform. Students learn on the platform before the lesson, and learn vocabulary and key sentence patterns, so that students have a preliminary understanding of the textbook content of this unit. After that, guide students to think "Is Human Cloning a Good Thing or a Bad Thing?" Through the materials on the online learning platform<sup>[5]</sup>. And arrange a learning task for students: check the materials related to this topic before class, and the students will form a debate group to organize the data and debate materials, and conduct group debates in class. The pre-class learning evaluation criteria are: completion of student learning tasks and classroom learning performance according to the platform records.

Table 1 The first stage of teaching design under the mixed learning mode

Teaching content	Teaching environment	Education resources	Teacher task	Student task	Evaluation
Language points: words, long sentences	New Vision University English Network Platform	Teaching materials, network platform	Provide resources	Complete self-study	20% homework, 20% test
2.....	.....	.....	.....	.....	.....

Step 2: During the preparatory work, students use the online platform to discuss issues that need to be debated, so as to deepen students' understanding of cloning technology, analyze the advantages and disadvantages of cloning to humans, and provide Is Human Cloning Prepare for the Good Thing or a Bad Thing debate. The online platform has modules such as message and community. Students can discuss with their classmates in the community, and related records can be saved on the online platform, which can provide a basis for students to organize data and teachers to evaluate learning effects. In this process, teachers can also communicate with students in the community, answer students' questions in a timely manner, guide students to think in various aspects, and improve students' pre-class learning results (Table 2).

Table 2 The second stage of teaching design under the mixed learning mode

Teaching content	Teaching environment	Education resources	Teacher task	Student task	Evaluation
Is Human Cloning a Good Thing Bad Thing	WAN, QQ group, discussion group	WAN, debate terminology	Provide debate terms and websites	Read the literature and prepare the debate materials	Reading data submitted 20%, record 20%, live debate 15%
2.....	.....	.....	.....	.....	.....

Step 3: On the basis of the first two links, students receive face-to-face instruction from the teacher. In classroom face-to-face teaching, teachers need to do two things well: first, check the students' autonomous and collaborative learning, sort out important language points, analyze the text structure and writing techniques; Class activities are also a test of students' autonomous learning; but the main body of class activities is students, which can provide students with opportunities to show what they have learned and the interaction between teachers and students, and can also greatly stimulate students' interest in learning English. In classroom face-to-face teaching, teachers should evaluate students' learning in a timely manner (Table 3).

Table 3 The third stage of teaching design under the mixed learning mode

Teaching content	Teaching environment	Education resources	Teacher task	Student task	Evaluation
Is Human Cloning a Good Thing Bad Thing	Classroom	Multimedia	Learning tips and assessments, learning atmosphere	Participate in debates	30% of the debate process, 20% of the questions, 10% of the winning prizes
2.....	.....	.....	.....	.....	.....

Teaching evaluation is an important tool for testing students' learning effects and teachers' teaching achievements, and it is also an important link in teaching activities. Scientific teaching evaluation helps teachers find problems in teaching in a timely manner and correct problems in a timely manner, thereby improving teaching quality. Under the traditional teaching mode, schools and teachers habitually take the final test scores such as the final written test as the main evaluation basis, which obviously cannot fully reflect the teaching effect. Under the blended learning mode, the evaluation of English course teaching also needs to change from a single summative assessment to a combination of procedural assessment and summative assessment. The evaluation indicators should pay more attention to student learning autonomy and personalized development. Adopt more diverse and reasonable evaluation methods and increase the evaluation subject. The combination of formative assessment and summative assessment, online assessment and offline assessment, enables curriculum evaluation to fully reflect students' learning ability, attitude and process. In the evaluation, the teacher should accurately collect and quantify various assignments, audio, video files, participation in classroom activities, degree of cooperation, and number of classroom answers to questions submitted by students on the learning platform.

## Conclusion

At present, the traditional teaching model has been unable to meet the needs of college English

teaching. Based on this, this article uses the blended learning mode in the teaching of English for art majors in our school. It integrates a variety of teaching content, teaching medium, and teaching goals into teaching practice, which improves the student's enthusiasm for learning and enables students to take initiative. Students have more choices in study time and learning space, which is conducive to the implementation of the "student-centered" teaching concept into teaching practice.

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