

Design and Research of Mixed Teaching of College English Audio-Visual Course

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Abstract: At present, the college English audio-visual course has gradually introduced a mixed teaching mode to carry out teaching activities, and has achieved certain teaching results compared with the traditional classroom teaching effect. The English audio-visual course emphasizes the close connection between the input and output of English knowledge. The mixed teaching mode is perfectly integrated with the English audio-visual course. The teacher plays a leading role, the students give full play to the initiative. For improving students' enthusiasm for English learning and English learning, based on the practice of college English audio-visual classroom teaching, this paper discusses the principles and channels of the selection of teaching materials for audio-visual course according to the teaching objectives of college English; analyzes the importance and construction methods of classroom language environment; lists effective audio-visual exercises the activity focused on the role and implementation skills of the imitation exercise, and provided specific teaching strategies for the audiovisual course to exchange experiences.

1. Introduction

With the deepening of communication and cooperation between countries in the world, especially among English speaking countries, the importance of English is becoming increasingly prominent, which also puts forward higher requirements for the comprehensive application ability of contemporary college students. college students are increasingly eager to improve their listening and speaking ability, to achieve the goal of smooth communication[1]. However, under the traditional audio-visual teaching mode, the improvement of students' listening and speaking ability is slow, the traditional audio-visual teaching can no longer meet the needs of students. It is difficult to achieve the ideal teaching effect by traditional teaching methods. Therefore, many teaching methods are proposed to reform, gradually explore and construct the teaching mode of college English audio-visual oral course, and carry out various attempts and innovations[2].

In the process of teaching reform, the teaching of audio-visual teaching has been paid more and more attention. However, there are still some problems in the teaching practice of audio-visual course, such as the large capacity of the course, less class hours, and most of the listening exercises are simply the exercises in the listening materials, the content is relatively boring. However, the mode is single and lacks interest[3]. Therefore, the enthusiasm of students to participate in the classroom is not high, which leads to the low efficiency of students' listening level, while the spoken part is ignored or even omitted.

The mixed teaching mode in the new media environment can stimulate the students' interest in learning and promote students to actively participate in classroom learning. The application of the mixed teaching mode in the new media era in college English listening and speaking teaching makes the current college English teaching reform direction play a vital role in realizing the resource sharing and personality learning in college English teaching[4].

2. The Characteristics of Mixed Teaching

The mixed teaching model is not a simple superposition of online learning and traditional classroom learning, but a combination of individualized learning, various teaching methods, and various learning elements. It is characterized by integrating network teaching and traditional classroom teaching, connecting teaching resources through the Internet, sharing teaching resources,

and making teaching resources be used efficiently, thereby improving teaching effects[5].

2.1 Flexible Knowledge Dissemination

In the traditional teaching mode, the knowledge form of knowledge dissemination is relatively static, and it is limited to the lectures of classroom teachers. The knowledge transfer mobility and knowledge dispersion of online teaching is too large, which is not conducive to students' knowledge consolidation, the mixed teaching model effectively integrates the knowledge with strong mobility, so that students can learn efficiently according to the knowledge content decentralized by the teacher in an effective time, and this learning is not limited[6]. In the classroom and even in any place, students only need to operate in any place that can receive the knowledge content decentralized by the teacher. The real knowledge acquisition has no boundaries, which enables students to acquire knowledge more flexibly.

2.2 Harmonious Relationship between Teachers and Students

In the traditional classroom teaching, the teacher-student relationship is face-to-face communication and intimacy, but limited to the limited time of classroom teaching, teachers cannot pay attention to each student in a limited time. Therefore, this communication is only between individual students. The network teaching may not be at the same time due to teacher-student exchanges, leading to the alienation of teachers and students[7]. Mixed teaching emphasizes the cooperation and interaction between teachers and students, and not only combines the classroom discussion of traditional classroom teaching, but also combines the network to extend the limited classroom time infinitely, so that teachers can continue to keep with students after class, this harmonious teacher-student relationship is more conducive to the improvement of students' enthusiasm for learning.

