

Research on Blended-learning Mode of College English under the Background of "Internet Plus"

Dawei Yao^a, Hui Li^b

Teaching and Research Institute of Foreign Languages, Bohai University, Jinzhou, 121013, China

^a876349750@qq.com, ^bnancylh@126.com

Keywords: Internet plus; college English; blended-learning; O2O; research

Abstract: The combination of Internet and education has promoted the sustainable development of China's education informationization. "Internet Plus" is a further practical achievement of Internet thinking. This paper analyzes the challenge of "Internet Plus" to college English teaching, and conducts an in-depth study of the blended teaching mode of college English based on O2O, and designs a framework of blended-learning mode of college English under the background of "Internet Plus", which is composed of three parts: teaching front-end analysis, course teaching design and course assessment design. The research results of this paper have solved the bottleneck of the development of "Internet + education", which not only conforms to the law of education development and students' cognitive needs, but also reflects the advantages of "Internet + education", and plays a driving role in promoting the reform of college English teaching and improving the quality of college English teaching.

1. Introduction

"Internet Plus" is a further practice achievement of the Internet thinking, and it can promote the continuous evolution of economic form, thus driving the vitality of social and economic entities, for reform, innovation and development to provide a broad network platform. Generally speaking, "Internet Plus" is "Internet plus each traditional industry", but it is not a simple addition of the two, but the use of information and communication technology and Internet platform, so that the Internet and the traditional industry can deeply integrate to create a new development ecology. "Internet Plus" represents a new social form, namely the Internet into full play in the allocation of social resources optimization and integration. It can incorporate the depth of the innovation of the Internet in the domain of economy and society, promote the innovation and productivity of the whole society, form a new form of broader economic development with the Internet as its infrastructure and implementation tool.

College English is a teaching system that takes English language knowledge and application skills, learning strategies and intercultural communication as the main content, foreign language teaching theories as the guidance, and integrates various teaching modes and means. Colleges and universities should make full use of multimedia and network technology, adopt a new teaching mode and improve the single classroom teaching mode which is mainly taught by teachers. The new teaching mode should be supported by modern information technology, especially network technology, so that English teaching is not limited by time and place, but develops towards personalized and autonomous learning. The new teaching mode should embody the principle of combining practicality, knowledge and interest in English teaching, fully mobilize the enthusiasm of both teachers and students, and especially establish the subject status of students in the teaching process. The new teaching mode should embody interactivity, realizability and easy operation in technology.

As the wide application of modern information technology such as mobile Internet, cloud computing, big data and artificial intelligence and so on, the integration and penetration of "Internet Plus" and education are going deeper and deeper, causing a systematic impact on mainstream education businesses such as environment, curriculum, teaching, learning, evaluation, management,

teacher development and school organization. The structure and form of education and teaching system are undergoing a transformation. There is a growing call for restructuring and reengineering the new education business process in the Internet era, and the blended-learning pattern of online and offline O2O integration will become the new normal. The O2O (Online To Offline) model derived from the commercial sector has achieved good results in the field of "Internet + traditional commerce" and provided new ideas for the development of "Internet + education". How to reasonable use O2O mode in college English teaching, to solve the existence of "Internet + education" development bottlenecks, and profoundly understand the deep connotation of "Internet + education", to explore educational and teaching strategies that not only conform to the law of educational development and students' cognitive needs, but also make full use of information technology and Internet platform, to demonstrate the superiority of "Internet + education", to give full play to the advantage of "Internet Plus", to achieve a comprehensive integration of college English education resources, has become a problem that needs to be further researched urgently in the current.

2. Challenges of "Internet Plus" to College English Teaching

Supported by modern information technology, college English teaching has realized the integration with the Internet. The classroom teaching mode of translation and the construction of micro-course, MOOC and independent learning platform have become effective means to promote the reform of college English teaching. With the arrival of the "Internet Plus" era, these teaching methods also bring challenges to the reform of college English teaching, which are shown as follows:

(1) Challenges to traditional teaching methods and teaching methods. In traditional college English teaching, teachers teach according to the syllabus, and teachers are the main teaching subjects. Based on the "cramming" mode, students passively accept knowledge. With the continuous development of the concept of "Internet Plus", WeChat, micro-course and MOOC and other online teaching modes have penetrated into the teaching, which not only improves the teaching method and enriches the teaching content, but also makes English learning no longer restricted by time and place. Teachers use modern information technology to organize classroom discussion and group cooperation through task-based and inquiry-based teaching methods, so as to realize the transformation of "teaching" and "learning", and then guide students to integrate into classroom teaching, so as to promote the continuous improvement of classroom teaching effect and internalization of students' knowledge.

