# The Application of Blended Learning in English Large Size Class Teaching Based on BYOD

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**Keywords:** Blended learning, English large size class teaching, BYOD.

**Abstract:** Blended learning is becoming more and more popular in recent years. However, due to increasing number of students and lack of English teachers, English large size classes have been adopted by lots of High Vocational Colleges. As one of the essential hardware for blended learning, multimedia classroom cannot meet the teaching needs of large size classes at the same time, which makes it impossible to carry out blended learning effectively in English large size class teaching. Based on English large size class teaching, this research builds BYOD environment to solve the problem of lack of hardware so that the blended learning is effectively implemented in English large size class.

## 1. Introduction

Blended learning, which not only guides learners from shallow learning to deep learning but also takes advantage of information teaching effectively, is a new teaching model that combines online and offline teaching. This teaching mode can integrate online fragmented teaching resources effectively and make up for the shortcomings of traditional teaching. It can break through the limitations of time and space, realize the individualized learning of students and make students' self-learning become a reality. This teaching mode is increasingly favored by teachers and students.

To ensure the efficient operation of the blended learning, hardware facilities are essential, such as convenient network environment, mature network learning platform, and excellent multimedia classroom. As propelling of education information, the foundation facilities in our education information have shaped initial scale. However, lots of colleges have adopted the large-class classroom teaching because of the increasing number of students and lack of English teachers. In English large size class, the number of students is about 100. Most multimedia classrooms cannot accommodate so many students at the same time, which has become an obstacle to the implementation of the blended learning.

BYOD is the abbreviation of "Bring Your Own Device", which means bringing your own mobile device to work anywhere and anytime. Under the BYOD environment, students are allowed to bring their mobile devices, such as personal computers, smart phones into the classroom for online learning. According to the survey, nearly 100% of college students already have mobile devices, which make it possible to build a BYOD environment. Under the BYOD environment, it is easy and convenient to apply blended learning to English large size class teaching.

Under the BYOD environment, the teacher design and implement the teaching task "Seat Arrangement" to explore the application of blended learning in the English large size classes. It is hoped that the effective way of blended learning will be explored in English large class teaching with the help of BYOD environment.

## 2. Teaching Implementation

### 2.1 Teaching Design

Before the class, the teacher analyzed the teaching object. The subject of this lesson was the first-year student of the High Vocational College. Their major is Flight Attendant. They have learnt English at least 9 years but their listening and speaking ability is weak. They are interested in

blended learning but they are not familiar with it. According to the "Basic Requirements for English Teaching in High Vocational Education" and the "Post Requirements" of Flight Attendants, the teaching content was explored deeper and redesigned twice. At last, the teaching design was being reshaped based on the original chapters and increased the workflow of flight crews in the cabin during the flight. The Task was called "Welcome Aboard".

The study of this project was divided into three modules: Module One Greeting Passengers, Module Two Seat Arrangement and Module Three Baggage Placement. In this lesson, the second seat of the Seat Arrangement was selected. How to arrange the seat for the passengers when we take plane? According to the actual work, there were three scenarios: Scene one "Finding seat", Scene Two "Sitting in the wrong seat" and Scene Three "Changing seats".
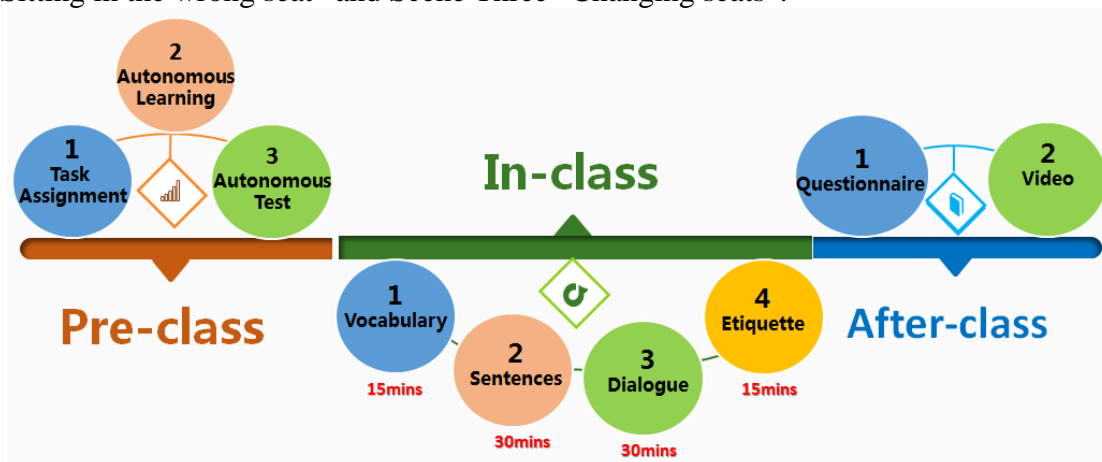


