Research on College English Teaching Reform in Maritime Colleges Based on "BYOD+ Hybrid Learning Mode"

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Abstract: With the rapid development of mobile information technology, BYOD (bring your own equipment) assisted teaching gradually in the global college education became an important trend in the development of education modernization. Hybrid teaching combines the advantages of traditional teaching and the Internet. The organic interaction between online and offline effectively improves students' learning initiative and learning efficiency. There is still a lack of research on BYOD and blended teaching in college English teaching in maritime colleges. How to construct an effective BYOD+ hybrid teaching model has become an urgent research topic.

Most college students are addicted to mobile devices such as mobile phones and tablet computers. Most students rely on electronic products to communicate and lack enthusiasm for learning. So how to make full use of students' own equipment, do a good job of drainage education, to mobilize students' enthusiasm for learning, break through the limitations of traditional classroom space, time and crowd, and cultivate students' good study habits is a problem that needs to be solved now. The New Media Alliance Horizon Report: 2017 Higher Education Edition, co-authored by the New Media Consortium and the EDUCAUSE Learning Initiative, points out that online learning, mobile learning, and blended learning have become a reality in the next five years. No matter which learning mode is mentioned above, it is inseparable from the use of digital environment. The various electronic devices that college students carry with them provide equipment guarantee for the development of various online learning.

At present, with the increasing application of "Internet +" in the education industry, the traditional college English learning model is faced with subversive reforms. At the same time, college English teaching in the new era is also facing the development trend of credit reduction and class time reduction. The university English teaching in the marine university must realize its own transformation under the background of "Internet +" and big data. It is supported by modern information technology such as Internet and smart devices, and explores the new integration of information technology and quality education resources. The model establishes a multi-hybrid learning model based on BYOD and a multi-dimensional interactive learning environment based on mobile networks. It is designed to help learners to learn more personalized, autonomous and flexible English, improve learners' comprehensive English application ability and intercultural communication ability, and improve the teaching effect and teaching quality of college English.

1. Research Status at Home and Abroad

BYOD (Bring Your Own Device) is a self-contained device model. It was proposed by Ballagas R of the University of Aachen in the General Computing Conference in 2004. It was first introduced by the company, which means that the company allows employees to bring their own Portable devices (laptops, tablets, smartphones, etc.) enter the workplace and connect these devices to the corporate intranet to handle related services. In 2010, primary and secondary schools in the United States also began to introduce the BYOD model into teaching.

Since 2013, there have been researches on campus informationization and course teaching based

on BYOD in China, and only 4 academic papers related to "BYOD foreign language teaching" have been searched. At present, there is no relevant paper in the foreign literature library of the Chinese academic journal network that uses the BYOD model in foreign language teaching. The application of Bring Your Own Device in college English teaching is just beginning. At present, the study of mixed learning in the foreign language community is not systematic enough.

Blended learning is a mixture of performance support, cognitive learning theory, and constructivist learning theory (Jared 2002). In recent years, hybrid learning has received increasing attention from scholars and experts because it is a fusion of traditional teaching and E-learning teaching. Hybrid learning realizes the integration of traditional teaching and network resources through information technology and modern educational technology, creates an online and offline interactive learning environment, and realizes the integration and application of online and offline teaching resources. Foreign research on mixed learning started earlier and has now matured. The first proposed hybrid learning in China was held at the "Seventh Global Chinese Computer Application Conference" held in 2003, and was advocated by He Ke. The so-called hybrid learning combines the advantages of traditional classroom teaching with the advantages of online learning. It not only plays the role of teachers in guiding, inspiring and monitoring teaching in the teaching process, but also fully reflects the initiative and enthusiasm of students as learning subjects and Creativity (Hocker 2004). Subsequently, Ma Wulin, Zhang Xiaopeng (2011), Tang Liangyu (2014) and others studied the strategy and effectiveness of mixed learning, but at present the research on mixed learning in the foreign language community is not systematic enough. In the mixed teaching, part of the learning process is completed independently by the students. The students are separated from the direct monitoring of the teachers and need to have stronger self-discipline and effective self-learning ability. This is true for students who are accustomed to the traditional teaching mode. huge challenge. How to evaluate students' attitudes, strategies, methods and effects of online learning, how to timely adjust teaching content and counseling focus according to the dynamic evaluation effect, these are the problems faced by teaching. The traditional course evaluation system is to test the learning results, the standard is single-solidified, and there is hysteresis, which cannot meet the requirements of hybrid teaching. Therefore, there must be an effective curriculum supervision and evaluation system to promote the achievement of mixed teaching objectives.

Of the 501 students surveyed, 97.41% (488) used smartphones, 85.83% (430) used laptops, and 25.55% (128) used IPad. Another 18.76% of students (94) use a tablet. Through interviews, students believe that smartphones are the most commonly used personal mobile devices, mainly because of their portability and the ability to use them anytime, anywhere. 87.43% of the students (438) used BYOD for online chat, and 84.83% of the students (425) went online to view the information. 44% of students (413) use their own devices to listen to music, 73.65% of students (369) call and text, and another 66.67% (334) play games, 60.68% Classmates (304 people) read e-books, and 31.14% of students (156 people) use their own devices for other things. Of the 501 people tested, 40.72% of the students (204) used their own equipment for 3-5 hours a day, and 38.32% of the students (192 people) used BYOD for 5-8 hours a day. 16.37% of students (82) use 1-3 hours a day, and only 4.59% of students (23) use less than an hour. Most students are willing to accept the BYOD-assisted teaching model, and 77.25% of the students (387) are willing to accept the BYOD-assisted teaching model, of which 27.15% (136) are very willing to accept; 13.37% of the students (67) People) It doesn't matter, only 9.38% of students (47 people) are unwilling to accept this learning style.