(2) Challenges to traditional learning concepts and methods. In the "Internet Plus" era, with the popularity of the Internet, the learning of English knowledge is more open and personalized. Students not only learn all kinds of knowledge from the classroom and teachers, but also inquire more diversified teaching resources through the Internet, and freely choose materials to meet their individual needs. Through the integration of classroom teaching and modern technology, the channels of students' independent learning are obviously increased, and the resources of independent learning are also increasingly rich, and the learning mode of students will change from "passive learning" to "active learning". When learning a language skill, students can not only learn through the micro-class explanation of teachers in their school, but also obtain the teaching content of famous teachers in other famous universities through the MOOC platform.

(3) Challenges to teachers' teaching skills and knowledge structure. In traditional teaching process, teachers only need to strengthen professional knowledge and teaching skills, then they can be competent for teaching work. In the "Internet Plus" era, it is not only necessary to flexibly apply modern information technology, but also necessary to integrate these technologies into the new teaching mode, so as to create corresponding teaching activities. For example, teachers should have video production ability to guide students to learn through the network. In the context of teaching reform, the importance of teachers' classroom organizing ability is increasingly prominent. It is not only necessary to select and summarize teaching resources, but also necessary to reasonably organize students to carry out classroom discussion and knowledge report, so as to promote their

review and consolidation and make Internet resources better serve college English teaching.

3. Blended-learning Mode of College English Based on O2O

The correct use of O2O blended teaching model can solve the complete separation of online and offline education in "Internet + education". O2O integrates online and offline teaching resources to form an integrated online and offline teaching method, which fully reflects the characteristics of the era of "Internet Plus". Teachers organically combine online Internet media with offline traditional means to impart knowledge to students. Specifically, Internet teaching technologies such as micro-course, MOOC and cloud collaboration can be adopted to combine with traditional blackboard writing, demonstration and teaching.

(1) Micro classes are combined with traditional teaching methods. Micro class is designed to solve a certain knowledge point or teaching link in teaching, especially for the key points, difficulties, doubts and test points in teaching. The teaching goal of micro class is relatively simple and the direction is clear. The teaching design is centered on a certain knowledge point, which not only pays attention to the teacher's teaching, but also pays more attention to the design of learning situation. Micro lesson is more like the essence of a traditional video lesson. In traditional teaching methods, students passively accept the knowledge taught by teachers and form bad habits such as not thinking, not asking questions and not thinking, which hampers the development of students' thinking. Due to the advantages of micro-course teaching and traditional teaching, combining the two effectively and learning from each other can better improve the classroom teaching effect. The specific methods include: interspersing micro-class teaching in classroom teaching to improve learning efficiency; carrying out micro-course teaching in after-class learning to achieve effective complement of learning; in the network terminal realization at any time study, providing the flexible study way.

(2) MOOC are combined with traditional teaching methods. MOOCs are open courses distributed and released on the Internet by individual organizations with the spirit of sharing and collaboration to enhance the dissemination of knowledge. Compared with the traditional online courses based on a campus network or local area network, it has the characteristics of openness, flexibility and large scale. It moves classroom teaching activities to the Internet and realizes "flipped classroom" and network resource sharing. The application of MOOC in college English teaching optimizes teaching resources and environment, teaching process and teaching objectives, and promotes learning efficiency and teaching effect, and provides a new perspective for college English teaching reform. The application of MOOC in college English teaching provides a new approach to English "seeing, listening and speaking" teaching, and strengthens the socialization function of college English education, as well as promotes the role change of English teachers, and enhances the systematicness of college English teaching content. As a technical tool, MOOC optimizes college English teaching resources and environment, promotes learning efficiency and teaching effect, introduces more global topics, introduces effective competition mechanism, and enhances students' English learning selectivity.