Fig.1 modules

## 2.2 Pre-class Activities

Before class, students used the mobile device to log into platform to learn the micro-course video and viewed the learning task list. While Students learnt about teaching content, learning tasks and teaching objectives, they were required to master the vocabulary, sentences, workflow and complete tests before class. The platform recorded the process of students' Autonomous Learning and analyzed the data.
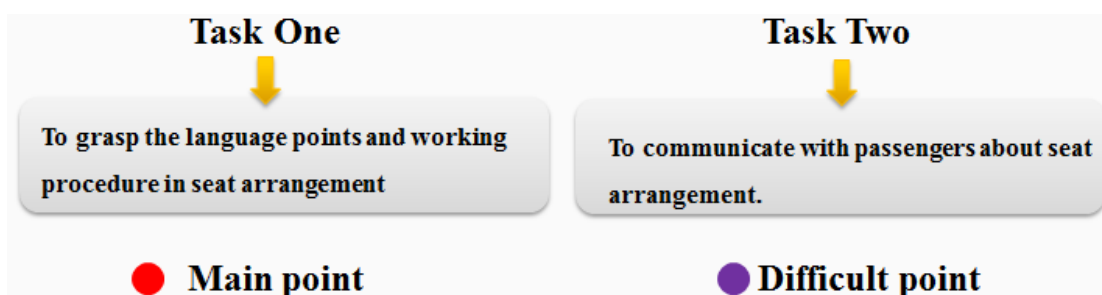
## 2.3 In-class Activities



Fig.2 tasks

In the class, teacher played the first scene video, asked questions based on the video, triggered the students to think, and led in the first learning task of this class. In the study of Task One, students used the mobile device to complete the "Words Linking" games at first. Combined the analysis report of the students' test before the class and the results of the "Words Linking" games in the class, teacher made necessary explanation to help students master vocabulary. Next, the students used the mobile device to follow and imitate reading. The system recorded and scored the automatically based on students' pronunciation and intonation. Teacher checked the students' pronunciation and instructed the students to complete the "Work Process Jigsaw Puzzle" which aimed to check the results of Autonomous Learning. Then teacher guided the students to review the sentence patterns used in the six steps.
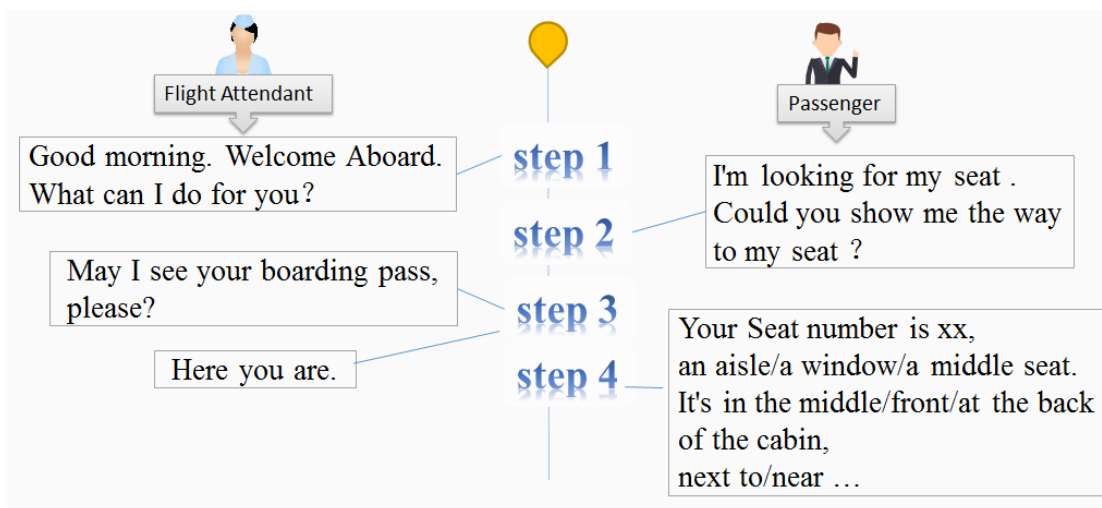
Fig.3 steps

