

# The Application of Blended Learning Mode in College English Teaching

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**Keywords:** Blended learning; College English; Teaching content; Teaching resource

**Abstract.** Blended learning is the return and sublimation of E-Learning that is popular around the world and it is widely respected by educators and students. Based on expounding the definition and connotation of blended learning, this paper analyzes the concrete application of blended learning theory in college English teaching, and puts forward some countermeasures and suggestions to optimize the application of blended learning in college English teaching combined with many years of teaching experience from the two levels of teachers and students. It aims to promote the application of blended learning theory in college English teaching.

## Introduction

The reform of college English is a trend at present, and many domestic researchers try to apply the blended learning mode to English teaching. Liu Xinjiang and other persons conduct a questionnaire survey on the use of the Internet and the preference of English learning style of some undergraduates in Southeast University. The results show that blended learning is feasible in college English teaching, because it can significantly improve students' intrinsic motivation in learning English [1]. Through studying the application of blended learning in postgraduate foreign language teaching, Geng Jingxian introduces the application of blended learning in postgraduate foreign language teaching, and puts forward the method of foreign language teaching based on the concept of blended learning. Based on the research of other experts and scholars, this paper puts forward the application and optimization of blended learning mode in college English combined with many years of teaching experience and aims at improving the quality of college English teaching [2-3].

## The Theoretical Basis of Blended Learning

Blended learning mode is a new learning mode, and its main theoretical basis is the constructivism theory. According to the constructivism learning theory, the knowledge is not acquired from teachers and professors, but acquired from the method of sense making based on being helped by others in a certain social context and using effective learning materials. In other words, based on the background of constructivism learning theory, learning environment is an important factor affecting students' learning efficiency. Teaching design should not only consider the analysis of teaching objectives, but also consider the construction of the learning environment conducive to students' learning, which enables students to gain the best learning result in the constructed learning environment [4]. Based on the constructivism learning theory, blended learning regards students as the subject of learning, makes use of the dominant position of teachers and students, creates a certain situation for students, and constructs a teaching environment of edutainment using network multimedia in order to strengthen group cooperation and communication and enhance students' interest in learning.

## The Concrete Application of Blended Learning Mode in College English Teaching

**Curriculum introduction.** Curriculum introduction is the key link of college English classroom teaching. It can even say that the effectiveness of college English classroom teaching lies on the effectiveness of curriculum introduction to a great extent. In short, the process of curriculum introduction is the preparation of teachers to develop English classroom teaching, including the

setting of teaching objectives, the preparation of teaching resources, the arrangement of teaching contents and the selection of teaching methods. In the curriculum introduction link of traditional college English, teachers simply rely on teaching materials, but ignore the subjective position of students [5]. Based on the college English classroom teaching with blended learning mode, teachers can fully understand the students' learning needs, interests and styles through the Internet platform, so that they can design teaching objectives, contents and methods scientifically. At the same time, they can guide students to choose the most suitable learning methods and strategies to maximize learning efficiency.

**Autonomous learning.** Autonomous learning is one of the advantages and characteristics of college English teaching model based on blended learning. In the college English teaching model based on blended learning, teachers can reasonably guide students to learn the related contents of classroom teaching theme autonomously, and lay a good foundation for classroom teaching, especially the cultural background knowledge of English. If students know nothing about the cultural background of the contents, it is easy to conflict with the cultural background knowledge of their mother tongue in the classroom learning, thus affecting the effect of classroom teaching. For example, "dragon" in China means "auspicious, sacred, noble and lucky", but "dragon" is the symbol of "evil and cruel" overseas [6]. Teachers can guide students to accumulate more Western cultural background knowledge in their spare time. On the one hand, it lays the foundation for further classroom learning; On the other hand, it also stimulates students' knowledge desire for western cultural background and language knowledge.

**Learning support.** In the college English teaching model based on blended learning, learning support plays a crucial role in students' learning effect. In theory, this kind of learning support should run through the whole teaching process, and teachers can provide guidance and help for students' autonomous learning on the Internet anytime and anywhere. However, the learning support provided by teachers is limited to the aspects of including information service, resource service and facility service in college English teaching model based on blended learning in China. Specifically, it just uses Internet technology to publish teaching information, upload course materials, feedback students' questions and maintain learning perform, which is obviously insufficient [7].