In summary, at present, there is no research on how to realize the effective connection between big data, BYOD, hybrid learning and college English teaching after the BYOD model is adopted in maritime universities.

2. The "BYOD+Multiple Mixed Learning Model" Conceived by the Author is Mainly Reflected in the Following Aspects of College English Teaching

2.1 Diverse Teaching Style.

The college English classroom adopts three teaching modes: lecture, workshop, seminar and

tutorial. The teaching of the knowledge points in the class is mainly in the form of lecture, supplemented by multiple forms of interaction; while the practical activities such as debate/discussion/presentation, which are mainly based on communicative scenes, are presented in the form of workshops; students display wooden units in the form of group activities. The theme (speech, scene simulation, etc. is not limited) or solve the teacher's guiding problem, and finally presented by presentation; the extracurricular counseling and answering questions take the form of "seminar+tutorial". Students are prepared to actively think and participate in the discussion of diverse content, can solve the heavy and difficult points in the classroom, can be shared by Western culture, teachers analyze the student's learning data, formulate the next study plan, etc. .

2.2 Flexible Teaching Design.

English teaching under big data pays more attention to the combination of classroom teaching and information technology. Teachers should analyze students' English foundation and needs based on data, master students' learning status, understand students' cognitive style, and create Specific situation. According to different teaching objectives and teaching contents, college English digital teaching can make full use of MOOC, MODULE and Flipped Classmom, and integrate traditional classroom teaching. Form a stick-style teaching mode.

2.3 Utilization and Development of the Platform.

With the advent of the era of big data, digital teaching has penetrated into the core of English teaching. The teaching methods of teachers and the ways for students to acquire knowledge are changing. The establishment of digital learning resources that contain digital as a carrier and contain text, audio and video, multimedia network courseware has become the trend of the times.

Establishment of WeChat public number: In combination with the actual situation of our school, the English teaching team can try to create the "Best Delivery English" WeChat public number, send and teach related learning resources in a variety of information push mode, and reduce time and space. Distance, realize online and offline interaction, and stimulate students' interest in learning. Under the public number, CET4&6, the first classroom, and related consultation modules can be set up, covering the fourth and sixth level exams, the first-class interviews, various competitions, community styles, public welfare lectures, English culture, postgraduate English, classic speeches, books and light shadows, etc. Several columns, and this platform has been promoted to all students, to attract English students to pay attention to the platform, so as to complement English learning.

Use of other network aids: In the practice session of the class, the teacher puts the exercises on the screen through projection, and the students can answer the questions through the "hair-bounce"; they can also realize the interaction between the students through the "bounce"; Introduce the function of "Easy Enterprise Show" into the classroom, introduce the background knowledge and other content with the beautiful mobile phone slide page; use the "Questionnaire Star" design questionnaire to investigate the knowledge points and satisfaction, design the test questions, and the students Conduct timely detection and feedback; use mobile phone to punch words, use software to class classroom management, use one-dimensional code to achieve knowledge points summary and assessment, use focusky to create animation courseware, use English fun voice to speak in a language contest.

3. The Present Problem

The application research of Bring Your Own Device in college English teaching is still lacking. This study conducted a questionnaire survey of teachers and students to understand the length of time and advantages and disadvantages of students using BYOD. The Pearson correlation analysis and the pattern recognition principle of the decision tree algorithm are used to deeply mine the collected data, and suggestions are made on how to use the self-contained device.

4. Research Significance

In today's mobile information age, the use of portable devices in various places of study, work and life has become increasingly frequent, especially for the modern "finger family." The discussion about the application of the device technology is no longer a matter of whether it is allowed to be used in the classroom, but how to integrate and support teaching more effectively. Integrating BYOD (bring your own device) into college education has become an issue that today's college teachers cannot avoid.

In the era of Internet+, various language teaching platforms, or APPs related to English learning, have sprung up, providing more space for the application of self-contained equipment in college English teaching. As a basic culture course, college English not only pays attention to the acquisition of knowledge, but also the cultivation of ability and quality. The design of college English course based on "BYOD+ blended learning mode" not only cultivates students' ability of teamwork and interpersonal communication, but also cultivates students' ability of independent thinking and information retrieval. It is conducive to students' oral English and grammar and writing ability. improve. Diversified information teaching makes the content of college English teaching more abundant, the teaching methods are more diversified, and the teaching feedback is more timely, which stimulates students' interest in learning and becomes passive. For example, after the class, the sentence composition is used to compare and contrast the essays before and after the student's modification, so that instant feedback becomes possible, thus improving students' sense of learning achievement. In the process of self-learning, students are willing to share their learning experiences with their peers and teachers, and exchange learning resources with teachers to achieve teaching and learning. Similarly, in such a large environment, the requirements for teachers and teaching are getting higher and higher, and teachers are encouraged to work from individual combat to teamwork, complement each other, share resources, and improve together. Teachers are also in the process of teaching implementation.

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