Study on the Strategies and Suggestions for Promoting Students' Learning Engagement in College English Blended Teaching

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Abstract: In the information age, teachers are not the only source of information. The traditional single teaching mode brings about problems such as passive learning and low learning interest. The contradiction between the trend of credit compression of college English courses for non-English major college students and the high demand as well as individual needs of students in foreign language learning determines that single classroom teaching can no longer meet the needs. The decline of the MOOC boom in 2014 proves that the single online learning model also has defects. As a response to the defects of a single model, blended learning, that is, a teaching form that combines face-to-face instruction and online learning in the classroom, is developing rapidly around the world. As the executor of teaching, teachers restrict the quality of blended teaching. The purpose of this research is to construct a framework for teachers' effective teaching behaviors in college English blended teaching, to investigate the current implementation status of some colleges and universities, and then to explore the main factors that affect these effective teaching behaviors and the interaction among the factors, so as to improve suggestions on the quality of teaching.

1. Introduction

In order to achieve a fruitful learning effect, how students need to learn is the key question that must be answered. In the early industrialized society, students tended to memorize declarative knowledge and procedural knowledge. These learning behaviors of students are sufficient to meet the social production needs of operating machinery and equipment and working on industrial assembly lines. However, with the development of science and technology, human society has entered the era of intelligent industry. Everything is connected to each other through the Internet. Industrial production or service mode is gradually decentralized, and machines or products reflect a certain degree of intelligence through self-organization, self-optimization, self-configuration and self-diagnosis. Students relying solely on memory to recite declarative knowledge and procedural knowledge are far from being able to adapt to the new development needs. Students need to have: (1) Deep understanding of complex concepts to master the ability to create new concepts, new knowledge, new theories and new products. (2) Critically study the concept of learning through reflection and form one's own understanding. (3) Learn to integrate the knowledge instead of the fact that faculty emphasizes the fragmentation and divorces from the real situation. (4) Lifelong learning awareness, adapt to the impact of new knowledge on social production. In order to meet the new learning needs of students, learning science based on multidisciplinary viewpoints such as psychology, computer science, philosophy, brain science, and sociology has emerged. In the 1990s, learning scientists reached several basic consensuses on learning, which were published by the National Research Council of the United States. These consensuses include emphasizing the importance of deep understanding of concepts, the inter-subjectivity of student learning and teacher teaching, the importance of creating an environment needed to support learning, the importance of using prior knowledge, and the importance of reflection. The emergence of learning science redefines what is effective learning, and puts forward higher requirements on the quality of students' classroom learning.

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2. Blended Teaching Provides a Feasible Path for College Students' Higher-Order Learning

How to further improve the quality of college students' classroom education is an important issue that needs to be solved urgently in the education reform. Education Minister Chen Baosheng pointed out that the classroom is the main battlefield of education. One end of the classroom is connected to the students and the other end is connected to the future of the nation. Only when education reform enters the classroom level can it really enter the deep water zone. Grasping the core area of the classroom can education reform truly develop. The support of emerging information technology has greatly changed the way college students learn. Information technology represented by the new generation of Internet technology has greatly reduced the cost of information dissemination. The information source of students is no longer fixed and single, and students can instantly and easily obtain massive high-quality multimedia teaching resources through the Internet. The focus of teaching can gradually shift from the relatively certain declarative and procedural knowledge taught by teachers to students' exploration and discovery of new knowledge that is more suitable for realistic and complex situations. In this context, the teaching and learning behaviors of teachers and students in the classroom will be given new connotations. Blended teaching combines the advantages of online and offline teaching, and provides full-process and all-round support for college students to develop advanced learning. Online teaching and offline teaching can give full play to their unique advantages only when appropriate constraints are met. Blended teaching breaks through the limitations of purely using online or offline teaching, and aims to inherit the advantages of online and offline teaching to the greatest extent, and develop the integration of previously independent online and offline teaching into a way that can promote college students, a new way of teaching that takes place in meaningful learning.