**Classroom learning.** The classroom teaching mode of college English based on blended learning includes two forms: one is the ordinary classroom, which mainly adapts the traditional face-to-face teaching form; the other is the virtual classroom, that is, the multimedia network classroom. These two modes of classroom teaching have their own advantages and disadvantages, so it is important to choose the appropriate teaching strategy in order to develop the strengths, avoid the weaknesses and give full play to the advantages of each form of classroom teaching. In the ordinary classroom, it is suitable to teach students the knowledge of reading and writing face-to-face and focus on the contents of grammar structure, vocabulary understanding, writing methods and skills. At the same time, teachers should guide students to learn the relevant cultural background knowledge so as to better understand and master the knowledge points involved in the texts. In the virtual classroom, the classroom can simulate the real language communication situation, focus on the training of listening and speaking, and improve their ability of English listening and speaking [8]. There are many kinds of teaching resources in the virtual classroom, such as pictures, charts, animations, videos and so on. Teachers can use these resources to create the learning situation of this module for students, so that students can immerse themselves in them and achieve unexpected teaching results.

**Evaluation and feedback.** The traditional evaluation and feedback of college English learning are mainly based on the final examination results. This kind of single evaluation model can not reflect the students' learning effect truly and objectively. In the college English teaching mode based on blended learning, students' learning evaluation and feedback include two aspects: learning process and learning effect [9]. The evaluation process of learning is to record the time, content, progress and effect of students' autonomous learning in time on the online learning platform, and to link with the credit. Teachers can prescribe the time of students' autonomous learning and assign

tasks online. For students who fail to meet the requirements, teachers can record no credits at the end of the semester or make some appropriate deductions, and the evaluation of learning effect is still based on the results of final exam. However, the final results of students should be considered in two aspects of the evaluation results.

### **Countermeasures and Suggestions on Optimizing the Application of Blended Learning in College English Teaching**

**To improve teachers' ability of information-based teaching.** Compared with traditional teaching methods based on blended learning and E-Learning, the advantages are very obvious. But in reality, the problem of low teaching efficiency of teachers in college English teaching mode based on blended learning has not been improved, which is mainly due to the limited teaching ability of information technology. In the college English teaching mode based on blended learning, teachers' ability of information-based teaching and level is the key to determine the final teaching effect. In other words, the higher the teachers' ability of information-based teaching and level, the higher effectiveness of the college English teaching based on blended learning. Therefore, college English teachers must be trained in the teaching ability of information technology in order to acquire the ability of operating modern multimedia teaching equipment, producing multimedia teaching resources, designing and communicating with students by using the network platform [10]. Only in this way can it make full use of the advantages of the college English teaching mode based on blended learning and achieve blended learning truly.

**To stimulate students' interest in learning based on the tools of modern information technology and platforms.** The blended learning mode of college English teaching is the optimization and sublimation of the traditional teaching mode and E-Learning. To be more specific, the blended learning mode of college English teaching inherits the educational idea of "regarding students as the main body" of E-Learning. At the same time, it absorbs the positive effects of teachers' guidance in the traditional teaching mode, so that it can create the most ideal teaching environment and achieve the most ideal teaching effect. From this point of view, "taking students as the main body" is still the core of college English teaching theory based on blended learning. However, in the traditional teaching mode, drawing the attention of students in class relies on the change of teachers' behavior, language and teaching means. In the mode of college English teaching based on blended learning, modern information technology tools and platforms are very attractive to student [11]. Teachers can make full use of these tools to stimulate students' interest in learning, so as to improve the efficiency of classroom teaching. It is emphasized that teachers should give full play to their guiding role and not let students focus too much on the emerging things such as modern information technology tools and platforms.

### **Summary**

The blended learning mode not only helps to stimulate students' interest and motivation in English learning, but also helps to cultivate the students' ability of autonomous learning and comprehensive English application. However, due to some problems in the design of blended teaching mode of college English, the effect of blended college English teaching mode is seriously affected. Therefore, the majority of college English teachers should fully realize the importance and necessity of the application of blended learning theory in college English teaching, constantly explore and improve the college English teaching mode based on blended learning, promote the reform of the objectives, the teaching contents and the teaching organization structure of college English teaching, and further improve the level and quality of college English teaching comprehensively.

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