2.3 Reasonable Teaching Evaluation

The traditional teaching evaluation is mainly to evaluate the results of students, while the network teaching is too focused on process evaluation, the mixed teaching uses the procedural assessment on one hand and the results assessment on the other. When teachers conduct process assessments, they will use traditional paperwork and testing methods, as well as personalized video assignments made using the internet, and group exercises in the classroom[8]. In addition to the traditional final exam method, the results assessment can also be through the course paper defense, PPT learning results display. The diversified teaching evaluation system is more reasonable than traditional teaching and online teaching, and the evaluation of students' teaching is more accurate.

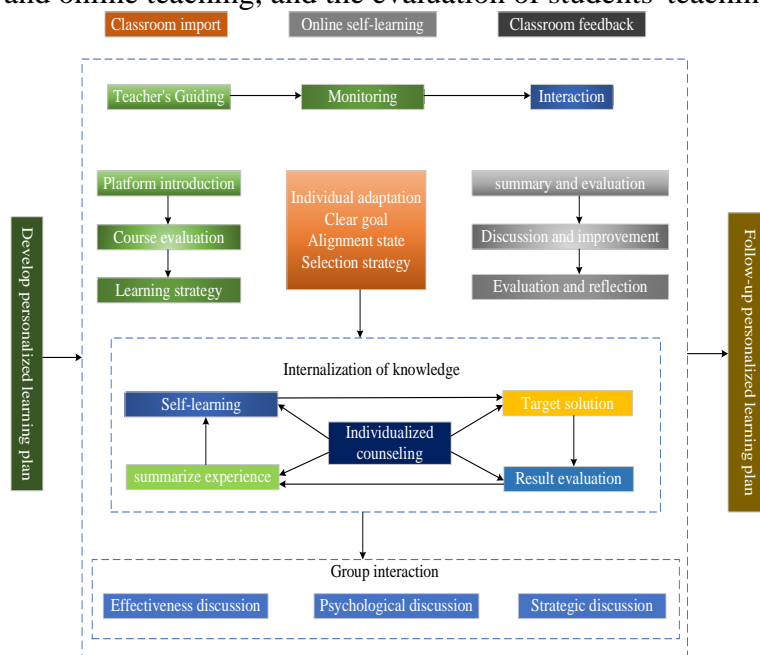


Fig.1 Structure of Mixed Teaching of College English Audio-Visual Course

3. Construction of Mixed College English Audio-Visual Course Teaching Mode

According to the four-element theory of the curriculum framework proposed by Tyler, this study designed a new hybrid college English listening and speaking teaching mode, which is shown in Figure 2.

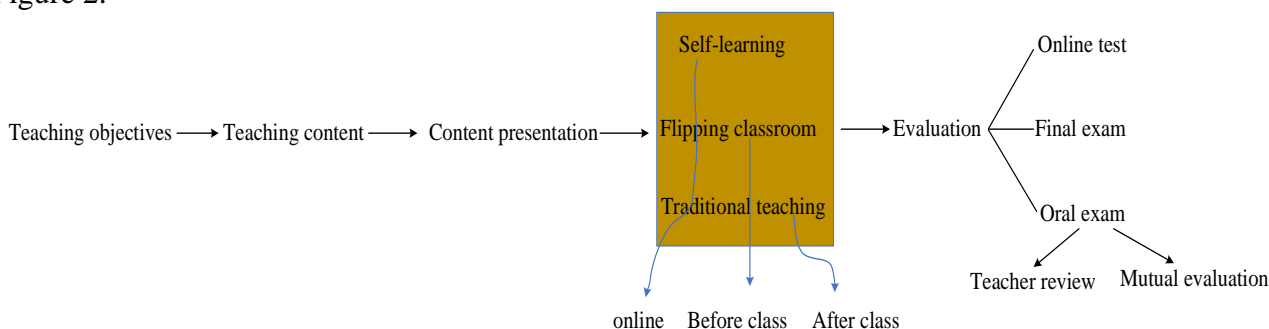


Fig.2 Proccession of Mixed Teaching of College English Audio-Visual Course

3.1 Teaching Objectives

The teaching goal of college English is to cultivate students' comprehensive application ability of English, especially their listening and speaking ability, so that they can communicate effectively in English in future study, work and social communication, and at the same time, to enhance their independent learning ability and improve their comprehensive cultural literacy, so as to meet the needs of our society and international communication.