Through the study of Task One, students had mastered the basic knowledge of "arranging seats". Passengers had been to the assigned seat. In the study of Task 2, students needed to turn knowledge into skills and was able to arrange seats and communicate with passengers. But sometimes there were special cases. Now, teacher led in the Scene Two and Scene Three, which happened in the real workplace. Firstly, the students selected one of the roles set in the English professional software, which adapted specially for speaking training. The students practiced the basic skills training. Teachers supervised and guided the classroom. The software recorded the students' achievements automatically. Secondly, the students worked in groups, chose one topic, and made up dialogues by themselves. In the meantime, teacher walked around the classroom to give students guidance on grammar, vocabulary, and sentences. Finally, the teacher invited expert in Enterprise online to watch the presentations. Dialogues were displayed group by group while the rest of the students watched it carefully. Teachers, online experts, and other students scored online according to the scoring criteria.

## 2.4 After-class Activities

After class, students logged into platform to complete the assignment and classroom evaluation questionnaire through the mobile device. The teacher reviewed the students' homework and the questionnaires. The evaluations of each student in this class would be sent to the students.

The results of the questionnaire showed that students who agreed strongly and agreed to learn under the BYOD environment accounted for 30.2% and 52.3% respectively. Most students hold positive attitudes towards blended learning under the BYOD environment.
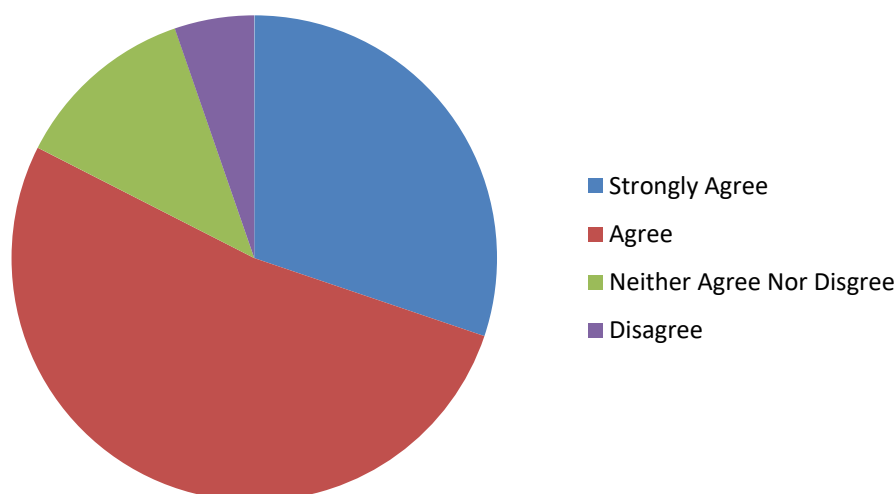


Fig.4 Acceptance of BYOD-assisted English Large Class Teaching

## 3. Summary and Inspiration

Thanks to the BYOD environment, blended learning is applied in English large size class teaching successfully. In this way we get better results in teaching. And good results achieved in practice.

As we all known, education information has become main part in current international education development. And education information has been upgraded to the 2.0 stage. As a carrier of education information, blended learning is inevitable. It is hoped that this research could provide reference for higher vocational teachers to carry out blended learning in the large size classes. It is also hoped that this research will further promote the development of mobile learning.

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