3. Blended Instructional Design Theory and Principles

Relying on the cognitive theory of multimedia learning, Meyer summarized the 12 most effective teaching design principles for more efficient and reasonable presentation of teaching information in the classroom through a large number of empirical studies. The 12 teaching principles are divided into three levels. The first level contains five principles to reduce irrelevant cognitive processing. (1) Focus on the essentials: remove teaching materials that are not related to the topic. (2) Marking structure: highlight the key materials that students want to pay attention to. (3) Proximity to space: the icons and explanatory text are presented in adjacent spaces, rather than being separated on different pages or screens. (4) Proximity in time: the picture and the voice commentary are presented at the same time instead of successively. (5) Clear expectations: inform students in advance of the test requirements after learning this part of the content. The second level contains three principles that regulate basic cognition. (1) Divided presentation: divide the difficult-to-understand teaching content into small parts that are easy to understand. (2) Preparation in advance: provide students with an opportunity to understand the core concepts and characteristics that need to be learned in advance. (3) Adjust channel: convert part of visual information into auditory information. The third level contains four principles to promote production cognitive processing. (1) Multimedia: present information with both pictures and texts. (2) Humanization: use dialogue style teaching instead of lecture style teaching. (3) Concretization: establish a connection between learned knowledge and new knowledge. (4) Anchored: create familiar learning situations in student life.

Multimedia learning cognitive theory believes that the learning process of students needs to experience three important cognitive processing processes of selection, organization, and integration in order to produce meaningful learning. Around optimizing these three cognitive processing methods, Meyer summarized and sorted out a variety of effective teaching strategies. In order to promote the cognitive process of “choice”, there are the following teaching strategies. (1) Clear goals: explain what students will learn in class. (2) Pre-question: set up some questions that need to be answered before students learn each part of the learning content. (3) Post-question: set up some questions that need to be answered after students study each part of the learning content. (4)

Emphasize key points: use special marks to draw students' attention to key information. In order to promote the cognitive process of “organization”, there are the following teaching strategies. (1) General summary: list the content overview of the lesson before the class. (2) Subtitle: summarize the content of this part before each learning unit. (3) Contact words: in class explanations, contact words that express logical relationships are often used. (4) Drawing table: present the main knowledge points and their relationships to students in the form of visual charts. In order to promote the cognitive process of “integration”, there are the following teaching strategies. (1) Specific guidance: introduction of new knowledge of the course through students’ familiar knowledge and life situations. (2) Specific demonstration: create a teaching situation that is similar to student life and familiar to students.

4. Strategies to Promote learners’ Learning Engagement

During the teaching process, I found that learners are very motivated whenever there is a reward for learning, and some learners in the interview mentioned that when there are rewards, they will work harder. Therefore, necessary rewards are set up to stimulate learning motivation. It is one of the ways to increase behavioral engagement. Set up extra points to promote the occurrence of classroom answering and questioning behaviors, and classroom inspection behaviors. When certain behaviors are completed, they will add points to class performance. Class performance points are part of the final grade, so students will be more motivated. Take the team task as the guide and stimulate the motivation of collaborative learning. Encourage learners to record and share the experience of course learning, difficulties and feelings encountered in learning, and give certain rewards. Regularly set up different sharing themes, organize various forms of sharing activities, group discussions, etc., and conduct evaluations at the end of the term.

Persistence and concentration are important qualities of behavioral participation. The most intuitive way of treating a certain matter with high investment is to see whether he can persist, how long he persists, and how much energy he puts in. Therefore, it is very important to improve students' persistence and concentration. Teachers can: Adopt diversified teaching methods, make full use of Internet technology, increase the fun, flexibility and sense of participation inside and outside the classroom, and give full play to the student's dominant position in the learning process. Use the mobile phone rationally to make it a boost rather than a hindrance to learning. For example, urging learners to use the mobile phone search function when encountering problems, and to find solutions to the problems themselves, which not only teaches students to solve problems through their own strength when encountering difficulties, but also resolves the negative role of mobile phones in the classroom. Set up interesting classroom activities and diversified learning situations, so that more learners can participate in learning activities voluntarily and willingly, and increase the level of participation and concentration. Make good use of non-verbal behaviors such as body and eye contact to interact with students, lock students' attention in the classroom, and avoid negative interference.