(3) Cloud collaboration is combined with traditional teaching methods. Collaborative learning is a strategy to organize students' learning in groups or teams. Collaborative learning knowledge is not directly transferred to students, but is formed through active dialogue and communication among students in the process of understanding concepts and applying skills. Carrying out collaborative learning helps to enhance the relationship between people and improve students' physical and mental health and survival ability. Through the forms of group cooperation and division of labor, mutual communication and fierce debate, students can acquire new knowledge, absorb the advantages of other team members in many ways, and obtain the learning effect that the sum of parts is greater than the whole. The cloud platform makes collaborative learning become a kind of social activity and improves the fun of learning. Audio, video and data realize all-round interaction and provide a brand new communication and collaboration platform for students and teachers. In the teaching process, the cases, homework and thinking questions arranged in class will be discussed and studied through the cloud collaboration platform. Teachers participate in discussion,

guidance and questions, and students complete tasks on the cloud collaboration platform in the form of team. This way can not only make use of online and offline resources, but also cultivate the ability of teamwork.

4. Design on Blended-learning Mode of College English under the Background of "Internet Plus"

The O2O blended teaching model is not a simple superposition of online and offline learning, but a mixture of learning theories such as behaviorism, connectionism and constructivism, a blend of teacher-led classroom learning mode and student-led online learning mode, a commixture of realistic teaching environment and virtual teaching environment, and of different teaching technologies and teaching media. On the basis of O2O blended teaching mode, the framework of blended learning mode for college English under the background of "Internet Plus" constructed in this paper is shown in Fig. 1.