3.2 Teaching Content

The core of the new hybrid college English listening and speaking teaching mode is network independent learning, flip classroom and traditional teaching. As far as the teaching content is concerned, the network self-learning uses new vision[9]. The flipping classroom uses self-supplemented video materials and some contents of the new standards. The traditional teaching uses the new standards and six sets of loose-leaf listening exercises.

3.3 Content Presentation

The process of online self-learning consists of two parts: (1) teacher: release plan, follow-up progress, online Q&A, collect student self-assessment report, and in-class analysis; (2) students: plan, learn according to schedule, fill in self-assessment report Answer questions in class, network computer test. The teacher releases the study plan at the beginning of each semester and asks the students to complete a lesson in a week and a half. Each book has a total of 10 units. Students can get 5 points after completing the course of study. If they fail to complete the course or complete a lesson, they will be deducted 0.5 points. Teachers regularly check the progress of students' observations, observe their time on the machine to judge whether they have completed the study tasks carefully; collect self-assessment reports of students, observe their learning dynamics and answer questions online; explain the common problems of students in class. Students complete online self-learning on schedule and fill out self-assessment reports, including self-assessment of listening ability, time required to complete a lesson, number of times a week, correct rate, and problems. In addition, students can also communicate with teachers via SMS and WeChat. The teaching process of the “flip classroom + traditional teaching” audiovisual course is shown in Figure 3.

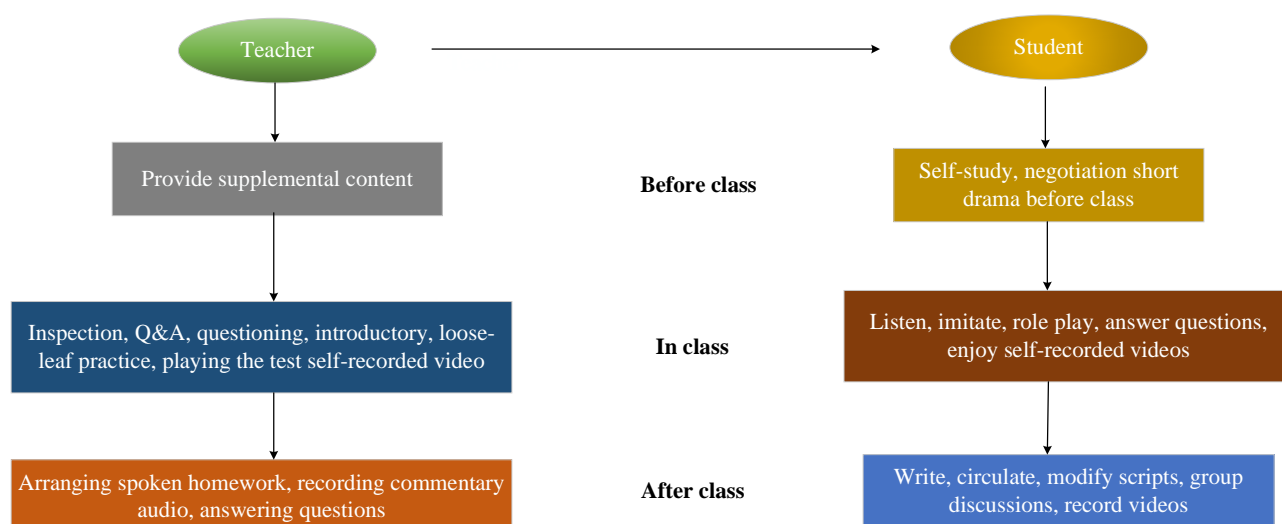


Fig.3 the Specific Content of Mixed Teaching Mode of College English Audio-Visual Course

4. Application of Mixed Teaching Mode in College English Audio-Visual Course

As a course to test the comprehensive ability of English, teachers should make full use of the internet resources of the traditional classroom, adopt the mixed teaching mode to stimulate the enthusiasm of vocational students' English audio-visual course, and finally improve the learning effect of students' English audio-visual course.