In the interview, many learners expressed that their good interests will drive them to overcome difficulties and make progress. When they are interested in something, they will involuntarily explore, discover, and devote time and effort. Intrinsic motivation is the driving force of learners from the heart, which can be more lasting and effective in learning, and interest is just one kind of intrinsic motivation. Therefore, teachers should pay attention to stimulating learning interest and cultivating learners' sense of identity. Combine the content of learning with life scenes, clarify which practical problems the knowledge learned can solve, and learners will have more intense interest. When the tasks and problems are practical enough, the learners will agree with the actual situation out of consideration of needs. Meaning and value, thereby increasing interest in learning. Present tasks and problems in a sufficiently attractive way, and learners will naturally think and solve problems actively, and will naturally put more emotions into it.

The learners reckon that they are encouraged and praised by their teachers and classmates, they will be more willing to devote themselves to learning than before. Because many behaviors are controlled by emotions, the teachers should do a good job in encouraging students to promote their

emotions. Encourage students to actively ask questions. Active questioning is an external manifestation of their curiosity and thirst for knowledge. Students who are good at questioning are serious thinking students, full of exploration spirit, and naturally more emotions will be poured into them. Encourage students to question boldly. Bold questioning requires learners to think independently and dare to put forward different points of view, so as to promote learners' emotional investment. Encourage students to diverge their thinking and draw inferences from one another. Think about problems from multiple angles, express different viewpoints, and organize students to discuss and debate some issues, so as to enhance learners' sense of emotional substitution and learning achievement. At the same time, different perspectives from other learning partners can make students realize the doubts and blind spots in their own cognitive structure, open up new ideas, trigger “brainstorming”, and take the initiative to participate in cooperation and communication. Enhance the learner's sense of self-efficacy. Self-efficacy has a significant impact on learning input. The higher the sense of self-efficacy, the more the learner can make a lot of effort to overcome obstacles, take the initiative to participate, and actively invest. Affirm and encourage learners' learning ability and hard work process to increase their self-confidence and sense of existence. The Ungermari effect indicates that positive cues help learning to develop in a positive direction. More attention should be paid to learners who are in a “wait-and-see” state and guide them to learn actively.

“Teaching people to fish is not as good as teaching people to fish”, so that learners learn the management and application of some strategies, and improve the ability of independent learning, which is of great significance to promoting engagement. Focus on cultivating learners' self-regulation strategies. Supervise and help learners to understand and reflect on themselves, to adjust learning to the best state, to know how to solve problems when they encounter difficulties, to overcome languidness, to effectively improve learners' involvement and optimize learning effects. Pay attention to the management strategy of cultivating learners, such as the management of learning time as well as learning resources, and cultivate the learners' ability to use their classmates, teachers, learning tools, and information retrieval tools to obtain the knowledge they need, and manage it properly. You can start from two aspects: enhance learners' awareness of time management and utilization, make reasonable and conscious arrangements and abide by their own learning agreement, in addition, encourage students to actively ask questions when encountering difficulties, actively seek help from others, and properly manage your own learning resources to achieve high-efficiency learning.

5. Conclusion

The “advanced learning” discussed in this article means that students start with changes in their mental higher-order thinking, use their own key abilities, and finally produce higher-order learning behaviors that are different from surface learning, involving a series of complexities involving psychology, ability, and behavior. transformation. The three levels of high-order thinking, key abilities, and learning behavior define the conceptual connotation of high-order learning. Psychology’s self-reporting scale, test questions to examine key abilities, and recording and coding of learning behavior constitute an important way to measure higher-order learning. “Mixed teaching based on MOOC support” discussed in this article refers to the introduction of high-quality MOOC resources including instructional design, activities, tasks, tests, etc., to administrative classes with dozens of students, aiming to help students leap from learning Learning obstacles caused by different environments, the teaching process of establishing a systematic and complete understanding of the knowledge learned. The mixed online and offline teaching situation, the reconstruction of teaching resources and design, the connection of teaching tasks in different teaching situations, and the complete understanding process for subject knowledge are the four characteristics of the mixed teaching supported by MOOC in this research.

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