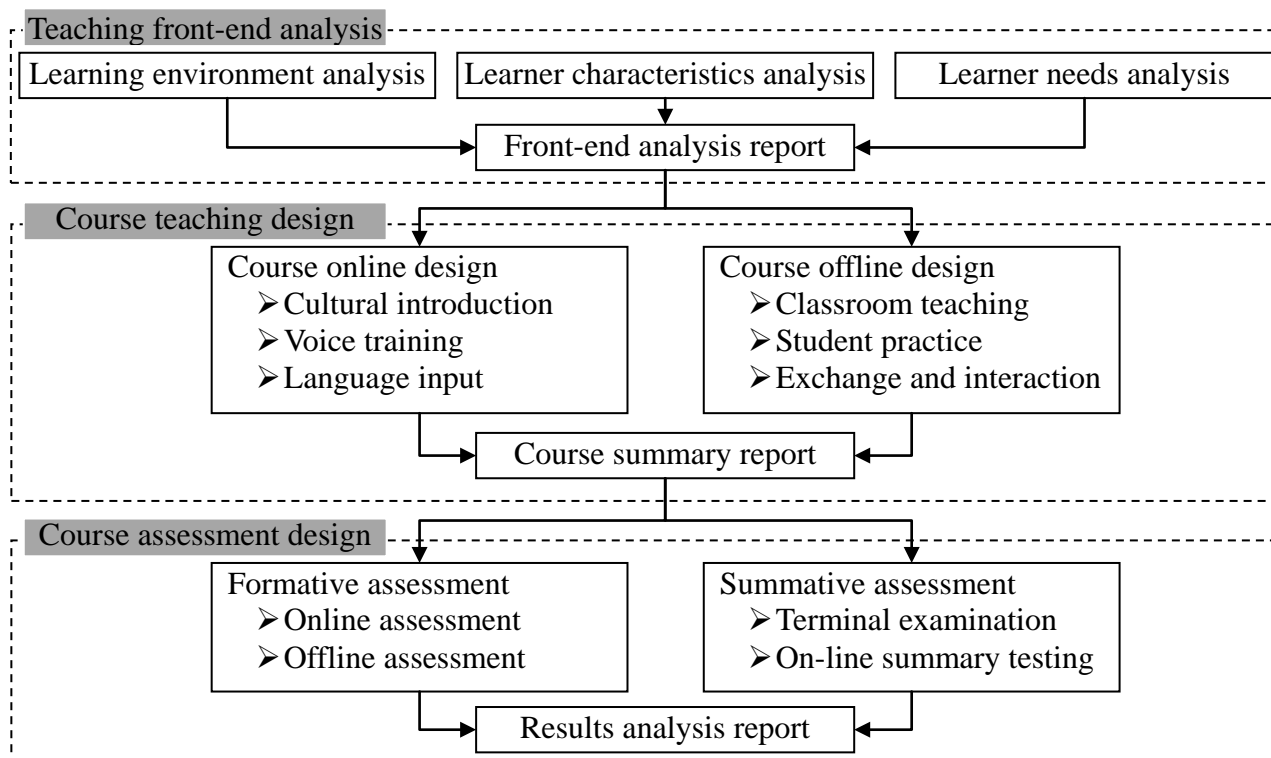


Fig. 1. Framework on Blended-learning Mode of College English under the Background of "Internet Plus"

(1) Teaching front end analysis. It focuses on three aspects, providing data for the determination of teaching difficulty, the selection of teaching methods, and the implementation of teaching activities: first, the analysis of learning environment, facilitates teachers to fully understand the resource conditions of the curriculum, including online learning environment, classroom learning environment and independent learning environment; second, the analysis of learners' characteristics, namely learners' knowledge level, learning habits and learning methods are analyzed to provide references for curriculum design and teaching arrangement; third, the analysis of learners' needs. The O2O blended teaching model fully considers learners' personalized learning needs and meets personalized learning goals.

(2) Course teaching design. Curriculum teaching design is the key link in blended O2O teaching mode, putting the overall learning goals and unit with course learning objectives as the basis, combining with the teaching front analysis of data collection and sorting, combining the curriculum design of the overall train of thought, planning to arrange specific teaching implementation process, determining the teaching content of online and offline, formulating test online and offline class

discussion list, etc. Through curriculum design, teachers should make clear which resources and activities are suitable for students' online learning, which are suitable for face-to-face teaching in offline class, and the roles and tasks of teachers and students in the corresponding links, and so on.

(3) Course assessment design. As a three-dimensional and diversified teaching mode, O2O blended teaching mode needs to fully consider the learning process and learning effect of students at all stages, online and offline. Therefore, the course assessment design will adopt the assessment method combining formative assessment and summative assessment. The assessment method combining formative assessment and summative assessment is conducive to solving problems such as low learning performance, unsustainable learning and difficult supervision of students in virtual environment learning, mobilizing students' learning enthusiasm, and promoting students' transformation from passive learning to active learning.

Acknowledgement

This work is supported by social science fund project of Liaoning province: Western Ecofeminism Literary Criticism and Its Reference and Innovation of Discourse Strategy (L16BWW001).

References

- [1] Y. Liu, L. F. Dong, "Exploration of College English Teaching Mode in the Age of 'Internet Plus'," *Education Teaching Forum*, vol. 10, no. 50, pp. 181-182, 2018.
- [2] W. P. Chang, "On the reform measures of college English teaching under the background of 'Internet Plus' era," *English Square*, vol. 8, no. 12, pp. 83-84, 2017.
- [3] Xing Zhi tribe, "On the Effective Combination of Micro-class and Traditional Teaching," <https://www.xzbu.com/1/view-11510437.htm>, 2019-1-10.
- [4] D. He, H. Wang, C. Q. Zhou, "Exploration of Integrated Teaching Mode Combining MOOC with Traditional Classroom," *China Management Informationization*, vol. 20, no. 16, pp. 238-239, 2017.
- [5] L. Qing, "Exploration of O2O teaching method under the background of Internet +," *China New Telecommunications*, vol. 20, no. 24, pp. 199-200, 2018.
- [6] Xing Zhi tribe, "Innovation of Collaborative Learning Model Based on Cloud Platform," <https://www.xzbu.com/4/view-11209087.htm.htm>, 2019-2-2.
- [7] R. Li, "Research on the 'O2O' Blended Teaching Model under the Field of Vision of 'Internet + Education'," *Journal of Tianjin Vocational Institutes*, vol. 19, no. 10, pp. 54-57, 2017.
- [8] Y. F. Zhang, J. Ma, R. P. Zhang, "Construction of O2O Mixed Teaching Model Under 'Internet + Education' Environment," *Modern Chemical Research*, vol. 18, no. 9, pp. 197-198, 2018.