4.1 Instructors Guide Before Class to Stimulate Student Enthusiasm

Based on the mixed teaching concept, the pre class teacher arranges and systematizes the teaching contents of the course according to the teaching objectives of the audio visual and oral courses. Teachers make full use of Internet resources, search for knowledge related to the course teaching content, sort out the knowledge, extract teaching videos and listening materials related to topics that meet students' learning interests, and upload the videos and audio materials to the teaching platform after ranking them from easy to difficult[3]. According to their English listening level, students can use mobile devices to carry out fragmented learning anytime and anywhere, and watch and practice teaching resources repeatedly. This kind of learning, which divides the difficulty of teaching resources, to a certain extent meets the learning progress of students at all levels. On one hand, it enables high-level students to carry out higher-level listening practice; on the other hand, it enables low-level students to gradually transition to more difficult listening practice through simple listening practice. Through the background monitoring of teachers on the teaching platform, teachers found that the click through rate of audio and video teaching resources gradually increased. Pre class teachers guided students to learn advanced listening at different levels, which played a significant role in stimulating students' interest in English audio-visual oral learning, and students' enthusiasm for English audio-visual learning was also improved[5].

4.2 Teacher Organized Classroom to Improve Student Engagement

After learning the advanced listening practice through the class, the students have some knowledge of the classroom learning to a certain extent. In the classroom teaching stage, teachers still use face-to-face teaching methods to communicate face-to-face with teachers and students, which can make up for the loneliness in the process of online learning. In the mixed teaching mode, the role played by the teacher in the classroom changes from the lecturer in the classroom to the organizer in the classroom. According to the learning situation of the students before the class, the problems in the students' listening are summarized, and the classroom concentrates on explaining and confusing. After dissolving the student's listening practice, the teacher organizes the relevant oral topic activities in the classroom. At this moment, teachers can organize students' group topic debates to enable students to improve their English thinking ability based on improving their

spoken English. Situational role-playing enables students to master key vocabulary and sentence patterns in a relaxed and pleasant atmosphere, so that students can consolidate English. By organizing a series of classroom teaching activities, teachers expand the participation of students in the classroom, so that students can gain self-awareness in the activities of teachers' organizations and improve their enthusiasm for learning English.

4.3 Teachers' Supervision after Class to Expand Students' Knowledge

After self-learning and face-to-face teaching, students have mastered unit language skills and relevant cultural knowledge. After class, teachers rely on the Internet platform to build appropriate scenarios, expand students' knowledge, and enable students to carry out project-based collaborative exploration to improve their language communication skills. The mixed teaching mode emphasizes the combination of online teaching and offline teaching. After students complete self-learning and classroom collaborative learning before class, the after-school links are still through online teaching methods. Teachers expand the relevant knowledge in the network platform. Knowledge content, such as textual knowledge of text and text, supplementing video and audio resources and post-class group collaboration tasks. In the after-school session, the teacher dilutes the role of the supervisor, and the student learning situation is tracked in real time through the learning platform background. The students can post to the teacher through the oral video according to the group collaborative learning situation. The teacher expands after the class by watching the student video. Practice the situation, urge students to improve the problems in the study, to promote the students' enthusiasm for English listening and speaking, so that students can develop good English listening and speaking learning habits.

5. Conclusion

In the depth of the teaching reform of college English audio-visual courses, good teaching methods can improve students' English listening and speaking skills. Based on the traditional classroom teaching mode, the mixed teaching mode creates a new English audio-visual learning model by using the Internet. This teaching mode solves the problem of the teacher's traditional classroom listening time ratio imbalance, and improves the students' English audio-visual learning interest through online resources. The teacher's online and offline real-time supervision also promotes students' good English listening and listening to a certain extent. Saying learning habits ultimately changes the college English listening and speaking learning model. It can not only mobilize students' enthusiasm for learning, improve students' ability of self-learning, problem-solving, cooperative communication and leadership, meet the needs of the development of the times, but also achieve a comprehensive evaluation of students' learning to make up for the traditional backward classrooms. The shortcomings of the teaching model give full play to the guiding role of teachers in learning.

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